

Typical Elementary Teacher Online School Direct Instruction Schedule

| Teacher | OLS Math | OLS LS/Phonics | OLS Writing | OLS Science | OLS History | Formal Eval #1 | Formal Eval #2 |
|-----------|----------------|----------------|----------------|---------------|-------------|----------------|----------------|
| Law | | | | | | | |
| Schaffer | Thurs @ 10am | Tues @ 2:30pm | Wed @ 9:30am | | | Lindsay | Kimberly |
| Tinsley | Wed @ 9:30am | Tues @ 9:30am | Thurs @ 9:30am | | | Lindsay | Kimberly |
| Odner | | | | | | | |
| Walters | Tues @ 9:30am | Wed @ 9:30am | Wed @ 1pm | | | Kimberly | Lindsay |
| Judge | Thurs @ 11am | Wed @ 11am | Tues @ 11am | Thurs @ 1pm | | Lindsay | Kimberly |
| Morris | Wed @ 9am | Tues @ 9am | Thurs @ 9am | | | Lindsay | Kimberly |
| Hardin | Wed @ 10am | Thurs @ 1pm | Wed @ 9am | | | Lindsay | Kimberly |
| Hiser | Mon @ 9am | Thurs @ 9am | Tues @ 9am | | | Kimberly | Lindsay |
| Davis | Tues @ 9am | Wed @ 9am | | | | Lindsay | Kimberly |
| Kearley | | | | | | | |
| Berg | Tues @ 9:30am | Wed @ 9:30am | Thurs @ 9:30am | | | Kimberly | Lindsay |
| Riggs | Tues @ 9:30am | Wed @ 9:30am | Thurs @ 9:00am | | | Lindsay | Kimberly |
| Flagg | Tues @ 9am | Wed @ 9am | Thurs @ 9am | | | Kimberly | Lindsay |
| Wheatle | Thurs @ 10am | Wed @ 10am | Thurs @ 2:30pm | | | Kimberly | Lindsay |
| Northrop | | | | | | | |
| Klein | Tues @ 9am | Wed @ 9am | Thurs @ 9am | Mon @ 1pm | Mon @ 2pm | Kimberly | Lindsay |
| MacDonald | | | | | | | |
| Smith | Tues @ 11am | Wed @ 11am | Thurs @ 11am | | | Lindsay | Kimberly |
| Stanley | Thurs @ 10am | Wed @ 9am | Tues @ 9am | | | Lindsay | Kimberly |
| Corbin | Mon @ 9am | Tues @ 10am | Tues @ 11am | | | Kimberly | Lindsay |
| Yorksmith | Tues @ 9am | Wed @ 9am | Thurs @ 9am | | | Lindsay | Kimberly |
| Gomez | Thurs @ 10am | Wed @ 10am | Thurs @ 1:30pm | Tues @ 1:30pm | Wed @ 1pm | Kimberly | Lindsay |
| Adams | Tues @ 1:30pm | Wed @ 9:30am | Thurs @ 1pm | | | Kimberly | Lindsay |
| Joiner | | | | | | | |
| McKay | Tues @ 1pm | Wed @ 1pm | Wed @ 11am | | | Lindsay | Kimberly |
| Segard | Thurs @ 9:00am | Tues @ 9:30am | Tues @ 10:30am | | | Lindsay | Kimberly |
| Perez | Tues @ 9am | Wed @ 9am | Wed @ 9am | | | Kimberly | Lindsay |
| Crawley | Tues @ 9:30am | Wed @ 9:30am | Mon @ 9:30am | | | Lindsay | Kimberly |
| Owens | Wed @ 9:30am | Tues @ 9:30am | Thurs @ 9:30am | | | Kimberly | Lindsay |
| Aloisi | Wed @ 9:30am | Tues @ 9:30am | Thurs @ 9:30am | | | Kimberly | Lindsay |
| Scotfield | Tues @ 9:30am | Wed @ 9:30am | Thurs @ 9:30am | | | Kimberly | Lindsay |
| Peru | Tues @ 9:30am | Wed @ 9:30am | Tues @ 12pm | | | Lindsay | Kimberly |
| Skiora | Tues @ 9:30am | Thurs @ 10am | Wed @ 10am | | | Kimberly | Lindsay |
| Lawrence | Tues @ 9:30am | Wed @ 9:30am | Thurs @ 9:30am | | | Lindsay | Kimberly |
| Troxell | Wed @ 9:00am | Tues @ 9:00am | Thurs @ 9:00am | | | | |
| Ripley | Tues @ 9am | Wed @ 9am | Thurs @ 9am | | | Kimberly | Lindsay |
| Jones | Tues @ 10am | Tues @ 1pm | Thurs @ 10am | | | Lindsay | Kimberly |

| Typical Middle School Teacher Online School Direct Instructional Schedule | | | | | | | |
|---|-----------------------------|-------------------------|-------------------------|------------------------|-----------------|-----------------|---------|
| | 9am | 10am | 11am | 12pm | 1pm | 2pm | 3pm 4pm |
| M O N D A Y | Family Support Room Open | | | | | | |
| | Language Arts on Demand Lab | | | | | Language Arts A | |
| | Algebra I with Mrs. Troxell | | Science | | Language Arts B | | |
| | Fundamentals | | History | | LAC | | |
| | Pre-Algebra (7th Grade) | Pre-Algebra (8th Grade) | Math Yellow with Mrs. X | Middle School Math Lab | | | |
| | | | Getting Into Grammar | | | | |
| T U E S D A Y | Family Support Room Open | | | | | | |
| | Language Arts on Demand Lab | | | | | Language Arts A | |
| | Algebra I with Mrs. Troxell | | Science | | Language Arts B | | |
| | Fundamentals | | History | | LAC | | |
| | Pre-Algebra (7th Grade) | Pre-Algebra (8th Grade) | Math Yellow with Mrs. X | Middle School Math Lab | | | |
| | | | Getting Into Grammar | | | | |
| W E D N E S D A Y | Family Support Room Open | | | | | | |
| | Language Arts on Demand Lab | | | | | Language Arts A | |
| | Algebra I with Mrs. Troxell | | Science | | Language Arts B | | |
| | Fundamentals | | History | | LAC | | |
| | Pre-Algebra (7th Grade) | Pre-Algebra (8th Grade) | Math Yellow with Mrs. X | Middle School Math Lab | | | |
| | | | Getting Into Grammar | | | | |
| T H U R S D A Y | Family Support Room Open | | | | | | |
| | Language Arts on Demand Lab | | | | | Language Arts A | |
| | Algebra I with Mrs. Troxell | | Science | | Language Arts B | | |
| | Fundamentals | | History | | LAC | | |
| | Pre-Algebra (7th Grade) | Pre-Algebra (8th Grade) | Math Yellow with Mrs. X | Middle School Math Lab | | | |
| | | | Getting Into Grammar | | | | |
| F R I D A Y | Family Support Room Open | | | | | | |
| | Middle School Math Lab | | | | | | |

Typical High School Teacher Online School Direct Instructional Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | |
|-------------------------|--|---------------------------------|---|---------------------------------|------------------|-------------|---------------------|-------------------------------|-------------|-------------|
| 8:00AM - 9:00AM | | | | | | | | | | |
| 9:00AM - 10:00AM | Math | Math | Math | Math | Geography | | | | | |
| 10:00AM - 10:30AM | Homeroom Check-in | Geography | 11 th Grade Only: GHSWT Prep | Peer Mentor | ACT Prep | Peer Mentor | Web Design | Interior Design/Culinary Arts | | |
| 10:45AM - 11:45AM | Spanish I | French I | History | Science | English | Health | Intro to Entrepren. | Spanish I | French I | |
| 12:00PM - 12:30PM | Spanish II | Peer Mentor | Team Initiatives | Peer Mentor | Team Initiatives | Peer Mentor | Team Initiatives | Peer Mentor | Lunch | Peer Mentor |
| 12:30PM - 1:00PM | | Intro to Drawing | Culinary Arts/Interior Design | Marketing | | | Public Speaking | Spanish II | French II | |
| 1:00PM - 2:00 PM | | Math Study Island/USA Test Prep | Math Study Island/USA Test Prep | Math Study Island/USA Test Prep | | | Personal Finance | Spanish IV | Game Design | |
| 2:00PM - 2:30PM | Peer Mentor | HIS Study Island | SCI Study Island | ENG USA Test Prep/Study Island | Creative Writing | | Yearbook | Music Appreciation | | |
| 2:30PM - 3:30PM | Science Lab | HIS Small Group | SCI Small Group | ENG Small Group | | | Computer Literacy | Intro to Drawing | | |
| 3:30PM - 4:30PM | Family & Consumer Science | HIS Small Group | Nutrition & Wellness | ENG Small Group/GHSWT Prep | | | Spanish III | French III | | |
| 4:30PM - 5:00PM | Yearbook | | | | | | | | | |
| | Florida Virtual Academy at Clay County | | Homework Hotspot | Fine Art | Homework Hotspot | | | 475 | | |

**EDUCATIONAL PRODUCTS AND SERVICES
AGREEMENT**

Between

THE NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL
BOARD, INC.

And

K12 FLORIDA, LLC

TABLE OF CONTENTS – EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

RECITALS..... 1

1. DEFINITIONS..... 1

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES..... 3

3. SCHOOL RESPONSIBILITIES..... 4

4. FINANCIAL MATTERS..... 5

5. TERM OF AGREEMENT..... 8

6. PRICING, FEES AND PAYMENT..... 8

7. PERSONNEL SUPPORTING THE PROGRAM..... 9

8. PAYMENT OF PRODUCT AND SERVICE FEES..... 10

9. RELATIONSHIP OF THE PARTIES..... 11

10. ASSIGNMENT..... 12

11. TERMINATION..... 12

12. TERMINATION EFFECTS..... 13

13. INTELLECTUAL PROPERTY RIGHTS..... 13

14. LIMITS ON LIABILITY AND DAMAGES..... 15

15. ASSIGNMENT..... 15

16. INDEMNITY..... 15

17. INSURANCE..... 17

18. REPRESENTATIONS AND WARRANTIES..... 17

19. OFFICIAL NOTICES..... 19

20. NON-SOLICITATION/NON-HIRING..... 20

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW..... 20

22. MISCELLANEOUS..... 21

EXHIBIT A..... 24

EXHIBIT B.....**Error! Bookmark not defined.**

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC.
And
K12 FLORIDA, LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT (“**Agreement**”) is made and entered into, by and between the Northeast Florida Virtual Charter School Board, Inc., a Florida nonprofit public benefit company (hereinafter the “School”) and K12 Florida, 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:

RECITALS

A. **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 in Clay County, Florida.

B. **WHEREAS**, Northeast Florida Virtual Charter School Board, Inc. is applying for a charter from the School Board of Clay County, Florida, pursuant to F.S.A. Section 1002.33, to operate a charter school to be called Florida Virtual Academy at Clay County that will utilize K12 products and services in accordance with this Agreement.

C. **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.

D. **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.

E. **WHEREAS**, it is the intention of both Parties to enter into a long-term relationship in which Northeast Florida Virtual Charter School Board, Inc. 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. However, the non-profit board is ultimately responsible to the Charter Authorizer for all obligations as provided within the Charter.

NOW, THEREFORE, the Parties mutually agree as follows:

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 State of Florida, 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 State of Florida.

1.3. Board. The Board is The Board of Trustees of Northeast Florida Virtual Charter School Board, Inc. that governs the School.

1.4. 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.

1.5. 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 School Board of Clay County, Florida.

1.6. 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).

1.6.1. A “Positive Change in Net Assets” means Program Revenues exceeded Program Expenses in a given Fiscal Year.

1.6.2. A “Negative Change in Net Assets” means Program Expenses exceeded Program Revenues in a given Fiscal Year.

1.7. Facility. Facility means the real property, if any, leased by Northeast Florida Virtual Charter School Board, Inc. for the School’s administrative offices and, as required and agreed in writing, Student learning and tutoring centers in accordance with the terms herein.

1.8. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.9. 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.

1.9.1. A “Positive Net Asset Position” means that total assets of the Program exceed total liabilities of the Program.

1.9.2. A “Negative Net Asset Position” means that total liabilities of the Program exceed total assets of the Program.

1.10. Program. The Program is Northeast Florida Virtual Charter School Board, Inc.’s public online educational offering, currently known as Florida Virtual Academy at Clay County.

1.11. 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. All special education-related funding from any source for the Special Education Students shall be included within Program Revenues.

1.12. Reserve. The Program shall carry a reserve in each fiscal year equal to at least three percent (3%) of Program Revenues.

1.13. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12's outstanding shares of common stock.

1.14. State. The State is Florida.

1.15. 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. K12 shall provide special education and/or related special needs services including but not limited to teachers and related service providers, to Students with special education needs or any Students who have, will have or require an Individualized Education Program (“**IEP**”).

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.

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. 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. 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. 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. K12 shall reasonably cooperate with such monitoring and oversight.

3.2. 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.

3.3. 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.

3.4. 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. Only if the Program ends a Fiscal Year in a Positive Net Asset Position after setting the Reserve aside, 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, then 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 after setting the Reserve aside, if ever.
- c. If the Program ends the year in a Positive Net Asset Position after setting the Reserve aside the amount due K12 will be determined as follows:
 - i. Of the first \$100,000 or less of the Positive Net Asset Position after setting the Reserve aside, 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 after setting the Reserve aside, 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 after setting the Reserve aside 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.
- d. This repayment provision is not a loan, and creates no obligation to be reflected upon the balance sheet of the School pursuant GAAP contingent liability rules. .
- e. 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 delegates or subcommittee) a proposed Program budget for each such Fiscal Year. The proposed Program budget shall include provisions for an independent auditor to be hired by the Board, and appropriate provisions for Board initiated programs. The proposed Program budget will include assumptions provided by K12, and shall include funding for the Reserve. 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. The Reserve shall only be accessed to address an extraordinary or unplanned change in circumstances.

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. All Facility costs shall be a Program Expense. The School agrees that it will not amend, modify, terminate or extend a lease or enter into a new lease without the prior written consent of K12. Additionally, the School agrees that it will not exercise any rights under a 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 a 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. K12 shall: (i) prepare and submit reports on the Program’s finances, including a review of expenditures and alignment of those expenditures with the mission and academic success of the school as set out in the annual budget 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. The School, through its Board 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. teacher related expenses;
- 4.8.2. teacher training related 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 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 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 the effective date of any Charter granted ("**Effective Date**") and will terminate on June 30, 2019 ("**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. Notwithstanding the forgoing, this Agreement shall not become effective on the Effective Date if the Authorizer has not granted the Charter to the School on or before the Effective Date.

5.2. **Renewal.** Following the Initial Term, this Agreement will automatically extend for successive additional periods (each such period a "**Renewal Term**"), consistent with extension of the Charter 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**".

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 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 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 to include all Program teacher salaries, Advances and fees for Educational Products; (3) 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 (4) Balanced Budget Credits, if any become recognized and due pursuant to Section .

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. In the hiring of the HOS, K12 shall provide the Board with background information on finalists for the position, and an opportunity to interview finalist if the Board so chooses, and a reasonable time for the Board to provide K12 with comments upon the finalists. 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 with supporting documentation. K12 shall review such request and respond within thirty (30) days to the Board with a six (6) month corrective action plan for the HOS. At the conclusion of the corrective action plan, K12 and the board shall discuss the results of the corrective action plan. If, at the conclusion of the corrective action plan, the Board requests K12 to assign a new HOS to the Program, K12 shall do so within ninety (90) days

7.3. Student-Teacher Ratios. K12 will make recommendations to the Board for an appropriate ratio of teachers to pupils for the Program to ensure academic performance, including K-8 and high school, subject to the terms and conditions of the Charter and/or Applicable Law. The Board shall not unreasonably withhold its consent to recommendations that are consistent with the terms and conditions of the Charter and Applicable Law.

7.4. Student Support Staff. K12 shall employ and be ultimately responsible for “**Student Support Staff**” (defined below) for the Program, except where K12 deems it reasonably necessary for the School to employ such staff to deliver the Educational Products and Services hereunder. K12 will recruit, set the terms of employment, hire, supervise, discipline and terminate Student Support Staff. “**Student Support Staff**” is defined as any position that provides direct services to the Program and its Students which may include Teachers (master and lead), Special Education Coordinators, Registrar, Guidance Counselor, Nurse, Community Relations Coordinator, Truancy Officer, Related Services Coordinator, 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

possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter.

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, Student Support Staff (including teachers) 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 and approval 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.

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 ten percent (10%) per annum. All other amounts past due and owing by the School to K12 will accrue interest at one and (.833 %) per month but not to exceed ten percent (10%) per annum on each overdue amount. The School shall not intentionally withhold payments due to K12.

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 completion of 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 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 of Florida and governed by its Board. Although many provisions in this Agreement refer to the Program and grant rights or impose obligations on the School, it is the Board that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer.

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. ASSIGNMENT. 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. The Parties agree that the then current school year will be completed prior to the effectiveness of a termination unless doing so would result in irreparable harm.

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 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. In the event K12 fails to present a budget, the Board has the right to terminate this agreement.

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 EFFECTS. 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, excluding the Reserve, to pay off the outstanding balance of Balanced Budget Credits, provided however, if any Balanced Budget Credits remain after the Net Assets, excluding the Reserve, 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.

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, Program 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 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 eighteen(18) MONTHS.

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. To the extent allowed by Applicable Law, 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. K12 recognizes that the Board is subject to the relevant provisions of sovereign immunity contained in the Applicable Law.

16.2. Indemnification of K12. To the extent allowed by Applicable Law, 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 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.

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 claims 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 GUARANTEES 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.

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 of Florida.

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 Board will use best efforts to obtain approval of the Charter, maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration with assistance from K12. When approved, the School will promptly provide K12 with a true and correct copy of the Charter.

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 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 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:

Larry Williams
Northeast Florida Virtual Charter School
Board, Inc.
200 West College Ave.
Tallahassee, FL 32301

With Copy To:

Edward Pozzuoli, Esquire
Tripp Scott, P.A.
110 SE 6th Street, 15th Floor
Fort Lauderdale, Florida 33301

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 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 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 dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the School's Head of School or its authorized designee and to the direct manager of the Head of School (currently the Regional Vice President) of 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 EVP of School Services 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 CEO 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 Clay County, Florida, 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 Clay County, Florida, 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 State of Florida 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 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 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
NORTHEAST FLORIDA VIRTUAL CHARTER
SCHOOL BOARD, INC.

For and on behalf of
K12 FLORIDA LLC

Signed: 

Signed: _____

Name: Brady Cobb

Name: _____

Position: Attorney

Position: _____

Date: 7-23-13

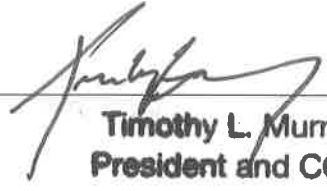
Date: _____

For and on behalf of
NORTHEAST FLORIDA VIRTUAL CHARTER
SCHOOL BOARD, INC.

For and on behalf of
K12 FLORIDA LLC

Signed: _____

Signed: _____



Timothy L. Murray
President and COO

Name: _____

Name: _____

Position: _____

Position: _____

Date: _____

Date: _____

July 23, 2013

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. Notwithstanding the forgoing, for the first school year during the Term, Educational Products, Pupil Recruiting and product Related services will only be provided for grades K to 9. An additional grade will be added in each subsequent school year of the Term until all of grades K to 12 are included.

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.

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.

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. The School will be billed at the Replacement Value (as defined in Section 12.2, for student computers and "durable" materials, as defined by K12, which are lost, not returned or damaged beyond repair. Such cost is not included in Program Expenses

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 - Counseling tool(s) to support college, career planning and exploration.

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. Identify location of the School's initial or supplemental 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, expenses and capital expenditures. 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 or where permitted by Applicable Law. 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.

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;
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 trouble shooting;
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.

EXHIBIT B

K12 Proprietary Marks



®

K¹²

Unleash the xPotential®

The xPotential®

A+nywhere Learning System®



powerspeak¹²





2013 - 2014

COURSE CATALOG

GRADES PreK-12



LET'S LEARN

[K12.COM/COURSES](https://k12.com/courses)

Pre-Kindergarten

Courses

page 4

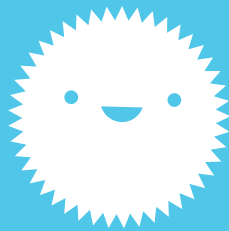


embarK¹².....5

Elementary

Courses

page 7



English & Language Arts..... 8

Math.....12

Science..... 14

History & Social Sciences..... 16

Art..... 17

Music..... 19

World Languages..... 21

Orientation..... 24

Middle School

Courses

page 25



English & Language Arts..... 28

Math..... 29

Science..... 30

History & Social Sciences..... 32

Art..... 33

Music..... 34

World Languages.....34

Orientation..... 39

High School

Courses

page 42



English 44

Mathematics..... 52

Science..... 60

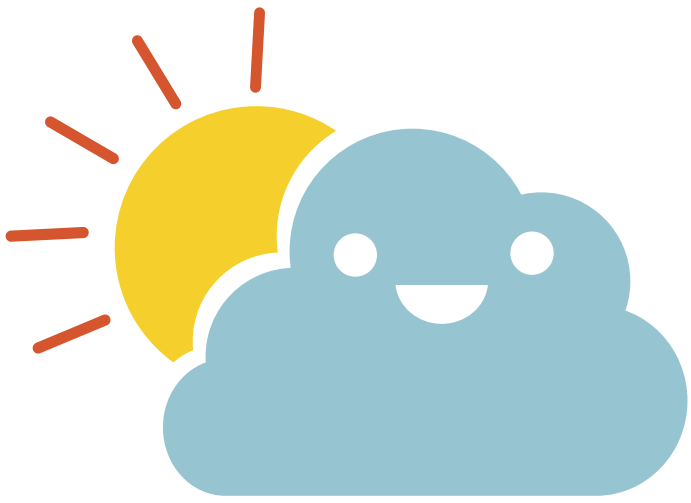
History & Social Sciences..... 66

World Languages..... 78

Electives..... 87

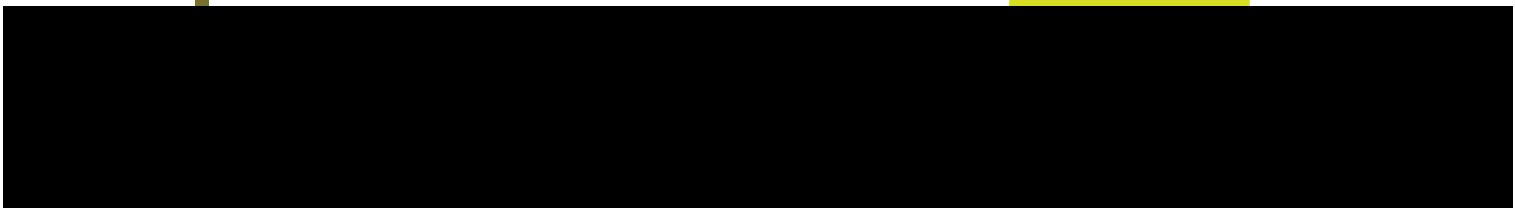
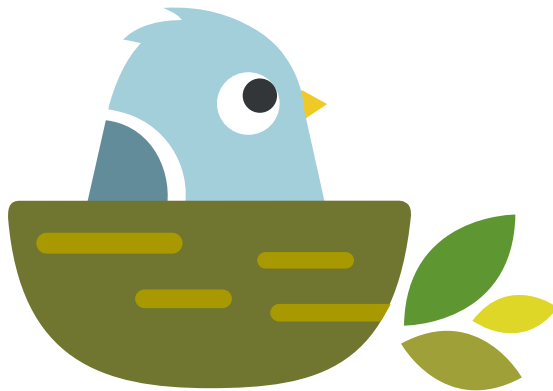
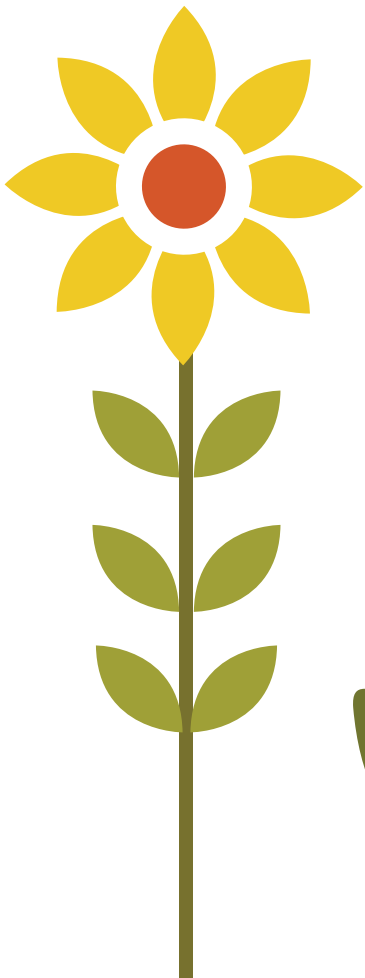
Technology & Computer Science... 95

Orientation..... 100



Pre-Kindergarten

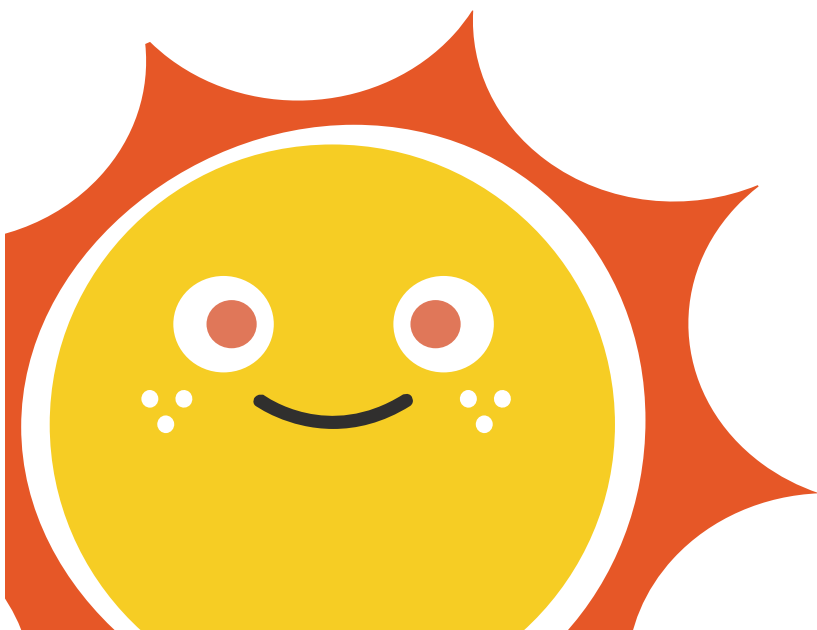
Offerings may vary at K¹²-powered schools.





The embark¹² program is a comprehensive curriculum designed to prepare children for kindergarten. The program includes 18 thematic units with instructional activities in six subjects: language arts, mathematics, science, social studies, art, and music. Developed for Pre-K children, embark¹² engages learners through direct experience, interactive media, and a variety of multisensory activities guided by a teacher or learning coach. Interactive technology, storytelling, personal narrative, and functional communication are key aspects of embark¹². The program follows guidelines for developmentally appropriate practice, and online and offline activities align with Pre-K standards and expectations for kindergarten readiness. Learning objectives aim to foster intellectual and socio-emotional development in age-appropriate contexts while supporting children's physical development.. The curriculum contains 18 units and 432 learning modules. If used in its entirety, content for each unit spans 16+ hours of instructional time; this content is designed for flexible implementation within many different structures and schedules to accommodate existing Pre-K programs.

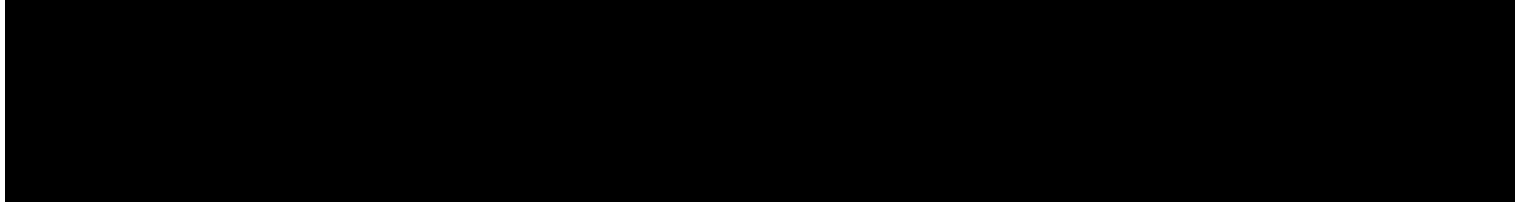
Curriculum Items: *I Am Special* booklet; Flashcards; Children's literature selections



Pre-K Kindergarten

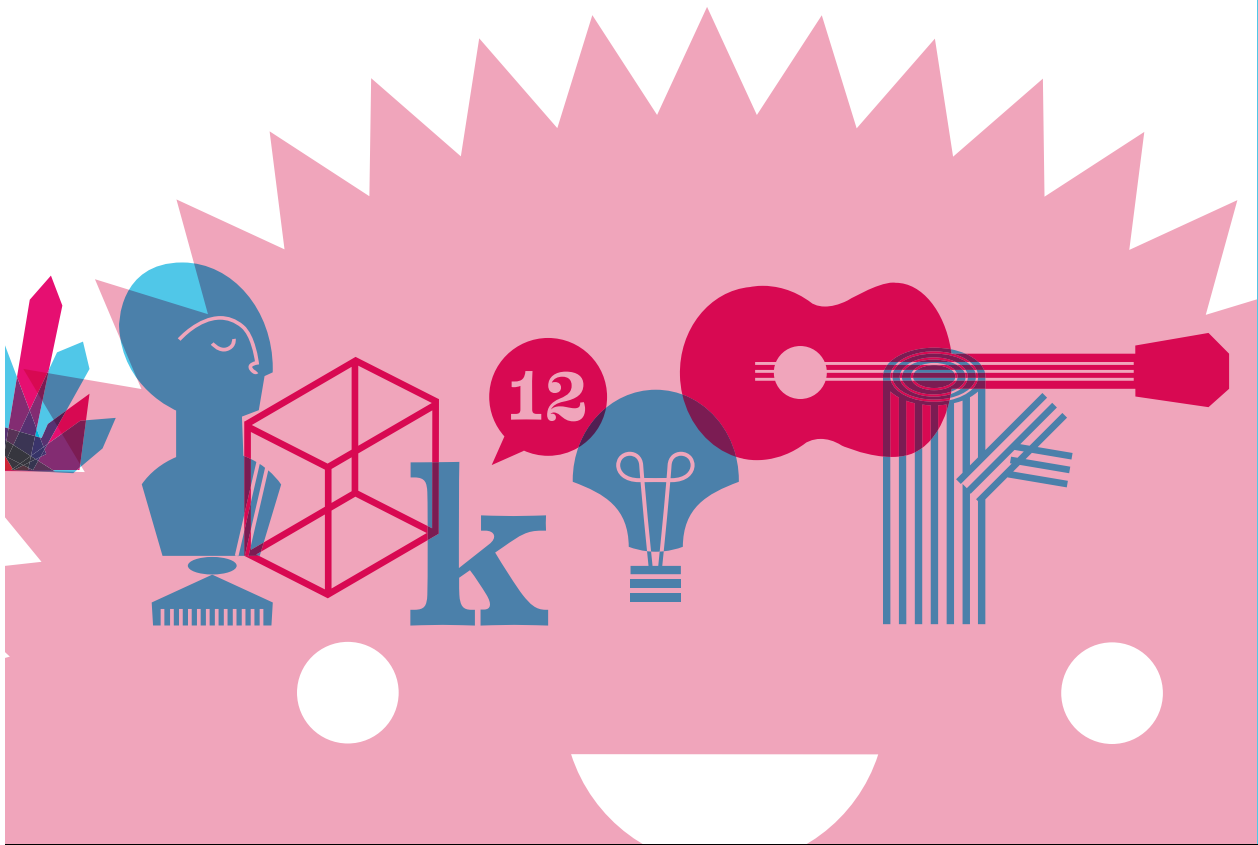
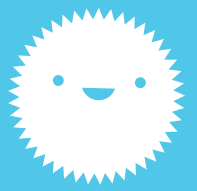


IN2



345

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 (Green) (NEW)

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:** There are 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they’ve previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and is followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy.
- **Literature and Comprehension:** The K¹² Language Arts Literature and Comprehension program consists of 24 units with reading selections from the *Classics* anthology, nonfiction magazines, trade books, and other books students choose for themselves. Students will listen to and read a variety of poetry, fiction, and nonfiction to develop their reading comprehension skills.
- **Handwriting:** Students will further develop their handwriting skills through *Handwriting Without Tears*. In Semester 1, students will work in the *My Printing Book*. In Semester 2, students will practice handwriting on their own using the supplied lined paper.

- **Spelling:** There are 18 units in K¹² Spelling, which begins in the second semester of Grade 1. Each unit contains five lessons. The first lesson of a unit introduces new Spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. There is an online review in Lesson 4 and an offline assessment in Lesson 5. Students will master the spelling skills needed to read and write proficiently.
- **Vocabulary:** K¹² Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. There are 18 units in K¹² Vocabulary. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. The 10th lesson is always a Unit Checkpoint, testing students on all the words they studied.
- **Writing Skills:** The program includes 18 alternating units of Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work.

Curriculum Items: My Printing Book, My Writing Book, Journal, Language Arts Green Spelling Handbook, Book Report Kit Green Activity Books 1 and 2, Green LA Lesson Guides 1 and 2, Story Cards, Grab bag Green Assessments Book, K¹² Language Arts Green Lesson Guide and Activity Book, K¹² PhonicsWorks DVD training video, K¹² PhonicsWorks Basic & Advanced Kits, K¹² PhonicsWorks Advanced Sight Word Cards, K¹² PhonicsWorks Readers Advanced, K¹² PhonicsWorks Advanced Lesson Guide Book 1 and Book 2, K¹² PhonicsWorks Advanced Activity Book, K¹² PhonicsWorks Advanced Assessment Book 1 and Book 2, Accomplishments chart and stickers, Dry erase board, markers, and eraser, Accomplishments chart and stickers, Slate chalkboard, Printed alphabet desk strips, Wide double line paper

Additional Curriculum Items: Additional works of literature, including *Listen My Children: Poems for First Graders*, *Ready, Set, Read*, *Classics for Young Readers*, Items easily found in a typical home

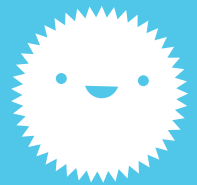
Language Arts 2 (Orange)

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.

Florida Virtual Academy at Clay County

Elementary



- **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 Readers*, 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, *The Glory of Greece* by Beth Zemble and John Holdren, *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*, *Handwriting 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 reading comprehension, analysis, 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 reading comprehension, build vocabulary, and help students become more independent readers. The emphasis is on classic literature. Additionally, students read works of nonfiction, as well as four novels selected from a long list of classic titles. 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 (K¹² 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 (K¹² edition, abridged for young readers), White dry-erase board

Language Arts 5

This course provides structured lessons on reading comprehension, analysis, 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 study literature in a variety of genres including fiction, poetry, nonfiction, drama, and novels.

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 (K¹² edition, retold for young readers), White dry-erase board

MARK¹² Reading I (Adaptive Remediation)

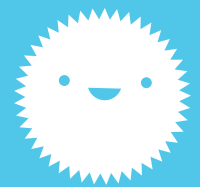
Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading I gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation 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; A speaker and microphone are necessary; a headset combination is recommended.

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; A speaker and microphone are necessary; a headset combination is recommended.



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; A speaker and microphone are necessary; a headset combination is recommended.

Math⁺ K (Blue)

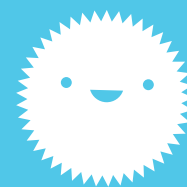
This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning 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

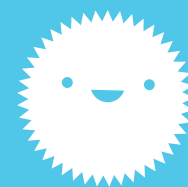
Kindergarten students begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Students will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), matter (solid, liquid, and 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 Alikei, *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 Alikei, *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

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.

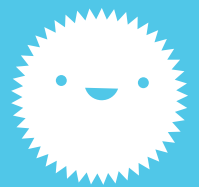
Curriculum Items: U.S./world map (3-5), *Map Skills and Our World, Level 5, A History of US: The Concise School Edition* by Joy Hakim (Vol. A: Prehistory to 1800, and Vol. B: 1790 to 1877)

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.

Florida Virtual Academy at Clay County

Elementary



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

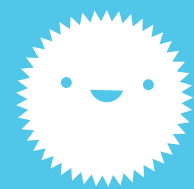
Preparatory Music

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 K¹² 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)

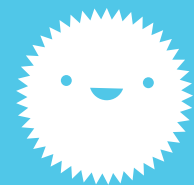
Elementary Spanish 1

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.

Florida Virtual Academy at Clay County



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.

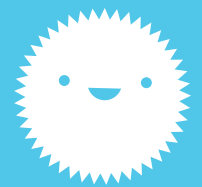
Elementary French 2

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 understanding. 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,

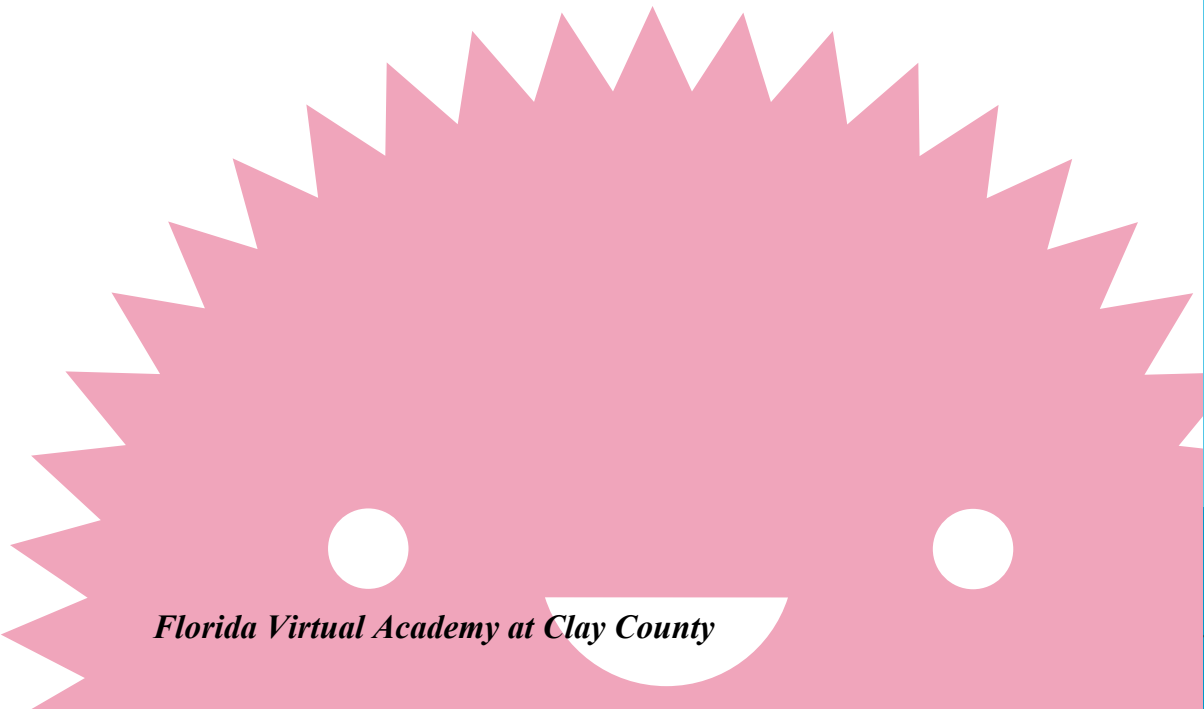
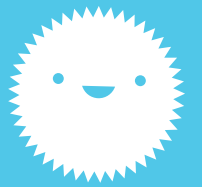
relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar begins with simple sentence construction, first- and third-person verbs, demonstrative 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.

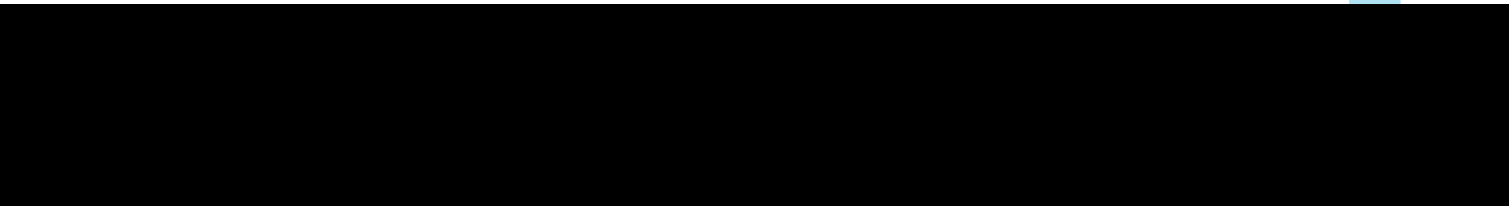
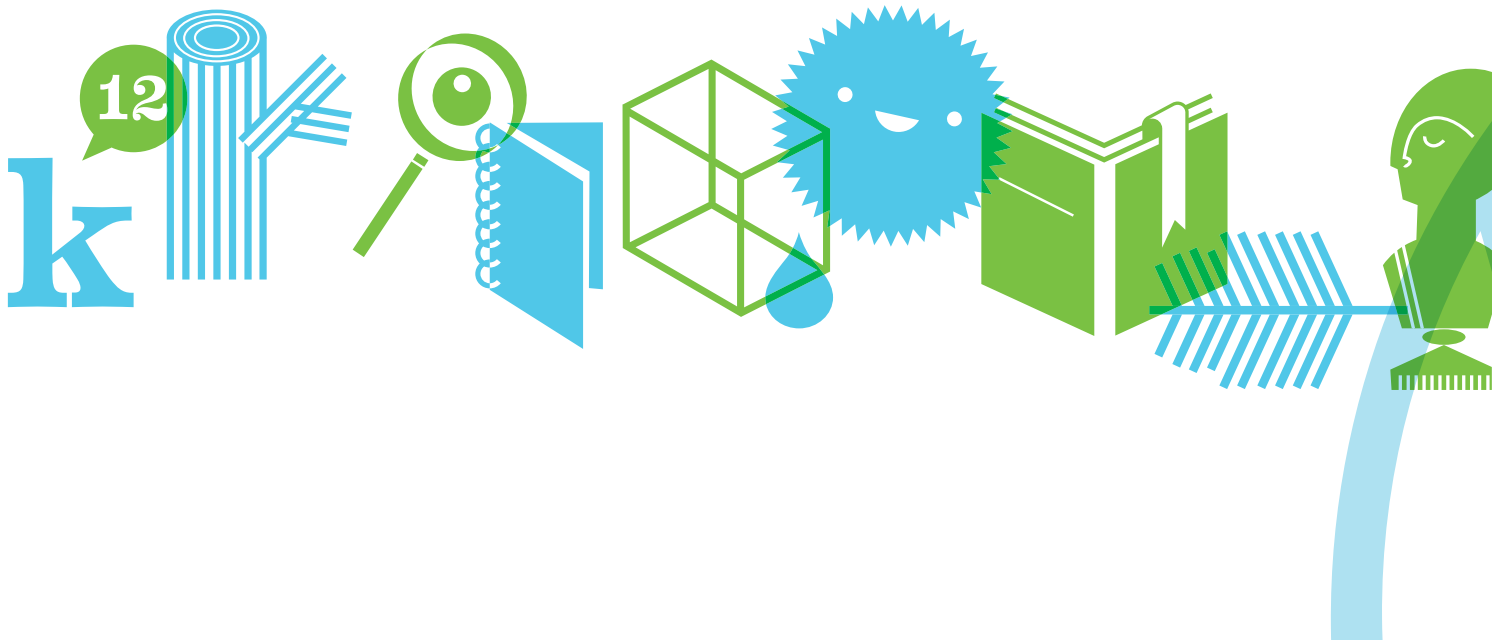
Welcome to Online Learning

Families begin the school year with Introduction Welcome to Online Learning courses targeted to grades K-2 or 3-5 and 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.

Elementary



63



B

i



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 K¹²), *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 K¹²), *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)

Middle



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

Florida Virtual Academy at Clay County

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

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)

Middle



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

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, K¹² online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K¹². 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, K¹² 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

Middle



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 (NEW)

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Spanish I. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and

listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. 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 Spanish 2 (NEW)

Students continue their language-learning adventure by progressing to this next level of middle school Spanish. The instruction is equivalent to that found in the second semester of High School Spanish I. Students expand their introduction to Spanish through focus on four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: Middle School Spanish 1, or equivalent

Middle School French 1 (NEW)

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural

Middle



practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. 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 French 2 (NEW)

Students continue their language-learning adventure by progressing to this next level of middle school French. The instruction is equivalent to that found in the second semester of High School French I. Students expand their introduction to French through focus on four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: Middle School French 1, or equivalent

Middle School German 1 (NEW)

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School German I. Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. 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 German 2 (NEW)

Students continue their language-learning adventure by progressing to this next level of middle school German. The instruction is equivalent to that found in the second semester of High School German I. Students expand their introduction to German through focus on four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Prerequisites: Middle School German 1, or equivalent

Middle School Latin 1 (NEW)

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. 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



Middle School Latin 2 (NEW)

Students continue their language-learning adventure by progressing to this next level of middle school Latin. The instruction is equivalent to that found in the second semester of High School Latin I. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. 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 (NEW)

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. 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 children of other ages, depending upon background and experience.

Prerequisites: None

Middle School Chinese 2 (NEW)

The instruction is equivalent to that found in the second semester of High School Chinese I. Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

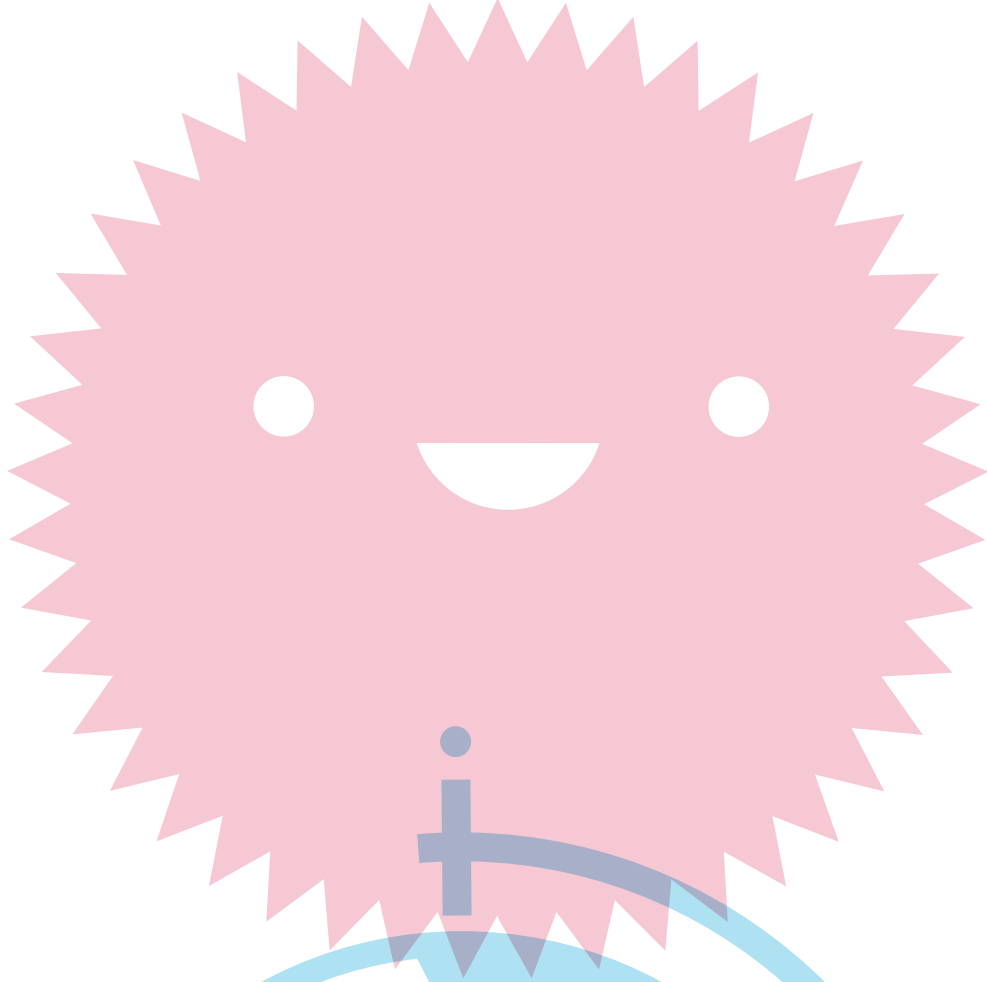
Prerequisites: Middle School Chinese 1, or equivalent

Welcome to Online Learning

Families begin the school year with an Welcome 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.

Middle





















K-8 Course List

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

ENGLISH & LANGUAGE ARTS

Language Arts K (Blue) 
Language Arts 1 (Green)  
Language Arts 2 (Orange) 
Language Arts 3
Language Arts 4
Language Arts 5
Intermediate English A
Intermediate English B
Literary Analysis and Composition
MARK¹² Reading I (Remediation) 
MARK¹² Reading II (Remediation) 
MARK¹² Reading III (Remediation) 



MATH

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











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 
American History B 
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

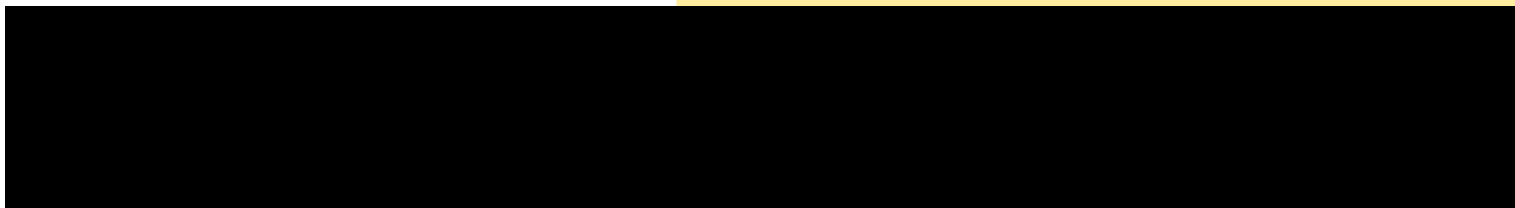
MUSIC

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

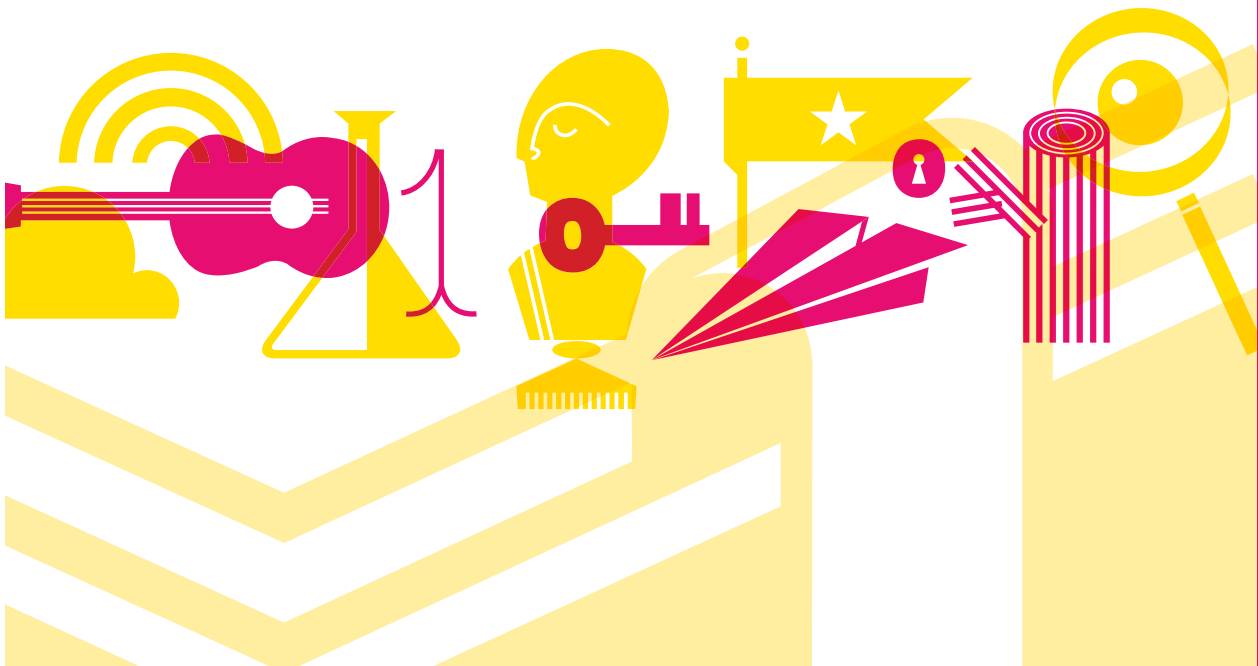
Welcome to Online Learning K-2
Welcome to Online Learning 3-5
Welcome to Online Learning 6-8
 = adaptive learning technology
 = eBook(s) included
 = new course

910



High

High



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.

High



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, resumes, 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.

Florida Virtual Academy at Clay County

High



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 Shakespeare

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: ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors 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*, 13th ed.; *Writing: A College Handbook*, 5th ed.

Prerequisites: Success in ENG204: Honors Literary Analysis) and Composition II (or equivalent) or 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 ENG204: Honors Literary Analysis) and Composition II (or equivalent) or 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 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

ENG030-AVT: Creative Writing (Elective)

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

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)

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 of Consumer Math, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slide shows 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

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: K¹² middle school Fundamentals of Geometry and Algebra, or MTH011-APL: Math Foundations II (or equivalents)

Note: Students who have already succeeded in K¹² 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: K¹² middle school Fundamentals of Geometry and Algebra (or equivalent)

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

High



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

MTH107: Developmental Algebra (Core) (NEW)

This is the first course in a two-year algebra sequence that concludes with Continuing Algebra (forthcoming in 2014-2015). In this course, students begin to explore the tools and principles 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; and solve systems of linear equations. Sophisticated virtual manipulatives and online graphing tools help students visualize algebraic relationships. Developmental Algebra covers fewer topics than a one-year algebra course, providing students with more time to learn and practice key concepts and skills. After completing Developmental Algebra, students will be prepared to take Continuing Algebra.

Course Length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: MTH112: Pre-Algebra (or equivalent)

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 equivalent)

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

High



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 is recommended

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

High



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 is recommended

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

MTH307: Practical Math (Core) (NEW)

In this course, students use math to solve real-world problems—and real-world problems to solidify their understanding of key mathematical topics. Data analysis, math modeling, and personal finance are key themes in this course. Specific topics of study include statistics, probability, graphs of statistical data, regression, finance, and budgeting. In addition, students learn how to use several mathematical models involving algebra and geometry to solve problems. Proficiency is measured through frequent online and offline assessments, as well as class participation. Units focused on projects also allow students to apply and extend their math skills in real-world cases.

Course Length: Two semesters

Materials: *Practical Math: Reference Guide and Problem Sets* (online)

Prerequisites: Algebra I and Geometry

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 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 in 10 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

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

High



MTH520: AP Calculus BC (NEW)

This course is the equivalent of an introductory college-level calculus course. In this course, students study functions, limits, derivatives, integrals, and infinite series. 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

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.

Florida Virtual Academy at Clay County

High



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: K¹² 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 K¹² 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*

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

High



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) (MTH403 strongly recommended as a prerequisite, but this course may instead be taken concurrently with SCI403)

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: Algebra II or MTH304: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry (MTH403 strongly recommended as a prerequisite, but this course may instead be taken concurrently with SCI404), 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 (NEW)

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 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.

Course Length: Two semesters

Materials: 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, 11th ed.; other editions acceptable; materials for laboratory experiments; a graphing calculator is recommended to prepare for the AP exam (supplied by school or student).

Prerequisites: Success in MTH303: Algebra II or in MTH304: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

SCI530-AVT: 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 - 17th Edition*; *AP Environmental Science Lab Kit*

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

High



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 K¹². 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: K¹² 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

Materials: *World History: Our Human Story*

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

High



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: 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: 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: K¹² 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.

High



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

High



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 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, 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)

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

High



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, 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., 8th ed; other editions acceptable

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*, 5th ed.; *American Government*, by Lowi et al., 12th ed.; other editions acceptable

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: 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: *Macroeconomics 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

High



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 (supplied by school or student)

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 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

HST030-AVT: Economics (Elective)

Students are introduced to the basics of economic principles, and learn how to think like economists. 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: None

HST040-AVT: Civics (Elective)

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

HST050-AVT: Sociology (Elective)

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*, 6th edition by W. LaVerne Thomas; other editions acceptable

Prerequisites: None

HST222-AVT: Contemporary World Issues (Elective)

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

High



WLG100: Spanish I (NEW)

Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

Note: Students who have already completed Middle School Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG106-AVT: Spanish I (Credit Recovery)

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: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

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

WLG200: Spanish II (NEW)

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of

grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

Prerequisites: WLG100: Spanish I, middle school Spanish 1 and 2 (or equivalents)

WLG300: Spanish III (NEW)

Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

Prerequisites: WLG200: Spanish II (or equivalent)

WLG400-AVT: 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: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

Prerequisites: WLG300: Spanish III (or equivalent)



WLG500: AP Spanish Language and Culture (NEW)

The AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course is based on the six themes required by the College Board, namely,

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Vox Everyday Spanish and English Dictionary* or equivalent is recommended.

Prerequisites: Strong success in WLG300: Spanish III, or success in WLG400-AVT: Spanish IV (or equivalents), and teacher/school counselor recommendation

WLG110: French I (NEW)

Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse Student French-English/English-French Dictionary* or equivalent is recommended.

Prerequisites: None

Note: Students who have already completed Middle School French 2 should enroll in French II rather than in French I.

WLG210: French II (NEW)

Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse Student French-English/English-French Dictionary* or equivalent is recommended.

Prerequisites: WLG110: French I, middle school French 1 and 2 (or equivalents)

WLG310: French III (NEW)

interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

High



Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse Student French-English/English-French Dictionary* or equivalent is recommended.

Prerequisites: WLG210: French II (or equivalent)

WLG410-AVT: 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. Students must pass French III as a prerequisite.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse Student French-English/English-French Dictionary* or equivalent is recommended.

Prerequisites: WLG310: French III (or equivalent)

WLG510: AP French Language and Culture (NEW)

The AP French Language and Culture course is an advanced language course in which students are directly prepared for the AP French Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in French. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic French-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using French, gain knowledge and understanding of the cultures of the Francophone world, use French to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the French language and its culture, and use French to participate in communities at home and around the world. The AP French Language course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse Student French-English/English-French Dictionary* or equivalent is recommended.

Prerequisites: Strong success in WLG310: French III, or success in WLG410-AVT: French IV (or equivalents), and teacher/school counselor recommendation

WLG120: German I (NEW)

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations, respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Note: Students who have already completed Middle School German 2 should enroll in German II rather than in German I.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse German Dictionary* or equivalent is recommended.

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 (NEW)

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Larousse German Dictionary* or equivalent is recommended.

Prerequisites: WLG120: German I, middle school German 1 and 2 (or equivalents)

High

WLG320-AVT: 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: LA speaker and microphone are necessary; a headset combination is recommended. *Larousse German Dictionary* or equivalent is recommended.

Prerequisites: WLG220: German II (or equivalent)

WLG420-AVT: 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: A speaker and microphone are necessary; a headset combination is recommended. *Larousse German Dictionary* or equivalent is recommended.

Prerequisites: WLG320-AVT: German III (or equivalent)

WLG130: Latin I (NEW)

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent

assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Note: Students who have already completed Middle School Latin 2 should enroll in Latin II rather than in Latin I.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Bantam New College Latin & English Dictionary* or equivalent is recommended.

Prerequisites: None

WLG230: Latin II (NEW)

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Bantam New College Latin & English Dictionary* or equivalent is recommended.

Prerequisites: WLG130: Latin I (or equivalent)

WLG140: Chinese I (NEW)

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices,

High



products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Note: Students who have already completed Middle School Chinese 2 should enroll in Chinese II rather than in Chinese I.

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Oxford Beginner's Chinese Dictionary* or equivalent is recommended.

Prerequisites: None

WLG240: Chinese II (NEW)

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Length: Two semesters

Materials: A speaker and microphone are necessary; a headset combination is recommended. *Oxford Beginner's Chinese Dictionary* or equivalent is recommended.

Prerequisites: WLG140: Chinese I, middle school Chinese 1 and 2 (or equivalents)

WLG150-AVT: 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: A speaker and microphone are necessary; a headset combination is recommended. *Oxford's Japanese Dictionary* or equivalent is recommended.

Prerequisites: None

WLG250-AVT: 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: A speaker and microphone are necessary; a headset combination is recommended. *Oxfords Japanese Dictionary* or equivalent is recommended

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.

High



Course Length: Two semesters

Materials: Finale Notepad music notation software

Prerequisites: None

ART500-AVT: AP Art History (Elective)

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 20th 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. Prior art training is not necessary for enrollment.

Course Length: Two semesters

Materials: *Gardner's Art Through the Ages*, 12th Edition (Fred S. Kleiner, Christin J. Mamiya)

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

MTH332-AVT: Integrated Math (Elective)

This course helps students develop mathematical skills that enable them to solve problems and use reason and logic in math courses. Integrated Math gives the man 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

MTH342 -AVT: Accounting (Elective)

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

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)

High



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 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

HST030-AVT: Economics (Elective)

Students are introduced to the basics of economic principles, and learn how to think like economists. 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: None

HST040-AVT: Civics (Elective)

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

HST050-AVT: Sociology (Elective)

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*, 6th edition by W. LaVerne Thomas; other editions acceptable

Prerequisites: None

High



HST222-AVT: Contemporary World Issues (Elective)

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

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)

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, and teacher/school counselor recommendation

OTH080-AVT: Nutrition and Wellness (Elective)

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

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)

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.

High



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: Drivers Safety (Elective)

Drivers Safety 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. This course may not satisfy the state department of transportation's or motor vehicle's requirements for learners permit issuance. Please consult local requirements prior to enrolling.

Course Length: One semester

Materials: Responsible Driving, Street Smarts DVD

Prerequisites: None

OTH090-AVT: Life Skills (Elective)

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

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 life-span 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

High



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 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. Visual Studio 2008 Express Edition is required software for this course.

Course Length: One semester

Prerequisites: Knowledge of computer fundamentals

TCH062-AVT: Programming II—Java (Elective)

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. Prior coursework in computer fundamentals and programming

are prerequisites for Java Programming. JDK 1.5 or a higher version Java application is required for this course

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

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

High



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)

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 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

High



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

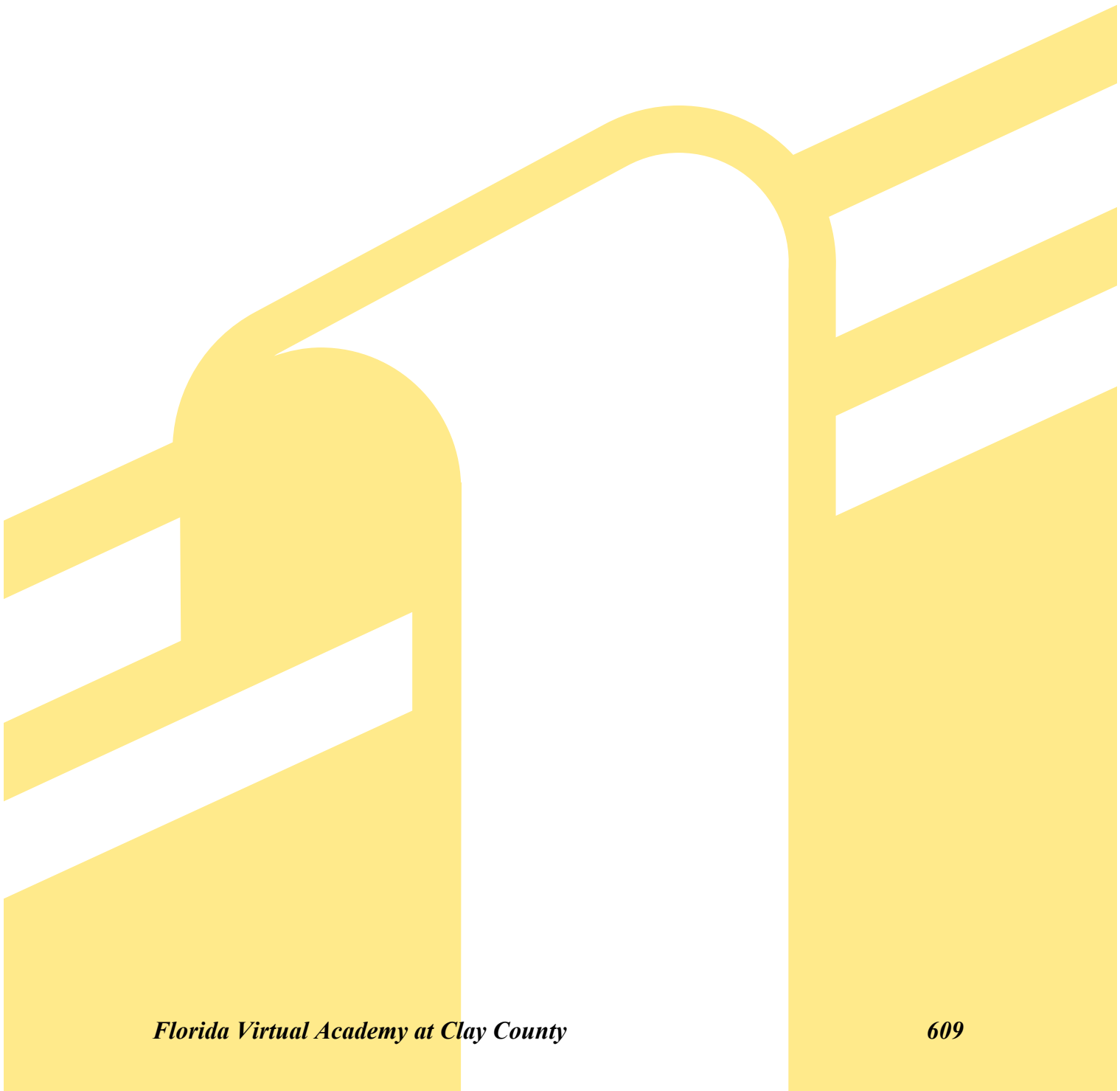
Prerequisites: None

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

ENGLISH

| | Core | Comprehensive | Honors | AP | Remediation | Credit Recovery | Elective |
|--|------|---------------|--------|----|-------------|-----------------|----------|
| English Foundations I | | | | | • | | |
| English Foundations II | | | | | • | | |
| Literary Analysis and Composition I (1) | • | ◆ | ◆ | | | • | |
| Literary Analysis and Composition II (1) | • | ◆ | ◆ | | | • | |
| American Literature (1) | • | ◆ | ◆ | | | • | |
| British and World Literature (1) | • | ◆ | ◆ | | | • | |
| AP English Language and Composition | | | | ◆ | | | |
| AP English Literature and Composition | | | | ◆ | | | |
| Journalism* | | | | | | | ◆ |
| Public Speaking* | | | | | | | ◆ |
| Creative Writing | | | | | | | ◆ |

MATH

| | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|
| Math Foundations I | | | | | • | | |
| Math Foundations II | | | | | • | | |
| Consumer Math | • | | | | | | |
| Practical Math (1)(1) | • | | | | | | |
| Developmental Algebra (1)(1) | • | | | | | | |
| Pre-Algebra (1) | • | • | | | | • | |
| Algebra I (1) | • | ◆ | ◆ | | | • | |
| Geometry (1) | • | ◆ | ◆ | | | • | |
| Algebra II (1) | • | ◆ | ◆ | | | • | |
| Pre-Calculus/Trigonometry | | ◆ | | | | | |
| Probability and Statistics* (1) | | ◆ | | | | | |
| Calculus | | ◆ | | | | | |
| AP Calculus AB | | | | ◆ | | | |
| AP Calculus BC (1)(1) | | | | ◆ | | | |
| AP Statistics | | | | ◆ | | | |
| Personal Finance* | | | | | | | • |
| Integrated Math | | | | | | | • |

SCIENCE

| | | | | | | | |
|--------------------------|---|---|---|---|--|---|---|
| Physical Science (1)(1) | ◆ | | | | | • | |
| Earth Science (1)(1) | • | ◆ | ◆ | | | • | |
| Biology (1)(1) | • | ◆ | ◆ | | | • | |
| Chemistry (1)(1) | • | ◆ | ◆ | | | • | |
| Physics (1)(1) | | ◆ | ◆ | | | | |
| AP Biology | | | | ◆ | | | |
| AP Chemistry (1) | | | | ◆ | | | |
| AP Physics B | | | | ◆ | | | |
| AP Environmental Science | | | | • | | | |
| Environmental Science* | | | | | | | ◆ |
| Forensic Science* (1) | | ◆ | | | | | • |

HISTORY & SOCIAL SCIENCES

| | | | | | | | |
|----------------------------------|---|---|---|---|--|---|---|
| World History (1) | • | ◆ | ◆ | | | • | |
| Modern World Studies (1) | • | ◆ | ◆ | | | • | |
| Geography and World Cultures* | • | ◆ | | | | • | |
| U.S. History (1) | • | ◆ | ◆ | | | • | |
| Modern U.S. History (1) | • | ◆ | ◆ | | | • | |
| 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 (1) | | | | ◆ | | | |
| AP World History (1) | | | | ◆ | | | |
| Anthropology* | | | | | | | ◆ |
| Psychology* | | | | | | | ◆ |
| Economics* | | | | | | • | ◆ |
| Civics* | | | | | | | ◆ |
| Family and Consumer Science* | | | | | | | • |
| Contemporary World Issues | | | | | | | ◆ |
| Sociology | | | | | | | ◆ |

| | Core | Comprehensive | Honors | AP | Remediation | Credit Recovery | Elective |
|--|------|---------------|--------|----|-------------|-----------------|----------|
| WORLD LANGUAGES | | | | | | | |
| Spanish I (N) | | ◆ | | | | ● | |
| Spanish II (N) | | ◆ | | | | | |
| Spanish III (N) | | ◆ | | | | | |
| Spanish IV | | ◆ | | | | | |
| AP Spanish Language and Culture (N) | | | | ◆ | | | |
| French I (N) | | ◆ | | | | | |
| French II (N) | | ◆ | | | | | |
| French III (N) | | ◆ | | | | | |
| French IV | | ◆ | | | | | |
| AP French Language and Culture (N) | | | | ◆ | | | |
| German I (N) | | ◆ | | | | | |
| German II (N) | | ◆ | | | | | |
| German III | | ◆ | | | | | |
| German IV | | ◆ | | | | | |
| Latin I (N) | | ◆ | | | | | |
| Latin II (N) | | ◆ | | | | | |
| Chinese I (N) | | ◆ | | | | | |
| Chinese II (N) | | ◆ | | | | | |
| 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 | | | | | | | ● |
| Service Learning* | | | | | | | ● |
| Skills for Health* | | | | | | ● | ● |
| Nutrition and Wellness* | | | | | | | ● |
| Life Skills* | | | | | | | ● |
| Physical Education* | | | | | | ● | ● |
| Reaching Your Academic Potential* | | | | | | | ● |
| Achieving Your Career and College Goals* | | | | | | | ● |
| Drivers Safety* | | | | | | | ● |
| TECHNOLOGY & COMPUTER SCIENCE | | | | | | | |
| Computer Literacy* | | | | | | | ● |
| Image Design and Editing* | | | | | | | ● |
| Web Design* | | | | | | | ● |
| C++ Programming* | | | | | | | ● |
| Programming I - VB.NET* | | | | | | | ● |
| Programming II - Java* | | | | | | | ● |
| Game Design* | | | | | | | ● |
| Audio Engineering* | | | | | | | ● |
| Green Design and Technology* | | | | | | | ● |
| Digital Arts I* | | | | | | | ● |
| Digital Arts II* | | | | | | | ● |
| Computer Science* | | | | | | | ● |
| Engineering Design / CAD* | | | | | | | ● |
| AP Computer Science (M) | | | | ◆ | | | |
| ORIENTATION | | | | | | | |
| Online Learning | | | | | | | |
| Finding Your Path Series I-IV | | | | | | | |

| | | | |
|-------------------------------------|--|----------------------|---|
| (N) = new course | (e) = eBook(s) included | ● = course available | * = one-semester course |
| (V) = includes vLabs (virtual labs) | (M) = NCAA approved as part of the math offering | ◆ = NCAA eligible | All courses, unless otherwise noted, are two semesters |

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.



Learn about our range of options:

tuition-free public schools in most states,
private online schooling available worldwide,
and supplemental courses that include world
languages and career-building electives.

visit:

[K12.COM/COURSES](https://k12.com/courses)

or call:

866.YOUR.K12





LET'S LEARN



K12.COM/COURSES
866.YOUR.K12

Attachment 5: Draft Student
Progression Plan

Florida Virtual Academy
Student Progression Plan

DRAFT

Florida Statute, 1008.25, requires that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress. FLVA is required to establish a comprehensive program for student progression as well as standards for evaluating each student's performance. The FLVA student progression plan will be reviewed and revised periodically to ensure that it complies with any changes that may have been made to state law or school policy and to ensure that the required programs of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

FLVA's comprehensive program for student progression includes standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education, specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style and appropriate alternative placement for a student who has been retained 2 or more years.

The FLVA incorporates herein the Sunshine State Standards or Next Generation Sunshine State Standards into this Student Progression Plan (State Board of Education Rule 6A-1.09401(2)).

The Head of School is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1001.54 and 1012.28]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the above Standards.

Entry, Attendance, and Withdrawal

All children who have attained the age of six (6) years or who have attained the age of six (6) by February 1 of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) are required to attend school regularly during the entire school term, 1003.21, Florida Statutes.

Initial Entry Requirements

It is the responsibility of parents/guardians of students entering school for the first time or transferring to present-

1. Evidence of Age-Birth certificate or other documentation of birth, as listed in Florida Statute 1003.21
2. Health Requirements-Initial Entry
 - a. Certificate of Physical Examination-A certificate of physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is allowed to enroll or access classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the student has no contagious or communicable disease which would warrant the student's exclusion from public schools. A Physician's Assistant operating under the supervision of the County Public Health Director may also sign the certificate.
 - b. Immunization- Each student who is otherwise entitled to a public school shall be required to present a certificate of immunization on a Florida Form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 1003.22. Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be excluded from access to classes.

Required Immunizations

- 5 DTP's (Diphtheria-Tetanus-Pertussis)
If the fourth primary dose is on or after the fourth birthday, the fifth dose is not required. DTaP is acceptable for one or more DTP's. DT is acceptable if Pertussis is medically contraindicated.
- 4 Polio
If the third dose is on or after the fourth birthday, the fourth dose is not required.
- 2 MMR's (Measles-Mumps-Rubella)
First dose is valid if given on or after his birthday. Second dose is valid if given at least a month after first dose.
- Hepatitis B series of three
A student may enter school if the first dose has been administered prior to initial entry; or Series of two for students ages 11-15, minimum 4 months apart with a valid expiration date

Kindergarten-Grade 3

- All required immunizations and 2 doses of Varicella. This vaccine is not required if a child has documentation of a history of Varicella disease.

Grades 4-6

- All required immunizations and 1 dose of Varicella or documentation of a history with the disease.

Grade 7

- All required immunizations, 1 dose of Varicella, and Tetanus-Diphtheria booster.
- Students 13 years of age or older who have never had chicken pox and who receive chicken pox vaccine on or after the age of 13 are required to have 2 doses at least 28 days apart.
- The Center for Disease Control and Prevention recommends that a dose of Meningococcal Conjugate Vaccine 4 (MCV4) be administered to children and adolescents 11-18 years of age. This vaccine is NOT a requirement for enrollment.

Grades 9-11

- All required immunizations, 1 dose of Varicella, and Tetanus-Diphtheria booster.
- Students 13 years of age or older who have never had chicken pox and who receive chicken pox vaccine on or after the age of 13 are required to have 2 doses at least 28 days apart.

Grade 12

- All required immunizations and Tetanus-Diphtheria booster.

Exceptions may be granted if there is parental objection on religious grounds documented on Florida Department of Health Form 681 or written certification for exemption for medical reasons by a licensed provider.

3. Residency Requirements- A resident parent or guardian admitting a student into Florida Virtual Academy shall produce 2 documents from the following categories:
 - Mortgage document, rental or lease agreement, property tax records;
 - Notarized statement signed by the owner of the home in which the parent resides with supporting documentation from the owner (listed above);
 - Current utility bill;
 - Income tax records;
 - Proof of receipt of government benefits.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

School Admissions

1. Admission to Kindergarten

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to Kindergarten is sought. (Florida Statute 1003.21)

2. Admission to First Grade

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at anytime thereafter, provided the child has demonstrated a readiness to enter first grade with rules adopted by the State Board of Education. (Florida Statute 1003.21)

No child will be admitted to first grade that has not attended Kindergarten in a public school or satisfactorily completed Kindergarten in a non-public school from which the district School Board accepts transfer of credit.

Any student presented to first grade enrollment who has successfully completed Kindergarten in a non-public school which permitted entry earlier than the state requirement shall be enrolled in Kindergarten until the student has demonstrated readiness to enter first grade.

Transfer Students

The Head of School or designee will determine placement of a student who transfers from other countries, counties, states, private schools or from home education. If a student transfers from a school or program other than a regionally accredited institution or with inadequate records, placement will be based upon the information available.

Dates for the legal public school minimum entry age by state and territory provided by the Florida Department of Education will be used for accepting Kindergarten and First Grade transfer students according to State Board Rule 6A-1.0985.

A student in Grades 2-5 who transfers from any other public school in the United States or a foreign country is placed in comparable classes and all records from the previous school are accepted.

In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form which will become part of the student's permanent record with the district.

Temporary Educational Guardianship for Student shall only be given in the event of:

- Hospitalization
- Incarceration

- Death
- Parent unable to care for the child

All of the events listed above require legal documentation which the responsible adult shall provide to the District Office and the School. The Temporary Educational Guardianship for Student form shall apply for the school year in which it was completed, filed, and approved. Any person or agency who has been given exclusive care, custody, or control over any student by order of any court having jurisdiction to enter such order, may provide a certified or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous criteria not covered by specific rule, to the Head of School. This will be placed in the student's official records.

English Language Learner (ELL) Students

All students with limited English proficiency are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2) ensure the provision of appropriate services. Every student identified as ELL shall continue to receive appropriate instruction as specified by their Individual Learning Plan (ILP) and ELL status, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient.

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement as per State Board of Education Rule 6A-6.0902.

Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available (see State Board of Education Rule 6A-6.0902 (3) (b)). An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL Committee making the placement decision.

ELLs are scheduled into classes that fulfill graduation requirements and the FLVA's Student Progression Plan as well as completed academic coursework, regardless of the language in which the coursework was done. FLVA policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

When limited education information is available, FLVA may also make placement decisions based in part on the Home Language Survey Responses and related Assessment Criteria.

Home Language Survey Responses/Assessment Criteria

- A student with all NO responses on the Home Language Survey (HLS) is considered non-ELL.

- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to Question #1 only is temporarily placed in a general education class until assessment occurs.
- A student with more than one YES response is temporarily placed with an ESOL endorsed or certified teacher until assessment occurs.
- A state approved grade appropriate language proficiency test will be administered within 20 days of enrollment.
- Students in Grades 3-12 found to be fluent English speaking will be further tested in reading and writing within 20 days from their date of enrollment for further assessment of the English proficiency.

Every ELL student is entitled to equal access to all academic, categorical, and federal programs offered by the school. The amount of time the ELL student is assigned to the program(s) is comparable to the time assigned to non-ELL students under similar conditions.

ELL students are taught by subject area teachers following the school curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum and testing accommodations. Strategies are documented in the Notes of TotalView Schools.

If 15 or more students who speak the same home language are enrolled, at least one bi-lingual teacher assistant or bi-lingual teacher proficient in English and the home language will be provided with a primary assignment of offering the ELL students additional help in the basic content areas under the supervision of the basic subject area teacher.

Gifted Students

The ILP of students identified as in the Gifted Program will include goals and strengths and provide direction for the instructional program. The differentiated instructional program may include advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests.

Students with Disabilities

A Section 504 Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Major life activities include, but are not limited to, concentrating, learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in FLVA. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, FLVA's Section 504 Team must review and revise as necessary the existing active Section 504 Accommodation Plan. Until that review is complete,

FLVA will implement the current 504 Accommodation Plan to the maximum extent reasonable in the current placement.

The student's Section 504 Plan documents the instructional accommodations required to ensure the student an equal opportunity to participate in or benefit from the general education curriculum. Parents will be given the opportunity to provide input on decisions made by the Section 504 Committee.

The IEP developed by the team specifies the level of services for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student. Accommodations may be in the areas of curriculum, instruction and assessment. The curriculum for the student will follow the SSS/NGSSS with appropriate accommodations.

Attendance Guidelines

School attendance is the direct responsibility of parents/guardians as required by FS 1003.24. All students are expected to attend school regularly and attend required sessions in order to benefit from the instructional program.

It is the expectation of FLVA that all students can and will achieve academic success and that consistent attendance and engagement in daily coursework is essential to that success. At FLVA, attendance involves daily log in to each course and attendance at all mandatory sessions. Engagement involves completion of assigned daily lessons, which includes submission of assigned coursework.

Promotion to the next grade level is determined by subject mastery, attendance, and teacher approval. At a minimum, students must complete at least 90% of the coursework in math, language arts, science, and social studies to be considered for promotion. If the course has a final exam or EOC, the student will be required to complete the required test.

FLVA's goal is to see 100% completion of all coursework. FLVA will encourage each student to achieve 100% completion to reach full potential and capability for the next grade level assignment. All progress will be prorated according to each student's start date. Compliance with state attendance statutes and regulations is a parental responsibility for students ages 6-16 as provided in Section 1003.21, Florida Statutes. The school is obligated to keep an accurate record of daily attendance. If a student begins to exhibit a pattern of non-attendance, the school administration shall pursue the case in accordance with Section 1003.25, Florida Statutes. If interventions are unsuccessful, it shall be the responsibility of the school district to file a petition of truancy with the court as provided in Section 1003.27, Florida Statutes.

Instructional Time

Florida requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction. Additionally, the statute requires a minimum number of instructional hours by grade level:

| Grade Level | # Days | Hours per Day | Hours per Year |
|-------------|--------|---------------|----------------|
| K-3 | 180 | 4 | 720 |
| 4-12 | 180 | 5 | 900 |

Instructional time can occur at any time during the day and on any day of the week within the school calendar. Instructional time must directly relate to lesson objectives which are aligned to the NGSSS/CCSS and may be subject to teacher or administrative approval outside of the school calendar.

Upon teacher approval, students may attend school on non-instructional days or substitute vacation days during a marking period as long as they are schooling adequate hours and completing coursework. Students should try to stay consistent in their weekly schooling hours, but flexibility does exist for our families as long as students maintain the required number of hours and progress.

Knights or telephone calls from the Learning Coach are required either before or after an absence and the work shall be made up within a reasonable time period during the marking period.

Absences shall be excused for the following reasons only-

- Student illness, injury or medical appointment
- Illness, injury, or death in the immediate family of the student
- Observance of religious holidays
- Subpoena by a law enforcement agency or mandatory court appearance
- Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the Head of School.

If there is reasonable doubt concerning the illness claimed, the Head of School shall be authorized to require a statement from an acceptable medical authority. Failure to comply with this requirement shall result in the absence being unexcused.

In addition, teachers will take action on the compliancy issues below:

- 5 or more unexcused absences in a 30 day period, not necessarily consecutive
- 10 absences within a 90 day calendar period
- Failure to log or complete daily assigned lessons for three consecutive days more than once a semester
- Failure to show course progress for five consecutive days

- Failing two or more courses with a course average of 50% or below and/or has a course average of 50% or below

Any student who is non-compliant with any of the criteria above may be required to follow the schooling plan below and a meeting with the parents will be scheduled:

- Must attend live check in sessions for 10 consecutive days
- Must complete all required coursework for 10 consecutive days

The days the student does not attend required live sessions will be marked as unexcused absences and the student will be subject to truancy violations. The Administration shall be diligent in facilitating additional intervention services.

If the guardian refuses to participate in the remedial strategies because he/ she believe that those strategies are unnecessary or inappropriate, the guardian may appeal to the Charter School Board. If the School Board's final determination is that the strategies of the attendance committee are appropriate and guardian still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

Students with a 504 Plan or ESE students with an IEP will also have a reevaluation meeting to determine if the absences are caused by the disability of record. If the committee determines that the absences are caused by the disability, the committee must also determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades, as well as considering a change of placement. If the team determines that the absences are not caused by the general disability, the student will be treated in the same manner as a general education student.

Student Withdrawals

Guardians wishing to withdraw their children from FLVA must contact the teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school administration of their decision. The Operations Manager or designee will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action. FLVA will inform the school district of the withdrawal.

To withdraw a student for enrollment in a home education program, parents must initiate the withdrawal process and notify the Superintendent of Schools in writing of the intent to home educate the student.

A child who is receiving services through Exceptional Student Education (ESE) shall not be administratively withdrawn without prior parental notification, a staffing meeting with parents or guardians to discuss the educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed.

In cases where at least two (2) good faith but unsuccessful attempts to notify parents or guardians of the student have been documented, and with the approval of the Director of Exceptional Student Education, the student may be withdrawn by the school.

The guardians of a student who leaves school during the last two weeks of the school year must show evidence that the withdrawal is necessary and the student will be required to complete all class work and complete all required tests for promotion to the next grade level. An administrator may waive some requirements when unusual circumstances require it.

FLVA provides unique learning opportunities for students on various levels of learning. All FLVA students will receive a world-class, rigorous curriculum that meets the requirements of the NGSSS/CCSS. Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.

Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond.

Students performing above grade level will receive a differentiated curriculum that may include an enrichment of skills/standards or acceleration of curriculum for students who show mastery. Accelerated strategies may include:

- Providing the student with an in-depth exploration of one or more of the State standards;
- Offering a gifted program for eligible students;
- Placing the student in the next grade for one or more subjects; placing the student in the next grade level for all subjects.

Students will be offered the highest possible level of instruction to meet proficiency and beyond.

Consistent with F.S. 1008.25, FLVA will ensure that each student's progression from one grade to another be determined, in part, by criteria that reflect the student's proficiency in the state standards and upon proficiency in reading, writing, science, and mathematics; that FLVA's policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

FLVA has established a comprehensive program for student progression which is based on an evaluation of each student's performance including how well the student masters the performance standards approved by the state board. The program for student progression is based on local goals and objectives which are compatible with the state's plan for education and pertinent factors considered by the teacher before recommending that a student progresses from one grade to another as described in Florida Statute, 1008.25.

FLVA ensures that no student will be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined, in Florida, as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. FLVA will follow the state progress policy for third grade progression. Students in Grade 3 must score at Achievement Level 2 or higher on the Reading FCAT 2.0 in order to be promoted to grade 4. Middle school students will be held to the course completion requirements in Florida Statute, 1003.4156. A FLVA middle school student, to be promoted to high school, must successfully complete three academic courses at the middle school or higher level in each English, mathematics, science, and social studies, and complete one course in career and education planning.

Promotion decisions will be based primarily on student academic achievement, but a single test score will not be the sole determinant. The final decision for grade placement is the responsibility of the Head of School.

FLVA students who have mastered grade level course work, score at Achievement Level 3, 4 or 5 on the reading and math FCAT, and meet or exceed teacher expectations at for their grade level will be recommended for grade acceleration. Decisions about grade acceleration will be made during a conference with the student, parents, and teachers based on student work and test scores. The final decision for grade acceleration will be the responsibility of the Head of School. Following the acceleration placement of a student, monthly conferences will be scheduled between the student, parents, and teachers to ensure the student is performing at grade level or higher with a formal evaluation of student work and achievement being conducted midyear to ensure appropriateness the of acceleration placement and to adjust the placement if necessary.

In addition, pursuant to 1008.25, Florida Statute, the students with the following performance levels on state assessments will receive remediation provided through a progress monitoring plan. This remediation will be offered in addition to the student's general course load or during the summer.

| Assessment | Grade | Achievement Level |
|-------------------|--------------|--------------------------|
| FCAT Reading | 3-10 | 1 and 2 |
| FCAT Math | 3-10 | 1 and 2 |
| FCAT Science | 5, 8, 11 | 1 |
| FCAT Writing | 4, 8, 11 | Below a score of 2.0 |

Program Description

Florida System of School Improvement and Accountability

Florida Virtual Academy shall provide appropriate instruction and materials to assist students in the achievement of the Next Generation Sunshine State Standards/Common Core State Standards.

Grade Level Expectations are based on the NGSSS/CCSS and identify what each student should know and be able to do at the end of each grade.

- Grades K-5
- Language arts
- Reading
- Mathematics
- Science/health
- History.
- Florida Statute 1003.42 requires instructional programs in character development. These are embedded in the k12 curriculum in history and language arts.
- Physical education course or participate in physical activities for 150 minutes each week. The requirement may be waived for those students enrolled in a remedial course.

Grade 6

- Language Arts
- Reading
- Mathematics
- Comprehensive Science
- World History
- Physical education course or participate in physical activities for 150 minutes each week

Grade 7

- Language Arts
- Reading
- Mathematics
- Earth or Life Science
- Civics
- Career and Educational Planning

Grade 8

- Language Arts
- Reading
- Mathematics
- Life or Physical Science
- US History

The equivalent of one period per day of physical activity for one semester of each school year is required for grades 7 and 8. Students may also “opt out” of Physical Education if the parent indicates in writing that the student participates in physical activities outside of the school day that are equal or in excess of the mandated requirement.

In order to receive full semester credit, a student must be enrolled a minimum of 45 days. In order to be promoted to the next grade level, students in Grades 6-8 students must pass each of the core subjects of mathematics, reading, language arts, science, and history. Grades will be based on standardized test results, assessments in courses, oral assessments, satisfactory attainment of the standards, and participation in class.

In addition, Florida Statute 1003.42 requires that members of the instructional staff of the public schools, subject to the rules of the State Board of Education to teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and flag salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. United States history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
- The elementary principles of agriculture.
- The true effects of all alcoholic and intoxicating liquors and beverages and 6 narcotics upon the human body and mind.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- A character-development program in the elementary schools.
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide.

Middle School Dual Enrollment in High School Courses

Middle School students in grades 7 or 8 may elect to enroll in high school courses offered within FLVA. In order to receive high school credit, the student must earn a “C” or better and take the end of course assessment, if applicable.

- Students may transfer up to four high school academic credits earned prior to ninth grade.
- If a student does not earn an average course grade of a “C” or higher by the time of a progress report, the student shall be scheduled into the appropriate middle school level course and the average course grade shall apply with the weight of ten points higher.

High School

- A student must have earned 5 credits to be classified as a sophomore.
- A student must have earned 11 credits to be classified as a junior.
- A student must have earned 18 credits to be classified as a senior.

Graduation Requirements

To graduate from high school a student must meet all the requirements of this plan and demonstrate mastery of the Student Performance Standards. (FS 1001.13, 1010.305)

FLVA will work closely with the curriculum provider, K12, to ensure that the curriculum will allow for proper sequencing and on time graduation for all students, regardless of what diploma option they obtain. FLVA intends to award three different diplomas, a 24 Credit Standard High School Diploma, an 18 Credit College Preparatory Diploma, and a Special Diploma Option One. To earn a diploma at FLVA, students will have to comply with the credit, assessment, and grade point average requirements as specified in sections 1003.428 or 1003.4282, Florida Statute.

To earn a **24 Credit Standard High School Diploma**, FLVA students must:

- earn a minimum of 24 credits over four years
 - **English:** 4 credits in the following
 - ELA I
 - ELA II
 - ELA III
 - ELA IV
- Must pass 10th Grade FCAT Reading
Must take 10th Grade FCAT Writing
- **Math:** 4 credits to include the following:
 - 1 credit in Algebra I must pass the EOC assessment which accounts for 30% of grade
 - 1 credit in Geometry. The EOC assessment accounts for 30% of grade
 - 1 credit in Algebra II
 - **Science:** 3 credits (2 of which must have a laboratory component) to include the following:
 - 1 credit in Biology 1. The EOC assessment accounts for 30% of grade.
 - 2 credits in an equally rigorous science course
 - 1 Credit may be substituted with allowable industry certification that lead to college credit
 - **Social Studies:** 3 credits to include the following:
 - 1 credit in World History
 - 1 credit United States History . The EOC accounts for 30% of the grade.
 - .5 credit United States government
 - .5 credit Economics, which must include financial literacy
 - **Fine Arts or Performing Arts, Speech, Debate, or Practical Arts:** 1 credit

- Physical Education: 1 credit in physical education to include the integration of health
- Electives: 8 credits that must include opportunities for students to earn college credit, including industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit.
- Online Course Requirement: Complete at least one course within the 24 credits through online learning, excluding drivers' education
- have a cumulative GPA of 2.0 on a 4.0 scale

Students may earn a **Scholar Designation Diploma** by meeting the following requirements in addition to the Standard Diploma Requirements:

- English: must pass the 11th grade English/Language Arts (ELA) assessment
- Math:
 - must pass the Common Core Algebra II assessment (when administered)
 - must take Statistics or an equally rigorous course
- Science:
 - must pass the Biology 1 EOC
 - must take Chemistry or Physics
 - earn 1 credit in an equally rigorous course
- Social Studies: must pass the U.S. History EOC
- Foreign Language: must earn 2 credits in the same language
- Electives: must earn one AP, IB, AICE, or dual enrollment course

Students may earn a **Merit Designation Diploma** through the following:

Math:

- 2 credits in Math may be substituted with allowable industry certification courses that lead to college credit.

Science:

- 1 credit in Science may be substituted with allowable industry certification that lead to college credit.

To earn an **18 Credit College Preparatory Diploma**, FLVA students must earn:

- English: 4 credits with major concentration in composition and literature
- Math: 4 credits to include the following:
 - 1 credit in Algebra I by passing EOC assessment
 - 1 credit in Algebra II
 - 1 credit in Geometry by passing EOC assessment
 - 1 credit in equally vigorous Math course.
- Science: 3 credits to include the following
 - 1 credit in Biology I by passing EOC assessment
 - 1 credit in Chemistry or Physics or its equivalent
 - 1 credit in an equally rigorous course
- Social Studies: 3 credits to include the following:
 - 1 credit in United States history
 - 1 credit in world history
 - .5 credit in United States government
 - .5 credit in economics
- Foreign Language: 2 credits as follows:
 - 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English
- Electives: 2 credits

At least 6 credits must be AP, Dual Enrollment, IB, AICE, or specifically listed as rigorous by the FLDOE. The student must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT). The student must maintain a GPA of 3.5 or better.

Special Diploma Option One

Special Diplomas are available to students who have been identified as having an intellectual disability, specific learning disability, emotional/behavioral disability, orthopedic impairment, dual sensory impairment, other health impairment, traumatic brain injury, autism spectrum disorder, or language impairment; or who are deaf or hard-of-hearing. Students who have been identified as having a visual or speech impairment are not eligible for a special diploma unless they also have another identified disability.

The decision to pursue a Special Diploma One option will be made by the student's IEP team. Students pursuing this diploma option will complete alternate graduation requirements that will include the minimum number of course credits in compliance with the school district's student progression plan. Special Diploma Option one includes procedures for determining and certifying mastery of student performance standards for exceptional students as prescribed in Rule 6A-1.09961(1)(a), F.A.C. As outlined in this rule, the methods for determining if a student pursuing the Special Diploma Option One has satisfied graduation requirements will be determined based on the student's severity of disability, whether that be educable mentally handicapped, trainable mentally handicapped, hearing impaired, physically impaired, language impaired, emotionally handicapped, specific learning disabilities, or profoundly handicapped.

Specific requirements will be outlined in each student's IEP. Generally, in order to earn a special diploma students should demonstrate proficiency at the independent, supported, or participatory level of each State Standard and complete the minimum number of course credits (24) for a special diploma. FLVA counselors and advisors will provide bi-annual credit checks for all students and work with students through the ILP process to monitor and adjust their courses based on credits earned and proficiency. This is an ongoing process and students and parents will be kept apprised regularly of their progress towards graduation. Seniors will go through a detailed graduation requirement checklist that will ensure they have met the credit and graduation requirement before being awarded a diploma and being graduated from FLVA.

Cumulative Grade Point Average Requirements

All students must maintain a cumulative GPA of 2.0 on a 4.0 scale as required by FS 1003.43. Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements. This notification shall be included in email.

Students at each grade level in Grades 9-12 who have attained a cumulative grade point average at or below the minimum required may participate in the Grade Forgiveness Policy.

- The grade forgiveness policy for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course.
- The grade forgiveness policy for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course.
- The only exception to these forgiveness policies shall be made for a ***student in the middle grades who takes any high school course for high school credit*** and earns a grade of "C," "D," or "F". In such case, the grade forgiveness policy shall allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same ***or comparable course***.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average or athletic eligibility. Any course grade not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation, Florida Statute 43 1003.428(4) (d).

Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high school graduation, the school shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive:

- **Half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would not result in a passing grade*.
- **Full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would result in a passing grade*, provided

that such additional requirements such as class attendance, homework, participation, and other indicators of performance.

Change of Grades

Once a grade has been entered into a report card or electronically entered into a system for the preparation of report cards, then any and all grade changes should be made as follows:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the administration for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis and support for the grade as intended to be entered on the change.
- Administration shall consider the request made by the teacher and determine whether to make the change as requested.
- Following the direction of the administration, the grade may be changed or left unchanged. Only if directed by the written notification of the principal may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s) have been first notified of the grade, then the grade change shall be made on official notification to the parents, which shall contain the reasons and methodology for the change.

Required Progress Monitoring

An ILP must include additional progress monitoring (PMP) for all students:

- Who score at Achievement Levels 1 or 2 on Reading or Math FCAT or below an Achievement Level 3 on Writing FCAT
- Who exhibits a substantial deficiency in reading, writing, mathematics, or science
- Who are substantially behind in credits
- With a GPA less than 2.0

In addition to the information in the ILP, these plans will have:

- Specific, diagnosed academic needs identified that need to be remediated
- Success-based intervention strategies
- The intense variety of remedial instruction provided
- Monitoring and reevaluation activities to be employed

The progress monitoring plan must include one or more of the following instructional intervention strategies:

- Tutoring
- Classroom organization
- Assignment alternatives
- ESE referral
- Other according to Florida Statute 1008.25

A student's performance level will be based on standardized test results, lesson assessments, student participation, teacher made tests, satisfactory attainment of the standards and other objective information. Remediation must be systematically embedded in the total education program for the student. The daily instruction for the student will be based on the contents of the ILP and any other educational plan. It may not be identical to the previous year. If the achievement level is not met, the teacher shall utilize progress reports, documented conferences, and adjustments to the ILP to communicate with the parent during the grading period. Notice of parents of ELL students will be provided in the primary language when feasible.

ELL students who are unable to demonstrate mastery in an academic area will be referred to the ELL Committee to review the ILP.

- The committee will not state or imply that the reason for the under-performance is that he/she needs an extra year to learn English or that it is due to English proficiency.
- The committee will establish lack of academic progress using a composite of indicators that includes, but is not limited to: grade level checklists, pre-test and post-tests, CELLA results, alternate assessment results, previous academic records, and any other appropriate indicators of academic progress.
- The first ILP/ELL committee meeting develops the plan that includes a list of intense remedial interventions and strategies. (NOTE: ESOL accommodations are not remedial strategies.)
- The second ILP/ELL committee meeting is held within 18 weeks to review the effectiveness of the interventions and strategies. If the ELL student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided.
- If the ELL student has not made satisfactory progress after implementing the ILP for 27 weeks, the ELL committee will recommend retention. Exemptions may be made with good cause.

ESE students who are unable to demonstrate mastery in an academic area will meet with their ESE/Regular Education Teacher and guardian to review their ILP.

Response to Intervention (RtI)

FLVA is committed to the implementation of an RtI framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of students. The systematic use of student assessment data will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The school will provide high quality instruction and interventions matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

RtI Teams will identify students through the review of data and through teacher referral to determine the appropriate types and levels of interventions. Standard protocols will establish

which initial interventions to use and diagnostic assessment will determine more intensive interventions. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in the Notes section of TotalView Schools.

Retention

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Retention decisions will not be made on a single test score.

Students in Grades K-8 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science will receive remediation in the form of additional mandatory sessions with a certified teacher that takes into account the student's learning style.

Students whose test scores and performance indicate they are almost at grade level may be promoted with close monitoring.

Students who do not score at Achievement Level 2 or higher on the statewide assessment in reading for Grade 3 must be retained unless he or she is exempt from mandatory retention for good cause. Florida Statute 1008.25 (5) b

- The school shall provide notification to the parent of any Grade 3 student who is retained that his or her child has not met the requirements for promotion and the reasons the child is not eligible for good cause exception. The notification will include a description of proposed interventions and support provided to the child.
- Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific deficiency. The intensive interventions must include: effective instructional practices; participation in the District's summer camp; and appropriate teaching methodologies.
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically researched based reading instruction and other strategies which may include, but are not limited to: small group instruction; reduced teacher-student ratios, more frequent progress monitoring, tutoring or mentoring, and summer reading camp.
- Retained third grade students will be provided a high-performing teacher.
- Retained third grade students who can demonstrate being a successful independent reader, reading at grade level, and ready to be promoted to fourth grade may be promoted before November 1 after careful review by administration in accordance with the rules of the State Board of Education. The primary responsibility for determining the student's level of performance and ability to function academically to the next grade level is that of the classroom teacher and subject to review and approval by administration.
- The student's report card must indicate "mid-year grade placement."
- If an ELL student is involved, the ELL committee shall meet to document the change.

- The ILP will continue with the additional progress monitoring points.

High school students who have not attained the required grade point average are eligible for an extended school year in an attempt to raise the cumulative grade point average.

- ELL plans would document the need for academic or language maintenance for ELL students.
- The determination of Extended School Year is a decision of the IEP Team for ESE students.

An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years. FS 108.25(2) b

ELL Students

- An ELL student who has received more than 2 years of instruction in an approved ESOL program may be retained when there is a lack of academic progress in grade level concepts.
- The ELL committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The guardian shall be invited to attend.
- The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the limited English proficiency.

Students with a 504 Plan

- A student with a 504 plan must meet the levels of proficiency for the grade level.

ESE Students

- A student enrolled in ESE must meet either the NGSSS/CCSS or the Access Points for NGSSS/CCSS in reading/language arts, math, and science, and SS at the Independent, Supported, or Participatory levels or NGSSS/CCSS for special diploma.

Reporting Student Progress

Florida Statute 1008.25 specifies that the school must annually report to the parent of each student the progress of the student towards achieving proficiency in reading, writing, science and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reports for ELL students shall be provided in the parent's native language when feasible.

Notification will be sent at any time during a grading period when it is apparent the student may not pass or is performing unsatisfactorily in any course or grade level. Teachers will determine report card grades that provide the student and the student's guardians(s) with an objective evaluation of the student's scholastic achievement, and effort.

- Marks are based on the quality of student performance relative to expected levels of achievement of the NGSSS/CCSS that the teacher observes and evaluates.

- The student’s academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, student participation and demonstrations);
 - classroom assignments (reports, term or research papers, models, projects, computer programs);
 - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - core curriculum benchmark assessments.

Report cards will be issued at the close of each grading period. To receive a report card, a student shall be enrolled at least one-half of the 45 day grading period. Students enrolled for less than one-half of the grading period will receive a report card, but a grade is not required. If a student withdraws, a grade will be indicated.

Description and Definition of Marks

The student’s academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but not limited to:

- Teacher observations (oral presentations or reports, speeches, recitations, student participation and demonstrations);
- Classroom assignments (reports, term or research papers, models, projects, computer programs);
- Examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
- Core curriculum benchmark assessments.

All students will use the same grading system. Middle and high school letter grade percentages are consistent with Florida Statute 1003.437.

Grades K-5

| <u>Grade</u> | <u>Definition</u> |
|--------------|-------------------------------------|
| M | Outstanding progress with mastery |
| P | Progressing adequately with mastery |
| N | Progress below expectation |

Grades 6-12

| <u>Grade</u> | <u>Percentage</u> | <u>Definition</u> |
|--------------|-------------------|------------------------|
| A | 90-100 | outstanding progress |
| B | 80-89 | above average progress |
| C | 70-79 | average progress |
| D | 60-69 | below average progress |
| F | 0-59 | not passing |
| I | 0 | incomplete |

If an “I” (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of the report cards or the “I” becomes an “F”. At the administration or teacher’s discretion a longer period of time may be allowed for assignment completion.

Guidelines for Grading and Reporting Academic Progress of ELL Students

The course grade and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

If there is a continued pattern of failure in classroom performance and assessments, the ELL committee shall meet to review the reasons for the student’s lack of progress. The reason(s) documented for the academic under-performance of an ELL student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student’s lack of English proficiency.

The following documentation needs to be in the student notes:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student’s academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student’s under-performance. When applicable, copies of the deficiency reports signed by the student and parent/guardian. Notices to parent/ guardian of ELL students must be provided in the home/native language, whenever feasible.
- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant or ESOL Specialist.

Assessment Programs

All students must participate in all required school, district, and state assessments for accountability purposes.

In order to use a concordant score to satisfy the assessment requirement for a standard high school diploma, a student must take the required subject area of the Grade 10 FCAT a total of three times without earning a passing score. Students must then attain the current ACT or SAT scores concordant with the FCAT passing scores to satisfy the assessment requirement for a standard high school diploma. Florida’s school code does not require the student to continue retaking the Grade 10 FCAT for the purpose of high school graduation.

End-of-Course Assessment Requirements: Beginning in the 2011-2012 school year, students entering ninth grade must earn a passing score on the statewide, standardized end-of-course assessment for Algebra I to earn course credit.

Beginning in the 2012-2013 school year, students entering Grade 9 must earn a passing score on the statewide, standardized end-of-course assessment for Geometry and Biology I in order to earn course credit.

Beginning in the 2013-2014 school year, students entering Grade 9 must earn a passing score on the statewide, standardized end-of-course assessment for U.S. History in order to earn course credit.

A minimum of 30% of the student's course grade must be comprised of performance on the statewide, standardized end-of-course assessment if one is required for that course.

A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

ELL Students

ELL students who are currently receiving ESOL services in accordance with an ELL Plan, shall receive the following test accommodations: flexible setting, flexible scheduling, additional time, assistance in the Heritage language as specified in the Test Accommodations for ELLs in the administrative manual of the FCAT and shall have access to an approved English to heritage language translation dictionary and/ or heritage language to English translation dictionary. Accommodations for all other assessment(s) will be provided according to the recommendations of test publishers and/ or appropriate staff.

Students with Disabilities

Students with 504 plans may receive accommodations on assessments. The student's Section 504 Plan should address the accommodations that are regularly provided for classroom activities and assessment and should guide decisions on accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the state test administration manuals.

Accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, flexible format, and/ or assistive devices.

Test accommodations during testing will be implemented as specified in the student's IEP. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment reliability or validity.

Allowable accommodations are those that have been used by the student in classroom instruction. Such accommodations may include: presentation, responding, scheduling, setting, and/ or assistive devices.

The need for any unique accommodations for use on state assessments not outlined above must be approved by the Commissioner of Education.

DRAFT

Attachment 6: Demystifying
Special Education in a Virtual
Environment



on implementing special education in charter schools.

SPECIAL REPORT

DEMYSTIFYING SPECIAL EDUCATION IN VIRTUAL CHARTER SCHOOLS

by

Lauren Morando Rhim
Julie Kowal
Public Impact

This *Special Report* is part of the website created for the *Primers on Special Education in Charter Schools*. It is available online at www.uscharterschools.org/specialedprimers

This resource was produced by the TA Customizer Project funded by the U. S. Department of Education (#U282U030007-05) under the National Initiatives Grant of the Charter Schools Program. The Project is located at the National Association of State Directors of Special Education in Alexandria, VA. For further information, contact Eileen M. Ahearn, Project Director (eileen.ahearn@nasdse.org).

Acknowledgements

This report would not have been possible without the contributions of authorizers, operators, consultants, and policy makers willing to take time out of their busy schedules to review drafts and share their experiences with us regarding special education in the virtual charter school environment. We appreciate their thoughtful insights. All errors of omission or fact are the sole responsibility of the authors.

Eileen Ahearn, National Association of State Directors of Special Education, VA

Susan Albrecht, Ball State University, Virtual Special Education Cooperative, IN

Loretta Coil, Ohio Council of Community Schools, OH

Jennifer Faulkner, California Department of Education, CA

Larry Gabbert, Ball State University, IN

Mary Gifford, Arizona State Board of Charter Schools and K12 Inc., AZ

Heidi Isaacs, Ohio Council of Community Schools, OH

Jennifer Kendall, Special Education Manager with Ohio Virtual Academy, OH

Dean Kern, U.S. Department of Education, Washington, DC

Cheryl Lange, Lange Consultants Inc., MN

Lu McDaniels, Colorado Charter Schools Institute, CO

Mickey Revenaugh Connections Academy Inc., PA

Majorie Rofel, Connections Academy Inc., PA

Sherri Rowe, Pennsylvania Department of Education, PA

Jan Rutt, Commonwealth Connections Academy, PA

Susan Scarponi, White Hat Management, OH

Janet Schneider, Commonwealth Connections Academy, PA

Donna Schribner, Virtual High School, MA

Jennifer Sims, K12 Inc., VA

Steve Tate, Ohio Council of Community Schools, OH

John Watson, Evergreen Consulting, CO

Deborah Young, Southwest Learning Centers, NM

DEMYSTIFYING SPECIAL EDUCATION IN VIRTUAL CHARTER SCHOOLS

SECTION I: INTRODUCTION

The option of distance learning has been available in secondary and post-secondary education for decades. The evolution of the computer age has facilitated growth in distance learning due to easy access to online programs and the availability of packaged curricula. The growth of the charter school sector dating back to 1991 has created new opportunities for developers interested in creating new online and virtual distance educational opportunities. Yet, for many traditional educators, the notion of online, cyber, or virtual schools is the antithesis of their vision of the meaning of education. Many policy makers, administrators and educators view virtual schools as an oddity of which they know little. Nowhere has the growth in whole virtual school opportunities been as robust as in the charter sector. The opportunity to create new and innovative schools has been a magnet for developers interested in expanding virtual and comprehensive options for K-12 public school students.

Many view virtual schools with reserved puzzlement and the idea of special education and related services in this environment with outright skepticism. Yet, our examination of special education in the virtual environment dispelled many misconceptions about what exactly virtual education is and what opportunities this mode of instruction can provide to students across the spectrum of disability categories.

This special report is a supplement to a series of special education primers created to inform state officials, authorizers and charter school operators about special education in the charter sector.¹ The primer series also provides tools to help these stakeholders build charter school capacity to provide special education and related services. In line with the primers, this supplemental special report is organized in a question and answer format to maximize accessibility of information for the end users. Our goal in developing the report is to demystify special education issues that are unique in the virtual environment by examining issues that are unique to this new but growing sector.

The information presented in the primer reflects our collective knowledge based on our review of the limited but emerging literature on virtual charter schools and interviews with virtual school operators. In addition, we interviewed charter school authorizers and state department of education officials who have direct experience with and knowledge of the provision of special education and related services in virtual schools.

First and foremost, virtual charter schools that operate under a charter granted in accordance with their state charter statute are public schools. Therefore, they are required to abide by the same federal laws pertaining to students with disabilities as their brick and mortar public school peers. However, educating in a virtual environment is a somewhat radical departure from how we typically construct the notion of public schools. Consequently, carefully constructed policies and practice are required to ensure that students with disabilities can access the opportunities afforded in virtual charter schools analogous to their peers.

¹ See www.uscharterschools.org/specialedprimers for the original set of *Primers on Special Education in Charter Schools* developed by the National Association of State Directors of Special Education and related resources on this topic.

SECTION II: VIRTUAL SCHOOLS

The term virtual school potentially has multiple meanings. This section provides a definition of virtual schools and explores various forms of virtual schools, including the focus of this special report on virtual charter schools.

Definition

Many misconceptions about virtual schools arise because the virtual form itself is new, rapidly evolving and referred to by several different terms. “Cyber schools,” “online schools,” “non-classroom-based education,” “technology-assisted project-based instruction (TAPBI),” and “e-learning” all have been used to describe a similar type of online learning environment. For purposes of clarity, the term “virtual school” and specifically “virtual charter school” will be used throughout this document to refer to a wholly public educational organization that offers full-time instruction at the K-12 level at least partially through Internet-based methods, with time and/or distance separating the teacher and learner (Vanourek 2006a; Mueller & Ahearn, 2004; Hassel & Terrell, 2004; Anderson, 2003).

Thus defined, virtual schools should be distinguished from traditional “brick and mortar” schools—traditional schools where instruction is delivered in a public school facility—as well as from several related forms of online and distance learning. For example, several brick and mortar public schools (chartered and traditional) integrate online learning in the conventional classroom setting, “e-learning” in a sense. Distance education programs may also incorporate computer-based instruction, but typically have few if any students enrolled full-time (Vanourek 2006a; Mueller & Ahearn, 2004). Consequently, they are considered supplemental *programs* as opposed to *schools*. Virtual schools incorporate both the distance and online aspects of these programs into complete educational institutions that offer full-time instruction to students at the K-12 level.

Within the world of virtual schools, there is much variation along the range of time and distance as well as the extent of online instruction. With regard to distance, for example, some virtual schools operate entirely remotely, with teachers working from their homes to lead instruction with students who are spread throughout a region or state. Others bring students together in a common facility where they participate in instruction on computers during traditional school hours and teachers monitor progress in person and/or online. Similarly, virtual schooling programs vary tremendously in the amount of time they involve students in computer-based and online learning. Many virtual schools direct their elementary and middle school-aged students to spend only a small portion of their day on the computer and provide the majority of instruction through book reading, science experiments and other activities with materials shipped into the home. Other virtual schools, particularly at the high school level, engage their students primarily in instruction that occurs both on the computer and online (Vanourek 2006a; Anderson, 2003, 2003; Bogden, 2003). When virtual school students receive the majority of their instruction at home, parents are typically very involved in their child’s education, working closely with teachers to implement and tailor lessons for their child.

Finally, virtual schools vary according to how they deliver instruction ranging from asynchronously or synchronously:

- *Asynchronous* instruction occurs when the student is not receiving the instruction simultaneous to when the instructor is delivering it. This type of instruction is typically delivered via course management software, e-mail communications, and electronic discussion groups (Chin, Kinshuk, & Lin, 2004).
- *Synchronous* instruction (also referred to as real-time, live, or simultaneous instruction) occurs when the teacher is delivering content to students at the same time that students are receiving the content. Synchronous instruction that permits real-time interaction between teachers and students more closely resembles the experiences of students in traditional brick and mortar settings than asynchronous (Chin, Kinshuk, & Lin, 2004).

Forms of Virtual Schools and Supplemental Programs

As with distance, time, and form of instruction, virtual schools also vary by their operational structure and legal status. It is difficult to pin down clear types and numbers of each kind of virtual program because the schools and programs evolve rapidly, and states use different and overlapping definitions of virtual education. For instance, the California Department of Education refers to virtual schools as “independent study schools,” but not all of these schools use the Internet to deliver content. Even the most recent data collected on the number of operating virtual schools is outdated, and it is estimated that online learning and virtual schools are expanding at a rate of 30 percent per year (Vanourek, 2006a). In general, however, almost all virtual schools or supplemental programs are operated and overseen by one of the following entities.

Regional Agencies or Consortia of Educational Organizations

These providers—some public, many private—typically broker other providers of curriculum or distribute their own resources and coursework among members (Mueller & Ahearn, 2004; Hassel & Terrell, 2004). In 2007, at least 30 virtual schools were operated by organizations that are national, multi-state, or regional in focus.

State Education Agencies

At the state level, virtual programs typically provide advanced coursework or supplementary services to middle and high school students (Mueller & Ahearn, 2004). As of September 2006, 38 states had either state-led online learning programs or significant policies regulating online education (Watson & Ryan, 2006). In 2004, at least 15 states operated their own virtual schools (Hassel & Terrell, 2004).

Universities

In 2004, at least nine universities provided online learning opportunities to K-12 students (Mueller & Ahearn, 2004). Many of these offer virtual K-12 courses as part of their continuing education programs or independent study programs (Mueller & Ahearn, 2004; Hassel & Terrell, 2004).

Local Public School Districts and Other Local Education Agencies (LEAs)

LEA-based virtual programs are often designed to serve the district’s supplemental or alternative education needs and to provide services to home schooled students. Depending on the scope of course offerings, the programs may or may not constitute a school. In 2004, at least 36 districts operated their own virtual school (Hassel & Terrell, 2004).

Charters Schools

Virtual schools may operate under a charter from a local district, state board, university or other authorizer under the state’s charter school law. The virtual charter school model is the most prolific

form of virtual K-12 schooling, with 162 schools in operation in 2007 (Center for Education Reform, 2007). Arizona, Ohio, and Pennsylvania lead the states in the number of virtual charter schools authorized (Hassel & Terrell, 2004). This form of virtual school is discussed in greater detail in the next section.

Virtual Charter Schools

The largest subset of virtual schools is virtual *charter* schools. Charter schools are autonomous public schools that receive a contract, or charter, from a designated agency—an authorizer—such as a local school board, university, or state board of education within the legal parameters defined by a state charter school law. The charter is typically a legal agreement between the school’s governing body and the authorizer that describes the school’s goals, organization, funding, and autonomy. Many virtual charter school boards subcontract with virtual school providers (e.g., local, regional, or national entities that utilize a whole-school model). In accord with state charter schools laws, independent charter school boards—not the contracted virtual school provider—hold the charter in most states. Virtual charter schools, like traditional charter schools, receive freedom from various rules and regulations in exchange for greater accountability for meeting stated outcomes. Like traditional charter schools, if a virtual charter school fails to meet these outcomes; it may lose its charter and be closed down (Anderson, 2003).

As a subsector of U .S. public schooling, the charter school sector is fairly small (about four percent of all public schools [CER, 2007]) but makes up about 20 percent of all online learning schools (Vanourek, 2006a). In 2006, virtual charter schools comprised about four percent of all charter schools and enrolled about six percent of all charter school students (Vanourek, 2006a).

Potential Advantages and Challenges

Virtual charter schools are largely unknown among many parents and educators and are still widely misunderstood. Through their new modes of instruction, virtual charter schools have the potential to create new modes of delivery, governance and funding of public education. Yet, there is little definitive research regarding these schools. These reforms may improve students,’ parents’ and educators’ opportunities, but they also raise several challenges.

Diversity of students. While virtual charter schools may not appeal to all students, they can provide a learning environment that is appealing to many, especially those students who have been previously underserved by traditional public schools. Families who live in remote areas may also find it appealing to receive instruction at home (Weiss & Neito, 1999); older students with work or extracurricular commitments may opt for virtual schooling due to its more flexible schedule. Students who are unable to attend school regularly due to health, behavioral or emotional problems may also find a good fit with a virtual charter school (Anderson, 2003; Bogden, 2003). In some states, the proportional enrollment of students with disabilities in virtual charter schools is relatively in line with national averages: in Pennsylvania, for example, 12% of students in virtual charter schools in 2001 were enrolled in special education programs, compared to 11.6% nationally according to the most recent national data.²

² The child count data for special education is available in the tables on the IDEAdata.org website. The most recent data as of this writing is for Fall 2005 and is available at https://www.ideadata.org/tables29th/ar_1-10.htm

Individualization. Virtual charter schools may offer a better fit than traditional public schools for many students not only because of their flexible location and schedule, but they may also allow greater opportunity for individualized instruction. Many virtual charter schools offer a wider variety of curricular and instructional options than traditional schools, including online and offline learning with graphics and animation, audio components and interactive exercises. Many school programs can also be personalized to an individual student's pace and ability, allowing them to advance through subjects and grades as quickly or slowly as they need (Anderson, 2003; Bogden, 2003; Vanourek, 2006a).

Parent involvement. Virtual charter schools can provide extensive opportunities for parents to be involved in their child's education—in many virtual settings the student learns exclusively from home. Strong teachers not only provide lesson plans but share pedagogical techniques individually with parents to help facilitate their child's experience. Parents of virtual charter school students tend to be very involved in their child's education on a day-to-day basis (Fulton, 2002; Vanourek, 2006a).

Technology. There can be several advantages to the increased use of technology in the virtual charter school. First, virtual charter schools often supply their students with computers, printers, an Internet connection and other supplies to connect with the online school community. In many cases, this is the first computer in a student's home or is a significant upgrade and allows the entire family access to the Web and other resources (Anderson, 2003; Weiss & Nieto, 1999). Virtual charter schools' use of technology may also enhance students' attention and engagement: many in today's younger generation are extraordinarily comfortable with technology and find it more stimulating than a traditional brick-and-mortar classroom. Finally, many computer-based instructional programs have built-in diagnostic assessments that allow teachers and parents to track progress and provide continuous feedback on a student's knowledge and skills (Vanourek, 2006a; Bogden, 2003; Anderson, 2003).

Accountability. Many critics' primary concern about virtual charter schools is the extent to which they can be held accountable for the quality of their service to students (Anderson, 2003; Bogden, 2003; Hassel & Terrell; Fulton; Vanourek, 2006a). What curricular programs are these schools using? Are their teachers qualified to deliver instruction, separated from their students by space and time? How can we be certain that students are receiving an adequate amount of instruction and that it is the student, and not a parent, doing the work? Like traditional charter schools, virtual charter schools are held accountable to specific outcomes for student learning (e.g., adequate yearly progress under the Elementary and Secondary Education Act now referred to as the No Child Left Behind Act or NCLB). But because the teachers, instructional delivery, and location of virtual charter school is typically quite different from traditional public schools, existing accountability measures often do not "fit" the virtual environment or provide adequate assurance of quality. And in many states, because virtual charter schools are still new, state laws and regulations offer little guidance about how to adapt existing accountability methods to the virtual charter model (Fulton, 2002; Hassel & Terrell, 2004; Watson & Ryan, 2006).

Unfortunately, no rigorous studies are available that compare student learning in virtual charter schools to student learning in traditional public or charter schools. One study conducted in 2000 by the Florida Virtual High School (non-charter) compares student performance in traditional classroom

settings to those in virtual courses taught by the same instructor and found that there were no apparent differences in the grades they earned (Kozma et al., 2000). Aside from this report and anecdotal evidence of performance in virtual charter schools, the majority of what we know about student learning comes from evaluations of distance education and online learning programs. For example, a 2005 meta-analysis of research studies in the online K-12 context found that students in distance education programs performed equally well or better academically in online learning environments than in traditional education programs (Smith et al., 2005). A 2004 analysis by the North Central Regional Educational Laboratory reported similar findings in distance education programs (Cavanaugh et al., 2004). Overall, the existing evidence of performance in virtual charter schools is far from conclusive.

Teacher quality. Virtual charter schools struggle to fill many of the same teaching positions as traditional public schools, such as science, math and special education. But virtual charter schools face the additional challenge of recruiting candidates who can be successful outside the traditional school environment. Virtual instruction differs in several respects from teaching in a typical K-12 classroom: teachers must be comfortable with and skilled in several types of technology; they often work from home or in an office surrounded by other educators rather than students; their relationships with parents typically must be much more hands-on. While still relatively novel, a few teacher preparation and development programs have developed courses specially designed to train teachers in these new technologies and approaches (Vanourek, 2006a; Smith et al., 2005). For instance, Boise State University offers a certificate in online teaching that includes strategies for integrating computers and instructional software into lesson-planning, engaging online learners and facilitating collaborative and interactive online-learning experiences (Boise State University, 2007). There is still concern, however, that virtual charter schools may find it difficult to hire a sufficient number of teachers who can work effectively in their unique environment.

Interpersonal interaction. For some students, the lack of face-to-face interaction in the virtual environment may truly be something lost. Many virtual schools provide social opportunities such as field trips, sports teams and proms and mimic personal interactions through synchronous lessons, audio capabilities and chat sessions. However, it is difficult to replicate the social development that occurs in a traditional classroom environment—in the halls, at lunch and after school. It is still unclear whether virtual charter schools can develop similar opportunities for meaningful social interaction.

Funding. Starting and operating a virtual charter school can be expensive, requiring upfront and ongoing investment in technology equipment, software and other supplies, as well as staffing and program development. Virtual schools must also conduct onsite assessments for end-of-year tests (e.g., state assessments), which require funding for testing sites and personnel. On the other hand, because they typically do not require lease and maintenance of a physical school building, transportation, or food services, virtual schools can cost substantially less than brick and mortar schools. Discussions abound in every state with a virtual charter school about the proportion of education funding they should receive (Anderson, 2003; Bogden, 2003; Vanourek, 2006a). Like traditional schools, virtual schools typically receive funding based on their enrollment, but many states are still working to define average daily “attendance” in the virtual context. States and districts are also still working through their responsibilities when large numbers of previously home-schooled students enroll in virtual charter schools and enrollment crosses traditional school district geographic boundaries (Anderson, 2003; Hassel & Terrell, 2004; Huerta et al., 2006).

Special Education in Virtual Charter Schools

Educating students with disabilities in virtual schools entails not only molding state charter school laws to fit a specialized type of charter school, but also adapting federal and state special education guidelines aimed at providing special education in traditional brick and mortar settings. Two primary points for consideration in virtual charter schools are enrollment of students with disabilities and navigating the intersection of the complex laws and regulations.

Enrollment. Several studies of online programs report that they are a popular option among students who have been underserved in traditional schools, including students with disabilities (Fulton, 2002; Mueller & Ahearn, 2004; PA DoE, 2001; Smouse, 2005; Weiss & Nieto, 1999). Many virtual charter schools are able to offer instructional methods that are attractive to students with various disabilities, such as individualized pacing, frequent and immediate feedback, a variety of presentations formats and personalized instruction. The flexibility of time and space also allows families more control over their child's learning environment, an important consideration for many students (Smouse, 2005).

Despite emerging findings about the popularity of virtual charter schools among students with disabilities, we know very little about the extent to which these students are served in virtual charter schools. In one 2004 study, virtual schools in several states reported enrolling a significant percentage of students with disabilities, though proportionately less than traditional public schools. For example, one school serving 11,700 students reported that 775 were students with disabilities; another served 1,700 students with IEPs out of a total of 18,000. One state reported that approximately 600 students with disabilities were served in virtual schools out of a total of 7,000 (Mueller & Ahearn, 2004). In 2001, a state audit found that total special education enrollment in Pennsylvania's virtual schools was approximately 12 percent of the state's total virtual school population (*Pennsylvania Department of Education, 2001*). National estimates of the number of students with disabilities enrolled in virtual charter schools are unavailable.

The lack of data regarding the number of students with disabilities in virtual charter schools is symptomatic of a larger dearth of research about virtual schools' service to students with disabilities in general. With regard to computer-based and web-based instruction, several older studies suggest that students with disabilities perform better as a result of these methods than in traditional special education environments, in part due to the individualized pacing, frequent and immediate feedback, and personalized instruction possible in the electronic environment (Horton et al, 1989; Anderson-Inman, 1999; Schmidt, 1992, cited in Smouse, 2005). There is no research available that evaluates the success of students with disabilities in virtual as compared to traditional public schools. There is a great need for this type of research and enormous potential to learn from current virtual charter schools where staff tells inspiring stories of success with their special education populations.

Applicable law and regulations. There are no federal education laws specifically addressing special education in virtual schools. Yet, as public schools, virtual charter schools are required to abide by all federal education statutes, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) and the Fourteenth Amendment of the U.S. Constitution (Griffin, 2002; Rapp et al, 2006). A

virtual charter school's specific responsibilities for carrying out special education requirements depends on its legal status—specifically, whether it falls under the jurisdiction of the local or regional school district or is considered its own local education agency (LEA) by the state. Most virtual charter schools, like many traditional charter schools, function as independent LEAs under state law (Mueller & Ahearn, 2004; Vanourek, 2006b). Consequently, they are responsible for abiding by all special education rules and regulations, including conducting special education student identification and evaluation, developing individual education programs (IEPs) and providing individualized support, curricular modifications and adaptations as well as related services such as occupational, physical and speech therapy (Mueller & Ahearn, 2004; Rapp et al, 2006; Vanourek 2006b).

While virtual charter schools may in many ways be an excellent fit for students with disabilities, it can be challenging to meet state and federal special education requirements in the virtual environment. Virtual school administrators may have had little experience with special education programs and be unaware of the services to which students with disabilities are entitled (Mueller & Ahearn, 2004). In 2006, for example, a state audit revealed that two virtual charter schools in Colorado had failed to assess the needs of their students who had been previously identified as having a disability, failed to develop IEPs for the students and had no documentation of providing related services (Colorado Department of Education, 2006). Related services, particularly occupational and physical therapy, may be especially difficult for virtual charter schools to provide to students spread throughout a wide geographic area (Mueller & Ahearn, 2004; Rapp et al., 2006).

SECTION III: METHODOLOGY

This primer was developed based on a review of existing research; an examination of documents pertaining to virtual schools, and specifically special education in virtual schools; and interviews with individuals with first hand knowledge of virtual schools. We interviewed eight virtual charter school providers and 10 other key informants with immediate working knowledge of how virtual schools are providing services to students with disabilities. Interviews were between 60-90 minutes in length. We conducted most interviews by telephone although we visited two virtual schools to gather in-depth information about how the providers deliver and modify curriculum. During the process of developing the report, we visited two virtual schools to observe teachers instructing students synchronously and asynchronously. Our analyses were driven by the question and answer format used in the original set of *Primers on Special Education in Charter Schools* previously cited (www.uscharterschools.org/specialedprimers).

The key informants were not selected randomly and they are not necessarily representative of the virtual charter sector. Rather, our interviews reflect maximum variation based on our desire to incorporate multiple perspectives related to how these unique schools are addressing special education issues in an effort to demystify the process. Given that the purpose of our inquiry was to develop an understanding of special education in this unique and growing sector, our document review, interviews and observations focused on exploring *how* virtual schools are educating students with disabilities and negotiating the requirements of IDEA. This special report is neither a definitive review of all of the issues related to special education in virtual charter schools nor an evaluation of current practices. When in doubt, stakeholders should defer to state special education and charter schools laws. In some instances, questions may best be addressed by legal experts well versed in the interpretation of specific state statutes.

SECTION IV: CONSIDERING STUDENTS WITH DISABILITIES IN VIRTUAL CHARTER SCHOOLS

Ensuring that children with disabilities can enroll and succeed in virtual charter schools requires that school operators have a clear understanding of their responsibilities under IDEA and the capacity to provide the required special education and related services. Beyond simply understanding the definition of special education in virtual charter schools, authorizers and charter school operators will need to address the unique educational requirements of students with disabilities. The aspects of these requirements most relevant to virtual charter schools are presented below according to school development, enrollment, individualized education programs, service provision, discipline, transportation, monitoring and accountability, and transitions. It is important to note that virtual charter school operators and/or their special education staff must understand their responsibilities as contained in federal laws such as the IDEA, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as well as any state laws and regulations that govern the implementation of special education in public schools.

Charter School Development and Authorization

Who authorizes virtual charter schools?

State charter school laws dictate who is permitted to grant a charter. Local education agencies (LEAs) are the most common types of authorizers although some states permit state education agencies, institutions of higher education and/or special purpose boards to grant charters. The state of Pennsylvania allows LEAs to grant charters but only the SEA is allowed to grant virtual charters.

Who may apply for and thereafter hold the legally binding charter for a virtual charter school?

Charters are typically awarded to nonprofit charter boards that are legally responsible for upholding the terms of the charter (typically a contract or memorandum of understanding). Most states permit charter boards to purchase a variety of services from external vendors, including whole school management provided by charter management organizations or education management organizations. The charter board is responsible for managing the contract with the service provider in accordance with the charter contract negotiated with their authorizer and both charter school and state procurement laws. There are multiple local, single-school virtual charter schools, but most virtual charter schools purchase their program from regional or national virtual school providers.

What is a Learning Management System (LMS)?

An LMS is the core of most virtual learning environments. It is the platform through which schools provide their content electronically. According to the National American Council on Online Learning (NACOL), “learning management systems include tools that allow parents to view grades, completed or incomplete assignments, teacher feedback, and updates or announcements from teachers (2007, p. 4).

Are virtual charter schools required to abide by the Individuals with Disabilities Education Act (IDEA)?

Yes. All charter schools, regardless of whether they deliver their program in a brick and mortar or virtual environment, are publicly funded schools. They must be free and open to the public, including students with disabilities. Consequently, virtual charter schools must abide by IDEA and related regulations.

Responsibility for educating students with disabilities is outlined in IDEA and varies according to a school’s legal identity (i.e., an LEA or part of an existing LEA). The exact nature of a charter school’s identity for purposes of special education is relevant because, under federal requirements, an LEA has many more programmatic and financial responsibilities than a school that is part of a larger, multi-school LEA. While the state is ultimately responsible for the education of all its resident children, states delegate responsibility to LEAs. For example, states typically assign the responsibility to their LEAs for providing a free appropriate public education (FAPE). LEA status also influences how funds for special education will flow to the charter school with LEA charter schools receiving most of their funds directly from the state. Virtual charter schools that are part of a local district may have to negotiate with their LEA regarding whether they will receive funds to purchase services or alternatively, the LEA will retain funds and provide special education and related services to students with disabilities who enroll in the school.

Are virtual charter schools required to provide a full continuum of placements to students with disabilities?

A virtual school’s responsibility for placement depends on its legal identity under state law and the charter contract. If a virtual charter school is a separate LEA, it is required to provide a full continuum of placements. By contrast, that responsibility lies with the traditional LEA if the charter school is part of that LEA.

Some aspects of the notion of placement are different, however, for virtual charter schools. In traditional public schools, a full continuum of placements ranges from instruction in a general education classroom through a series of settings that represent progressively increasing amounts of time removed from the “general education” location, up to and potentially including a private residential setting. In a virtual environment in which students are typically instructed in their homes, the home is the general education classroom and there are not “removals” for periods of time other than possibly the delivery of related services, such as therapies, in another setting. If a student requires placement in a private day or residential setting, the responsibility of the virtual school depends on the legal identity of that school. For example, if the virtual charter school is part of an LEA, the traditional LEA may be responsible for private placements as it would be for any school in the district.

When creating a virtual charter school, what factors should developers consider related to educating students with disabilities?

Virtual charter schools are required to abide by the same IDEA requirements and related state regulations as traditional brick and mortar charter schools. Any variation in the way these requirements are implemented in a virtual, as opposed to a brick and mortar learning environment, should be described in the charter contract. A state may have specific regulations or policies that

address questions that arise pertaining to educating students with disabilities in the virtual environment.

Similar to all charter schools, virtual charter schools need to integrate the development of a high quality special education program into their initial application. (See Textbox 1). Areas of the application that should incorporate the applicant's plan to include students with disabilities are:

- administration
- curriculum, instruction, and assessment
- enrollment
- specialized personnel (e.g., certified special education teachers, administrators, and related services personnel)
- budget
- facility; and
- transportation

In addition, given the unique nature of virtual schools, developers should consider a host of issues that need special consideration given the manner in which these schools deliver their instructional program. (See Textbox 2)

**Textbox 1: General Issues to Address During the Charter Application Phase
Regarding Educating Students with Disabilities**

- ✓ Plan to evaluate and identify children with disabilities.
- ✓ Plan to develop, review and revise IEPs.
- ✓ Plan to integrate special education into the general education program curriculum and instruction.
- ✓ Plan to deliver special education and related services (e.g., in-house or contract out?).
- ✓ Projected cost of special education program (e.g., percent of operating budget).
- ✓ Plan to access and account for special education funds.
- ✓ Anticipated sources for ongoing legal guidance related to special education.
- ✓ Plan to ensure that the school facility meets the requirements of other related laws such as the Americans with Disabilities Act (ADA) and Section 504.
- ✓ Plan for enrollment/IEP transition procedure.
- ✓ Plan to address student discipline.
- ✓ Plan to handle programming disputes involving parents.
- ✓ Plan to ensure confidentiality of special education records.
- ✓ Plan to purchase services from special education vendors.
- ✓ Plan to secure technical assistance and training; and
- ✓ Plan to maintain confidentiality of all records according to IDEA and FERPA.

Source: Primer for Charter School Authorizers: Special Education Requirements and Including Students with Disabilities in Charter Schools (2004). National Association of State Directors of Special Education.

Textbox 2: Specific Questions to Consider During Application Phase Regarding Educating Students With Disabilities in a Virtual Charter School

- ✓ What type of virtual program will the school offer (e.g., all virtual or hybrid virtual with brick and mortar component, asynchronous or synchronous)?
- ✓ Does the curriculum/provider have established guidance regarding adaptations and modifications for students with disabilities?
- ✓ Will teachers meet students in person before school starts?
- ✓ How will the school identify students who may be eligible for special education and related services given the limited in-person contact?
- ✓ Does the state consider enrollment in a virtual school a change of placement for a student with a disability?
- ✓ When will IEP meetings be held?
- ✓ Where will IEP meetings be held?
- ✓ Will the IEP meetings require specialized technology to accommodate members in different locations?
- ✓ What, if any role, will parents play in delivering the content?
- ✓ How will the school train parents and students with disabilities to use required technology, including specialized equipment to help students with disabilities access online material?
- ✓ What will be the relationship be between general education personnel, special education personnel and parents?
- ✓ How will students with disabilities be provided related services (e.g., speech and occupational therapy)?
- ✓ How will students be transported if they need to obtain related services out of their home?
- ✓ How does the school plan to recruit and retain qualified special education and related services professionals willing to work with students in multiple locations?
- ✓ Will the school offer specialized training to prepare teachers to work in a virtual environment?
- ✓ Where will the school administer state assessments and how will the school ensure the facility is appropriate and accessible to students with disabilities?

Enrollment

Do virtual charter schools have to accept students with disabilities?

Yes. As public schools, virtual charter schools are required to maintain open enrollment policies and may not discriminate against students with disabilities in enrollment in accordance with all state charter school laws. If the school is overenrolled, it is required to conduct a lottery to fill spaces.

Are students with disabilities choosing to enroll in virtual charter schools?

There has been virtually no research published regarding the enrollment or education of students with disabilities in virtual charter schools. However, there is some evidence and anecdotal information that

parents of students with disabilities are attracted to the individualized nature of the academic program provided by virtual schools.

Charter school authorizers and operators should anticipate that they will enroll approximately the same proportion of student with disabilities as other public schools (roughly 12%) and plan accordingly. Examples of steps a virtual charter school applicant can take to plan for students with disabilities are to set aside funds for early intervention services, special education teachers and assistive technology.

Who is responsible for ensuring that a virtual school is accessible to a student with a disability?

Virtual schools that operate brick and mortar buildings for staff or students are required to comply with the American's with Disabilities Act (ADA) to ensure that these public spaces are accessible to individuals with disabilities. However, a personal residence where a child attends a public school program is a unique mix of public and private space.

Most students with disabilities presumably live in homes that are accessible to them. Nevertheless, the question of accessibility may arise for a child who experiences a change in mobility. Although subject to state regulations, virtual schools would at a minimum be responsible for ensuring that those elements of the learning environment that the child uses to access his schooling are accessible. In practice, this may include provision of specialized equipment and services such as, but not limited to: assistive technology, physical therapy, occupational therapy and mobility training.

Is there a standard virtual charter schools should strive to meet to ensure that their school is accessible to students with disabilities?

To ensure that the instructional program is accessible to students with a variety of disabilities, operators should follow guidelines regarding universal design for learning (UDL). UDL is a research-based framework for creating instructional programs that are not only accessible to individuals with multiple physical and cognitive disabilities, but also reflect the high standards of programs provided to all students. In order to meet the UDL standards, programs must include:

- multiple means of representation, to give learners various ways of acquiring information and knowledge;
- multiple means of expression, to provide learners alternatives for demonstrating what they know; and
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation (<http://www.cast.org/>).

A critical aspect of UDL is that programs are initially developed to ensure universal access rather than retrofitted after having been designed without consideration of universality of access.

How do virtual school personnel learn that a child who has enrolled in their school has a disability that qualifies him/her for special education services?

Virtual schools may use multiple means to learn that a student already has an IEP. Virtual schools should request student records for all students who are accepted and enrolled from the student's prior school. It is best practice to obtain a form signed by the parent to send to the former school with that request.

It is important to understand that some parents may be hesitant to provide information about their child's IEP out of fear that they may not be allowed to enroll or because they want to give their child the opportunity to drop the special education label. Given the newness and unique nature of the virtual school, parents may not understand the school's responsibilities related to IDEA. Schools can ask parents to indicate on the application or registration form if their child had an IEP at the previous school. However, such application questions should be written to make certain that the applicant is aware that the information is being requested to ensure that the school can plan to provide services. This is in contrast to language that could communicate that the response regarding a student having an IEP could negatively impact enrollment.

Besides the actual written application/registration process, virtual schools may schedule in-person registration meetings or orientation sessions to provide school personnel the opportunity to meet students prior to the start of school. The general purpose of these meetings is to introduce parents and students to the virtual school. The meetings also provide school personnel with an opportunity to build rapport with new students and their parents. Parents who are not comfortable providing information about their child's disability during the application phase may be more comfortable sharing details about their child's special needs in person.

If the student was home schooled prior to enrolling in the charter school, the parents may inform the school that their child has a disability and received special education, but they may not have paperwork documenting details about the child's disability or the services they have received to date.

Instructional Personnel

What is the definition of a highly qualified teacher in a virtual environment?

The definition of a highly qualified teacher in a virtual environment is the same as it is in a brick and mortar charter school. Furthermore, while parents may play an active role in monitoring delivery of academic content in a virtual charter school, they are not considered their child's teacher. Rather, all students enrolled in virtual charter schools must be assigned to a highly qualified teacher for instruction in the core academic subjects.

The No Child Left Behind Act (20 U.S.C.A. § 6301-6578) defines a highly qualified teacher of a core academic subject as a teacher who has:

- (1) attained a bachelor's degree or better in the subject taught;
- (2) obtained full state teacher certification; and
- (3) demonstrated knowledge in the subjects taught.

NCLB defines core academic subjects as English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

NCLB contains a clause that defers the definition of a highly qualified teacher in a charter school to the definition outlined in the state charter law. Some states do not require charter school teachers to hold state teacher certification. However, charter school teachers in these states must hold a bachelor's degree or higher and be able to demonstrate knowledge of the subjects they teach.

In addition to the requirements of NCLB, IDEA and related state regulations require special education teachers to hold appropriate credentials.

Where do virtual charter school teachers report to work each day?

Unless dictated by state law, individual virtual charter schools determine where their teachers—general and special education—physically work. Some virtual charter schools require all of their teachers to report to a central location to teach, whereas others permit teachers to work from their homes.

Providing teachers with a common central location can foster collegial interactions and build accountability because administrators can easily observe teachers and participate in regular meetings. In contrast, if teachers work at home, they may be more accessible to students from a larger geographic region.

How many students can a teacher in a virtual school teach in a single class?

Public school general education class size is typically dictated by state or district policies. In the absence of such policies, class size is determined at the school level based primarily on enrollment, teacher supply and space availability. Unless otherwise specified in state law, virtual charter schools are subject to state and charter school authorizer policies related to class size.

Special education teacher caseloads may also be dictated by state, district, authorizers or school policies. These policies may outline general parameters about case load or dictate maximum caseloads by particular special education credentials (e.g., teachers of the hearing or visually impaired or teachers of students with severe emotional disturbances).

Do teachers working in the virtual environment need to develop specialized skills?

Yes. Teachers working in virtual schools need to be comfortable using technology to deliver content. In addition, they need to be comfortable working in a nontraditional environment. For instance, teachers may not have the opportunity to interact with colleagues on a day-to-day basis. Furthermore, they need to be comfortable working in close partnership with parents who play a more prominent role in their child’s education than they might in a traditional brick and mortar school.

While not yet commonplace, multiple colleges and universities offer a certificate in online teaching that focuses on preparing teachers to work in a virtual environment (e.g., Appalachia State University, Boise State University, University of California, University of Florida, University of Illinois and University of Wisconsin).

What role do parents play in delivering the content in virtual charter schools?

Children enrolled in virtual schools are assigned a teacher or a course with a teacher analogous to a traditional public school. However, unlike a traditional school, their parent will most likely play a central role in supporting and monitoring the child’s instruction. The parent is not the teacher and not responsible for delivering content. Rather, parents should be considered the equivalent of a paraprofessional or coach responsible for helping teachers deliver the content and individualize lessons as appropriate.

The role of parents evolves as students progress through school. Younger students, especially those students who cannot read and are not computer literate, will need more assistance than older students who may require very little involvement on the part of their parents.

Do virtual schools need to employ related services professionals?

Students enrolled in virtual schools are entitled to related services if these services are determined by the IEP team to be required for the student to access the general education curriculum. Virtual schools may opt to hire full-time personnel or contract with an external provider (e.g., local school district or private provider) to purchase related services.

Virtual schools that serve students dispersed across an entire state will need to plan to establish contacts with related service providers across the state to ensure they can provide services to all of their students with disabilities as outlined in students' IEPs.

Individualized Education Programs

What is an Individualized Education Program (IEP)?

An IEP is a written document that specifies, among other things, the goals, services and supports to which an eligible student with a disability is entitled.

Is an IEP for students with disabilities enrolled in a virtual school different from an IEP in a traditional public school?

Basically, all IEPs are required to conform to the provisions of IDEA and state special education requirements and must outline specialized services that will be provided to a child in order to support their access to the general education curriculum. The IEP for a student in a virtual charter school must describe how the school delivers its instruction and its special education services, so the IEP may appear to be different from an IEP for a child who attends a brick and mortar school. For instance, the IEP may need to more clearly spell out how the student is going to access the curriculum and how the general and special education teachers will collaborate to support the student given that the teachers may not physically go to the same place on a regular basis. In short, the IEP should reflect the virtual school model.

Authorizers may require all charter schools to use a standard IEP form. Absent such requirements, virtual schools may develop their own IEP forms in compliance with IDEA and state regulations.

How do virtual schools determine whether a student needs an IEP?

Virtual schools must follow the same procedures as traditional public schools to determine whether a student needs an IEP. IDEA requires each state to "have in effect policies and procedures to ensure that all children with disabilities residing in the State who are in need of special education and related services are identified, located, and evaluated" [CFR §300.125(a)1(i)]. States develop procedures that their LEAs must follow to carry out these responsibilities. IDEA also clearly establishes that children

who attend charter schools are included in its requirements: “Children with disabilities who attend public charter schools and their parents retain all rights under this part” [34 CFR §300.209].

The charter contract should describe clearly how responsibilities under special education will be met in the charter school. If your charter school is its own LEA for special education, you must follow state procedures just like any other LEA in your state. However, a charter school does not have jurisdiction over a geographical area as most traditional LEAs do, so the actual implementation of Child Find responsibilities by charter schools will differ. Charter schools are responsible for children only when they are actually enrolled in the charter school. It is clear that all charter schools must conduct Child Find activities for their full student population so that children who may need special education are appropriately identified and, if necessary, referred for evaluation. (For more information about Child Find, see CFR §300.125(a)1(i) or <http://www.childfindidea.org>). A state may have developed specific instructions for charter schools with regard to Child Find that the school operator must learn, understand and follow.

Parents and teachers must be given clear information about the procedures that will be followed in charter schools concerning the rights of a child to an evaluation for special education. Parents and teachers must also be fully aware of other services schools provide (e.g., a student assistance team to provide help) prior to a formal special education evaluation referral. Federal and state law and regulations contain numerous specific requirements related to procedural safeguards that should be the subject of appropriate training for teachers, parents and board members.

Every charter school should have clear procedures in place for attending to the needs of a child who is not progressing or is presenting other kinds of problems. Putting such procedures in place should be a part of planning before start-up so that they do not have to be developed in a crisis situation. Given that virtual charter school personnel may have limited in-person contact with students, they will need to ensure that they have created tangible means (e.g., specific formative assessments and a tracking system) to assess how students’ are progressing in order to detect that a child may have a disability that might indicate a need for services under IDEA.

Where do virtual charter schools have their IEP meetings?

IDEA dictates who must participate in IEP meetings, but the law does not prescribe where the meeting must be held. If the charter school has a central office that is geographically proximate to the student and convenient to the other members of the IEP team, the IEP meeting may occur in person at the central office. However, if this is not the case or for other reasons of the convenience of the team members, the meeting may be conducted via a conference call or a video conference call.

Virtual schools can use technology that enables synchronous communication to post their IEP forms online so that meeting participants can collaborate to complete the form, even if they are not physically in the same place. If parents are uncomfortable with technology, the virtual school may need to send a staff member to the student’s home to help the parent participate in the virtual IEP meeting.

After the conference call, participants will need to follow-up with faxes and e-mails to ensure that the paper work is processed with the correct signatures and returned to a secure storage location in accordance with the Family Educational rights and Privacy Act (FERPA).

If a student has an IEP, does enrollment in a virtual school require revision to the IEP?

In general, given the significant change in how instruction is delivered, enrollment in a virtual charter school will require some changes to the IEP. However, the degree to which enrollment changes the IEP depends upon the child’s disability and where the student was enrolled prior to the virtual charter school.

Examples of common changes necessitated by the enrollment change include:

- _ removing language regarding specialized classroom seating (e.g., front of room);
- _ modifying language regarding interaction with peers or buddies; and
- _ adding language regarding assistive technology required to support online program.

In addition, students enrolled in virtual schools may not require all the same related services (e.g., specialized daily bus transportation) or may access these services differently (e.g., speech therapist may visit the home or services may be provided via online service). Textbox 3 is a fictitious example of an excerpt of an IEP for a student with a disability who attends a virtual charter school.

Textbox 3: Excerpt from Sample IEP from a Virtual Charter School

“Long-Distance” Virtual Academy Individualized Education Program (IEP)

Step 4: Identify measurable annual goals, including academic and functional goals

Student Progress *(Include a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided.)*

Progress will be monitored by the general education teacher and intervention specialist using written samples and data collection charts biweekly. Parents will be informed of progress through the use of data collection tools monthly and district progress reports quarterly.

Step 5: Identify services

Service: Consultation **Initiation date:** 5/15/05 **Expected durations:** 6/24/05

Frequency:(how often) see below

(Identify all services needed for the child to attain the annual goal and progress in the general education curriculum. Services may include specially designed instruction, related services, supplementary aids, or, on behalf of the child, a statement of program modifications, testing accommodations or supports for school personnel).

- Cardy will be in an 5th/6th grade general education virtual classroom and have access to all grade appropriate materials.
- Cardy and the teaching adult will have services of an intervention specialist virtually to address all IEP goals/objectives. Services will be delivered via telephone and/or email to the teaching adult/student for 180 minutes per month to address all IEP goals. The Intervention Specialist will contact the general education teacher via telephone/email 40 minutes per month to encompass all IEP goals. Parent training will be made available a minimum of one time quarterly in a small group session based on area(s) of need.
- Testing accommodations: reader (except reading), scribe (except writing), extended time, calculator, 1:1, clarification of directions.
- Modifications to curriculum include reduced assignment length, modification of requirement, extended time, scribe (except for writing), reader.

Step 6: Determine least restrictive environment

Determine where services will be provided

(An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class)

Home environment as school setting of parental choice for the “Long Distance” Virtual Academy

Source: K12 Inc.

Service Provision

If the authorizer is the local school district, what if any role does the authorizer play in provision of services to students with disabilities in a virtual charter school?

The extent of an authorizer's responsibility related to provision of services to students with disabilities who enroll in virtual charter schools ranges from total responsibility to no responsibility. The level of responsibility is determined by the state charter statute that dictates the legal status of charter schools (i.e., part of an LEA or its own LEA) and the subsequent agreement negotiated as part of the charter authorization process.

Aside from actual provision of services, all authorizers have a responsibility to conduct a rigorous authorization process and thereafter develop appropriate monitoring and accountability processes to ensure that they can assess the degree to which the school is meeting the obligations outlined in the charter; including the obligation to provide a free appropriate public education (FAPE) to students with disabilities who enroll in the school.

What is the definition of least restrictive environment (LRE) for a student with a disability in a virtual school?

According to the IDEA regulations, least restrictive environment (LRE) means:

“(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [34 CFR §314(2)].”

Although there are a variety of types of virtual schools ranging from 100% in the home, to a hybrid model where students may take some classes in a brick and mortar building, to 100% in a school that delivers instruction online, most students enrolled in virtual charter schools receive their instruction in their home. Consequently, for most virtual schools, the student's home is the least restrictive environment.

How do virtual schools adapt or modify their program to accommodate the unique requirements of students with disabilities?

The core requirement of special education is an individualized education program (IEP) developed to ensure that students with disabilities receive the accommodations, modifications, and specialized services chosen for them on an individual basis by their IEP team. Virtual charter schools are required to provide services as dictated by students' IEP. While acknowledging the need to ensure the delivery of prescribed special education, there are some basic accommodations and modifications not automatically provided to all students in a traditional school environment that are characteristic of education provided in a virtual charter school. They are:

- extended time on lessons and tests;
- flexibility in start and end dates;

- continuous means of communication;
- opportunities to revise and resubmit;
- parent communication of progress;
- prepared notes / reviews;
- clear rubrics;
- appropriate placements by skill levels;
- working in a closely supported environment;
- varied activity formats;
- screen readers and talking browsers;
- daily lesson planning with the student; and
- just-in-time remediation.

Do virtual charter schools provide specialized equipment to students for use in their homes?

Most virtual schools provide students with a computer, printer, Internet access and a fax machine. Desktop computers are standard, but schools may also provide laptops if students have mobility issues or require use of a computer to accommodate their disability.

Virtual schools are also required to provide a range of assistive technology devices as dictated by students’ IEPs.

What are examples of the types of assistive technology devices that virtual charter schools can offer students with disabilities?

Assistive technology is not unique to virtual schools, but the primacy of computer technology elevates the need for provision of assistive technology by the school. Following are a list of assistive technologies that virtual schools may need to utilize:

- on-screen keyboards;
- grammatical support tools;
- Braille embosser and text to Braille conversion;
- animated signing characters (signing avatars);
- switches;
- alternative mouse systems;
- word prediction;
- accessible online learning tools;
- alternative key boards;
- display-based personal data assistants; and
- voice recognition systems.

There are a variety of online glossaries that describe adaptive technologies and provide other information about these devices. For example, see the Adaptive Technology Resource Center at the University of Toronto (www.utoronto.ca/atrc/reference/tech/techgloss.html) and the Center for Adaptive Technology at Southern Connecticut State University (www.southernct.edu/departments/cat/glossary.html).

Do virtual schools need to allocate resources to training students and parents how to use the technology required accessing the online program?

Yes. Virtual schools typically provide an orientation for students and their parents at the beginning of the year to introduce them to the technology provided. Parents of students with disabilities who require additional assistive technology may require additional training.

What if any are the unique challenges or opportunities that virtual schools experience when developing appropriate special education programs?

Virtual schools use a different mode to provide instruction, but for the most part their responsibilities are very similar to traditional brick and mortar schools when it comes to abiding by the requirements outlined in the federal IDEA and state special education requirements. Similar to the experiences of traditional public schools and brick and mortar charter schools, virtual schools may struggle to recruit and retain qualified special education professionals.

Who typically serves as the “case manager” of a student with a disability in virtual schools?

Virtual charter school special education teachers manage a case load of students analogous to their peers in a brick and mortar school. Depending on individual students’ IEPs, the special education or related services teacher may provide services directly to individual students with disabilities and/or may consult with a general education teacher who has regular contact with the student.

The number of students an individual special education teacher can manage is dependent upon the severity of students’ disabilities and other factors that influence the delivery of services. Some states regulate special education case loads and dictate the maximum number of students with disabilities an individual teacher may manage.

Who provides special and related services (e.g., speech/language services) to students enrolled in virtual schools and how do they do it?

Analogous to traditional public schools, qualified related services personnel provide prescribed related services to children with disabilities who enroll in virtual charter schools. The services may be provided 1) in person at home; 2) at the therapist’s office; or 3) via synchronous or asynchronous online communication.

- 1) If students reside close to speech therapists and parents are comfortable with the therapist providing the services in the home, the school may arrange for a therapist to provide these services at home.
- 2) Alternatively, the virtual charter school may make arrangements for the child to be transported to an office outside of their home to receive services. This arrangement requires that the virtual school secure appropriate transportation for the student and possibly the parent and would be described on the IEP as a part of the related services provided by the school.
- 3) Telepractice, also referred to as teletherapy, is therapy provided to students via electronic communication devices when the student and therapist are not in the same physical location. While still viewed as a relatively emerging field, telepractice may improve students’ access to therapists in fields with shortages (i.e., speech and language) and provide access for students in remote rural locations.

How are nonacademic needs met for students with disabilities (e.g., functional skills, study or organizational skills, behavioral interventions, social skills, etc.) in a virtual environment?

Non-academic needs can be a challenge for virtual charter schools, especially for virtual schools serving students dispersed across a large geographic area. Nevertheless, if the IEP team determines that a child with a disability needs to improve social or other skills, the virtual school is required to provide these services. Examples of these services may be field trips or social functions that require the student to interact appropriately with peers. Virtual schools personnel may organize regular picnics, gathering at local parks, or attendance at cultural events in the community.

Discipline Issues

How do virtual schools address disciplinary issues given their unique environment?

Attending school at home removes many of the situations in which discipline problems arise in traditional brick and mortar schools. If discipline issues should arise for a student with a disability enrolled in a virtual charter school, the school must abide by discipline due process procedures outlined in IDEA. If the virtual charter school is part of a local district, it is typically required to adopt the discipline policies of the district. If the school is its own LEA, it may be extended the authority to develop its own policies and procedures within the broader parameters defined in IDEA.

A discipline issue that may be of particular concern in virtual schools is truancy. Virtual schools should develop policies to document, monitor and report daily attendance. If truancy becomes a problem, the school will need to report the student in the same manner a traditional public school would report issues of truancy.

Can a student be suspended and/or expelled from a virtual school? If so, what about the procedural protections for students with disabilities?

Yes, a child can be suspended or expelled from a virtual school. In the case that a school determines that a child needs to be suspended or expelled from the virtual school, the child would be extended the same procedural protections of any child with a disability in a public school.

What about functional behavioral assessments (FBAs) and behavior intervention plans (BIPs)?

Analogous to traditional public schools, virtual charter schools may need to conduct functional behavioral assessments and behavior intervention plans as needed. The virtual environment does not necessitate different procedures.

Transportation

Are virtual charter schools required to provide transportation to students with disabilities if those students are required to leave their house to obtain supports or services?

Yes. If transportation is part of the student's IEP, the virtual school is required to provide it. The transportation may be provided in a variety of ways. For example, the virtual school can contract with parents to drive their child and reimburse them the cost of the travel or the school may

provide funds for the student to take public transportation or secure private transportation. There are inherent legal liabilities associated with obtaining private transportation. If a virtual school is going to hire a driving service or a taxi cab, school personnel will need to ensure that the child is safe. For example, if the child is traveling alone, additional safeguards for the child, such as checking the fingerprints of the driver, would be necessary.

Thus, if the child requires transportation in order to access related services, the virtual charter schools is required to ensure that the parents can access transportation at no charge. Questions regarding transportation must be guided by a commitment to ensuring that transportation is not a barrier to receiving services and that transportation does not put the child at risk.

Do the transportation responsibilities change depending on the charter school’s catchment area (e.g., local neighborhood versus entire state)?

No. If the student is enrolled in the charter school, the school is required to provide any transportation needed to provide services outlined on the IEP.

Monitoring

What procedures do virtual charter schools implement to monitor the quality of instructional and specialized services provided to students?

Virtual charter schools, like all charter schools, are responsible to their authorizers for implementing their program appropriately for all students enrolled in their schools. In addition, charter schools are included in the monitoring procedures their state must carry out for special education as required by IDEA. The way in which the charter school participates in the state monitoring process depends on the legal status of the charter school (i.e., an independent LEA or part of an LEA).

Virtual school providers may use a variety of processes to ensure that they conform to the requirements of their monitoring entities. Similar to supervising teachers in traditional schools, administrators of virtual charter schools need to supervise teachers using appropriate strategies. The virtual environment provides the added opportunity to monitor teachers’ written work and instruction delivered online. Online computer programs can allow school administrators to monitor the quality and quantity of interactions between teachers and students. Some virtual schools employ lead teachers responsible for providing guidance and monitoring of teachers by content or grade level.

The state of Pennsylvania has developed the Pennsylvania System of Cyber Charter Review (PSCCR) to support and monitor all cyber schools in the state. According to the Department’s website, the goal of the PSCCR instrument is to make “the oversight process one of growth and improved educational quality for all students.” The process is guided by a set of principles (see Textbox 4) and consists of six components which are aligned with the Department’s broader strategic plan and school improvement process:

- data
- focus/vision/mission
- quality leadership

- quality teaching
- artful use of infrastructure
- continuous Learning Ethic

How are charter school authorizers monitoring performance of students with disabilities who enroll in virtual charter schools?

Authorizers should monitor the performance of the students and related data on the operation of the virtual charter school. Examples of practices authorizers are using to monitor special education in charter schools are audits, observations and reviews for renewal of a school’s charter. Also, for an example of an authorizer checklist of some of the items to be monitored related to special education, see Textbox 4.

Textbox 4: Guiding Principles of the Pennsylvania System of Cyber Charter Review

The purpose of the Pennsylvania System of Cyber Charter Review is to enhance student achievement. The Pennsylvania Department of Education engages in responsible oversight of cyber charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. Cyber Charter Schools are expected to be:

1. High quality cyber charter schools that offer learning opportunities that have a significant impact on the success of all students.
2. Involved in data collection that is an on-going purposeful and systematic process.
3. Making efforts to insure that all stakeholders embrace the use of data.
4. Using data collection and analysis to enhance student achievement.
5. Using objective and verifiable measures of student achievement as the primary measure of school quality.
6. Supportive of parents and students in making decisions to improve the educational programs of the school.
7. Making the well being of students the fundamental value informing all decision-making and actions.
8. Unique in organization and structure reflecting the uniqueness of the students they serve.

Source: Pennsylvania Department of Education (2006). Pennsylvania System of Cyber Charter Review Strong Results For All Learners. www.pde.state.pa.us/charter_schools/lib/charter_schools/PASCCR.pdf

Assessments and Accountability

Are virtual schools required to administer state assessments to students with disabilities?

Yes, virtual charter schools are required to administer the same state assessments as traditional public schools.

Where do virtual charter schools administer state assessments?

Virtual charter schools that do not maintain a brick and mortar school building must secure appropriate sites to administer tests. Examples of places where tests may be administered are: hotel conference rooms, colleges or universities, public libraries, private schools and church conference rooms.

If a student with a disability requires testing accommodations that are not feasible in the testing site, the test may be administered at the child's home. Virtual schools should assign two adults to administer the test to verify the integrity of the testing conditions. As with any adult who works directly with children in a public school setting, proctors most likely need to undergo a background check and be fingerprinted in accordance with state education laws.

Securing appropriate sites and adequately trained test proctors can be a considerable expense for virtual schools and should be part of their budget planning process.

What type of information related to special education must a virtual charter school provide to the authorizer when it is time for renewal of the charter?

This depends on the procedures used by the school's authorizer. For an example of a virtual charter school authorizer's special education checklist, see Text Box 5.

Textbox 5: Authorizer Special Education Checklist (Sims, Rofel, & Coil, 2006)

[Renewal] Eligibility Determination

- Are students able to enroll, regardless of disability or need?
- Does the school have a procedure for providing students with a free and public education in compliance with the Individuals with Disabilities Act (IDEA 2004) and state regulations?
- Are processes established to review the special education needs of enrolling students with Individualized Education Programs (IEP) or Section 504 Plan?
- Are the responsibilities of the IEP team delineated (including who will manage the IEP team process and who will participate on the team)?
- Do the documents meet federal and state requirements:
 - Parent notification of IEP team;
 - State procedural safeguard document;
 - IEP form;
 - Parent consent for evaluation and initial placement;
 - Documentation of evaluation/reevaluation.
- Are processes established to identify students who may have disabilities and who may need special education services (Child Find)?
- Is there an established process for obtaining individual assessments, as needed (educational, psychological, speech/language, etc.) for students requiring evaluation or reevaluation?
- Are special education staff members certified and highly qualified?
- Have plans been established by the school to provide students with related services (speech/language, occupational therapy, physical therapy, etc.) identified on IEPs?
- Are resources identified to provide students with special needs with alternative materials and assistive technology, as needed?
- Are students ensured placement in the least restrictive environment with a continuum of options available?
- Is staff provided with on-going professional development on relevant special education topics?
- Are processes in place to ensure students with special needs participate in all state achievement testing?
- In assessment situations, are all accommodations being made (as identified on IEPs)?
- Are procedures in place to provide parents with information about their child's evaluations, meetings, supports, and progress?
- Does the IEP contain specially designed instruction identified through measurable goals and objectives?
- Do files contain a file review log?
- Do the teacher to student ratio's meet the state requirements?

Source: Developed for NACSA Conference 2006 by Jennifer Sims, National Director of Special Education and Federal Title Programs for K12 Inc., Marjorie Rofel, Director of Special Education for Connections Academy, and Loretta Coil, Team Leader, Special Education for the Ohio Council of Community Schools.

Transitions

What if anything should virtual charter schools do to help students with disabilities transition from a traditional brick and mortar school to a virtual charter school environment?

The transition from attending a traditional brick and mortar school to a virtual school may be relatively seamless for students comfortable with computer technology. Other students and their parents, will need assistance learning about the technology and adjusting to learning in a virtual environment.

Virtual charter schools generally offer orientation sessions for new students and their parents. In addition, they typically employ guidance counselors who are charged with helping students select their course of study.

Students with disabilities who use specialized equipment may need additional assistance with the transition process.

How do virtual charter schools support students with disabilities transition to post-high school education or employment?

IDEA outlines policies and procedures to help students with disabilities to transition from school to work or post-secondary education. Virtual charter schools are required to follow the same procedures as their peers in traditional public and brick and mortar charter schools. Some states have developed specific regulations regarding transition plans and services and authorizers and operators will need to familiarize themselves with these state-specific requirements.

IDEA requires that all public schools develop a transition plan for students with disabilities before their 16th birthday. This may entail assisting the student to access services after graduation such as vocational rehabilitation, job training and placement services, etc. Virtual school operators will need to familiarize themselves with such services in the student's community. If the virtual school enrolls students from the entire state, as opposed to a specific geographic region, it will need to anticipate dedicating resources to such activities on a statewide basis. Parents can be a rich source of information and school professionals will need to work with parents to ensure that transition plans are developed collaboratively.

Technical Assistance

Where can virtual charter schools go for assistance or guidance related to educating students with disabilities in the virtual environment?

State charter school laws and special education rules and regulations are the basis of all policies related to educating students with disabilities in charter schools. Policy makers and practitioners should be familiar with the relevant laws and policy guidance produced by their state department of education. All state departments of education publish information and related policy guidance about special education requirements on their websites.

While the virtual charter school environment is unique, these schools are first and foremost public schools and therefore general guidance related to special education can be a valuable tool that virtual charter school operators should not overlook.

Charter school authorizers can also provide a wealth of information regarding special education rules and regulations although, given the relative newness of virtual charter schools, many authorizers have limited experience with these schools. In these instances, virtual charter school operators should anticipate devoting time to demystifying the idea of a virtual learning environment for their authorizers both during the application stage and once the schools open.

What role can state departments of education or charter school authorizers take to help virtual schools understand their responsibilities and, thereafter, build capacity to educate students with disabilities?

State departments of education and charter authorizers may provide a variety of supports and assistance to help virtual charter schools fulfill their requirements related to IDEA. Given the newness of virtual charter schools, many states have not yet developed such resources. As a default, existing guidance regarding implementation of IDEA should serve as a guide for new virtual charter school operators.

Some state departments of education that also serve as charter school authorizers have taken proactive steps to help virtual charter schools build capacity. For instance, the Pennsylvania Department of Education has developed a Basic Education Circular (BEC) related to virtual charter schools that is available on the state's website (www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=121873). The Department's website notes that the purpose of the BEC is to provide "guidance for charter schools and school districts." (See Textbox 6.) The BEC includes guidance on every aspect of operating a virtual school ranging from, but not limited to, the application process to oversight, accountability, renewal, attendance, discipline, funding, and special education. The section on special education is relatively short and general, but other aspects of the BEC provide concrete guidance that also applies to educating students with disabilities. For instance, the BEC identifies special education student records and IEPs as one of multiple items that schools should provide to the Department as part of periodic site visits and details the importance of developing safeguard protocols to protect student records. SEA officials reportedly involved a variety of stakeholders in the development of this BEC.

To address emerging policy questions, the state of Colorado formed a task force on special education in online schools. In response to multiple questions about enrollment in virtual charters schools, the task force drafted a flow-chart to track the various decision parents and schools face when enrolling in a virtual charter school. (See Exhibit 1.)

Textbox 6: Excerpt from Pennsylvania Basic Education Circular

The Charter School Law (“CSL”) requires that, upon request, assistance must be provided to charter schools and cyber charter schools to address the needs of students with disabilities. Because there has been confusion about what “assistance” the CSL requires to be provided to students with disabilities enrolled in a charter school or a cyber charter school, the Department’s position on this issue is stated below.

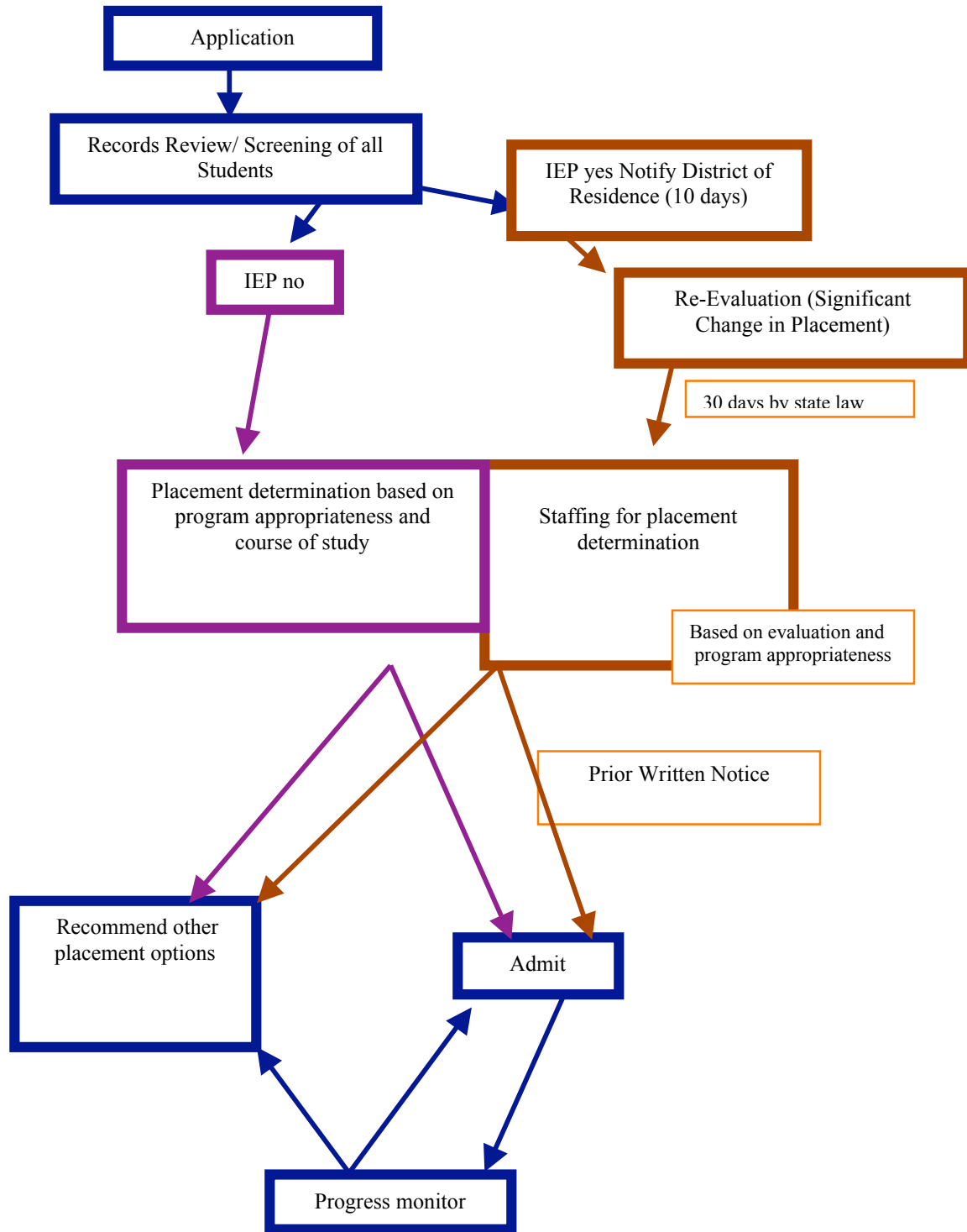
The CSL requires the Intermediate Unit (“IU”) in which a charter school is located to provide the charter school, upon request, with “services to assist the charter school to address the specific needs of exceptional students.” However, for cyber charter schools, the CSL requires that upon request, the IU or school district in which a student resides must “provide assistance, to the cyber charter school in the delivery of services to a student with disabilities.” In either case, an IU or school district may not charge a charter school or a cyber charter school more for such services than they charge the school district.

The Department’s interpretation of the “assistance” required by the CSL is that an IU or a school district is generally not required to provide direct services to charter schools or cyber charter school students with disabilities. However, at a minimum and upon request, assistance must be provided to help a charter school or a cyber charter school locate providers who could provide services necessary to address the needs of their students with disabilities. This would include providing the names of providers, contact information, etc.

The goal of all segments of the educational community should be to ensure that all students receive appropriate educational services. Thus, the Department expects and encourages school districts, IUs and cyber charter schools to work together to ensure that appropriate educational services are provided to all students with disabilities.

Source: Pennsylvania Department of Education. Basic Education Circular: Cyber Charter Schools .[www.pde.state.pa.us/k12/cwp/view.asp?A=11&O=54323&pp=12&n=1].

Exhibit 1: Colorado Draft Process for On-Line Enrollment



Source: Personal communication with Lu McDaniels, Colorado Charter Schools Institute, May 16, 2007.

What resources are available for charter school authorizers and operators interested in learning more about virtual schools and special education in virtual schools?

In the overall public education sector, virtual charter schools are still relatively new and only limited technical assistance for these schools is readily available. The following organizations maintain websites that authorizers and charter operators may find informative as they contemplate special education issues.

- ❖ Adaptive Technology Resource Center, University of Toronto. Extensive information about latest developments in assistive/adaptive technology: <http://atrc.utoronto.ca/>
- ❖ American Speech, Language, and Hearing Association: information about telepractice: <http://www.asha.org/about/publications/leader-online/archives/2006/061128/061128f.htm>
- ❖ Center for Applied Special Technology (CAST): Develops innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL): <http://www.cast.org/about/index.html>
- ❖ National Association of Charter School Authorizers: Published set of issue briefs about virtual charter schools: <http://www.qualitycharters.org/i4a/pages/Index.cfm?pageID=3372> and <http://www.qualitycharters.org/i4a/pages/Index.cfm?pageID=3373>
- ❖ North American Council on Online Learning (NACOL): Nonprofit organization dedicated to fostering a learning landscape that promotes student success and lifelong learning. <http://www.nacol.org/>
- ❖ Pennsylvania Department of Education Basic Education Circular: Cyber Charter Schools: <http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=54323>
- ❖ Pennsylvania Department of Education: Pennsylvania System of Cyber Charter Review (PASCCR): http://www.pde.state.pa.us/charter_schools/lib/charter_schools/PASCCR.pdf

SECTION V: APPENDIX

References

- Anderson, A. B. (2003). *Cyber charter schools*. [Online] Available: <http://www.ecs.org/clearinghouse/44/13/4413.htm>
- Anderson-Inmann, L. (1999). Computer-based solutions for secondary students with learning disabilities: Emerging issues. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. 15(3), 239-249.
- Bogden, J. (2003). *Cyber charter schools: A new breed in the education corral*. [Online] Available: http://www.nasbe.org/Standard/14_Autumn2003/Bogden.pdf
- Boise State University (2007). *Certificate in Online Teaching*. [Online] Available: http://edtech.boisestate.edu/online_teach_cert.htm
- Cavanaugh, C., Gillian, K.J., Kromrey, J., Hess, M. Blomeyer R. (2004). *The Effects of Distance Education on K-12 Student Outcomes: A Meta-Analysis*. North Central Regional Educational Laboratory. [Online] Available: <http://www.ncrel.org/tech/distance/index.html>
- Center for Education Reform (2002, January). *Beyond brick and mortar: Cyber charters revolutionizing education*. [Online] Available: <http://www.edreform.com/index.cfm?fuseAction=document&documentID=1001>
- Chen, N. S., Kinshuk, Ko H.-C. & Lin, T. (2004). Synchronous Learning Model over the Internet. In Kinshuk, Looi, C. K., Sutinen, E., Sampson, D., Aedo, I., Uden L. & Kähkönen, E. (Eds.), *Proceedings of the 4th IEEE International Conference on Advanced learning Technologies 2004* (August 30 - Sept 1, 2004, Joensuu, Finland), Los Alamitos, CA: IEEE Computer Society (ISBN 0-7695-2181-9), 505-509
- Colorado Department of Education (2006, November). *Online Education Performance Audit*. [Online] Available: http://extras.mnginteractive.com/live/media/site36/2006/1211/20061211_095903_HopePDF.pdf
- Education Commission of the States (2003). *Cyber charter schools: A policy brief*. [Online] Available: <http://www.ecs.org/clearinghouse/44/13/4413.htm>
- Illuminate (2006). *The impact of synchronous online learning in academic institutions: Customer experiences from K12 and higher education*. [Online] Available: http://www.illuminate.com/whitepapers/Impact_of_Synchronous_Online_Learning_in_Academic_Institutions_request.jsp

- Fulton, K. (2002, November). *Preserving Principles of Public Education in an Online World: What Policymakers Should be Asking about Virtual Schools*. Washington, DC : The Center on Education Policy. [Online] Available: <http://www.cep-dc.org>
- Griffin, D. (2004, April). *Why is Technology Access for Students with Disabilities Important?* Atlanta, GA: Southern Regional Education Board. [Online] Available: http://sreb.org/programs/EdTech/pubs/PDF/04T01-Why_Tech_Access.pdf
- Hassel, B. C. & Terrell, M. G. (N.D.) *How can virtual schools be a vibrant part of meeting the choice provisions of the No Child Left Behind Act. Public Impact*. Available <http://www.pen.k12.va.us/VDOE/Instruction/title1/Hassel-Terrell-VirtualSchools.pdf>
- Horton, S. V., Lovitt, T. C., Givens, A., & Nelson, R. (2001). Teaching Social Studies to high school students with academic handicaps in a mainstreamed setting: Effects of computerized study guide. *Journal of Learning Disabilities*, 22(2), 102- 107.
- Huerta, L.A. d'Entremont, C. & Gonzalez, M. (2006, September). Cyber Charter Schools: Can Accountability Keep Pace with Innovation? *Phi Delta Kappan* 88(1), 23-30.
- Kozma, R., Zucker, A., Espinoza, C., McGhee, R., Yarnall, L., Zalles, D., & Lewis, A. (2000). *The online course experience: Evaluation of the Virtual High School's third year of implementation, 1999-2000*. Menlo Park, CA: SRI International. [Online] Available: http://www.sri.com/policy/ctl/assets/images/VHS_Online_Experience.pdf
- Mueller, E. & Ahearn, E. M. (2004). *Virtual schools and students with disabilities*. Available : http://www.projectforum.org/docs/virtual_schools.pdf
- National Association of State Boards of Education (2003). *Cyber charter schools: A new breed in the education coral* [Online] Available: http://www.nasbe.org/Standard/14_Autumn2003/Bogden.pdf
- National Education Agency (N.D.) *Guide to online high school courses*. Washington, DC: Author. [Online] Available: <http://www.nea.org/technology/index.html>
- No Child Left Behind Act, 20 U.S.C.A. § 6301-6578 (2002).
- North America Council on Online Learning (2007). *Virtual school and 21st century skills*. [Online] Available: http://www.nacol.org/docs/NACOL_21CenturySkills.pdf
- Pennsylvania Department of Education (2001) *Cyber charter schools review*. [Online] Available: http://www.pde.state.pa.us/charter_schools/cwp/view.asp?a=3&Q=75169
- RAND (2005) *Research brief: Nonclassroom-based charter schools in California and the impact of SB 740*. [Online] Available: http://www.rand.org/pubs/research_briefs/RB9112/index1.html

- Rapp, K.E., Eckes, S.E., & Plucker, J.A. (2006, winter). Cyber charter schools in Indiana: Policy implications of the current statutory language. *Center for Evaluation and Education Policy Brief* vol 4 (3). [Online] Available: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/c4/fa.pdf
- Smith, R., Clark, R., & Blomeyer, R.L. (2005, November). A synthesis of new research on K-12 online learning. Naperville, IL: Learning Point Associates. [Online] Available: <http://www.ncrel.org/tech/synthesis/synthesis.pdf>
- Smouse, T.L. (2005). *Students with either Specific Learning Disabilities or with Attention Deficit Hyperactivity Disorder: Perceptions of Self as Learner in Online Courses at Florida Virtual School and in the Traditional Learning Environment*. Unpublished dissertation, University of Central Florida
- State of Colorado (2006). *Report of the state auditor: Online Education Performance audit*. [Online] Available: http://extras.mnginteractive.com/live/media/site36/2006/1211/20061211_095903_HopePDF.pdf
- Tucker, B., (2007). *Laboratories of Reform: Virtual High Schools and Innovation in Public Education*. [Online] Available: http://www.educationsector.org/research/research_show.htm?doc_id=502307
- Turjillo, L., Friffith, K. J., Snyder, T. D., & Urschel, J. W. (2007). *Trujillo commission on online education: Findings and recommendations*. Denver Public School board. [Online] Available: <http://www.nacol.org/docs/TrujilloCommissionOnlineEducationFinalReport-2-15-2007.pdf>
- U.S. Department of Education. (2003). *Twenty-sixth annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. [Online] Available: <http://www.ed.gov/about/reports/annual/osep/2004/index.html>
- Vanourek, G. (2006, September). *A primer on virtual charter schools: Mapping the electronic frontier*. [Online] Available: <http://www.qualitycharters.org/i4a/pages/Index.cfm?pageID=3373>
- Vanourek, G. (2006, September). *Authorizing virtual charter schools: Rules of the road on the digital highways*. [Online] Available: <http://www.qualitycharters.org/i4a/pages/Index.cfm?pageID=3372>
- Watson, J. & Ryan, J. (2006, October). Keeping pace with K-12 online learning: A review of state-level policy and practice. Evergreen, CO: Evergreen Consulting Associates. [Online] Available: <http://www.evergreenassoc.com/documents/KeepingPace2006.pdf>

Weiss, T. & Nieto, F. (1999, March). *Using the Internet to Connect Parents and Professionals: The Challenges*. Rural Special Education for the New Millennium: Conference Proceedings of the American Council on Rural Special Education. [Online] Available: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/17/89/d9.pdf

Acronyms and Definitions

Part I: Acronyms

| | |
|--------|--|
| ADA | Americans with Disabilities Act |
| CEC | Council for Exceptional Children |
| CSP | Charter Schools Program (of the U.S. Department of Education) |
| ED | U. S. Department of Education |
| EMO | Educational management organization |
| FAPE | Free appropriate public education |
| FERPA | Family Educational Rights and Privacy Act |
| FRC | Federal Resource Center |
| 504 | Section 504 of the Rehabilitation Act of 1974 |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized education program |
| LEA | Local education agency (school district) |
| LRE | Least restrictive environment |
| NACSA | National Association of Charter School Authorizers |
| NAEP | National Assessment of Education Progress |
| NASDSE | National Association of State Directors of Special Education |
| NCSLC | National Charter Schools Leadership Council |
| NCLB | No Child Left Behind Act - the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) |
| NICHY | National Information Center for Children and Youth with Disabilities |
| OCR | Office for Civil Rights |
| PACER | Parent Advocacy Coalition for Educational Rights |
| RRC | Regional Resource Center |
| SEA | State education agency |
| UDL | Universal Design for Learning |

Part 2: Definitions

| | |
|---------------------------------|---|
| Adequate Yearly Progress (AYP): | An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year according to the No Child Left Behind Act. |
| Asynchronous instruction: | Student and teacher do not interact at the same time but rather, teacher delivers and stores content that student thereafter accesses. This type of instruction is typically delivered via course management software. E-mail communication is one means of asynchronous communication that teachers may use to instruct students. |
| Autism: | Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance, often associated with engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, and unusual responses to sensory experiences. |
| Bobby Approved: | Desktop tool, produced and distributed by Watchfire, that tests website accessibility. By exposing barriers and suggesting changes, Bobby encourages compliance with U.S. and international accessibility guidelines. Online webpage assessment available at http://webxact.watchfire.com/ |
| Cyber School: | A comprehensive instructional program that utilizes electronic means to deliver its content. |
| Charter Schools | Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs and others. They are authorized/sponsored by designated local or state educational organizations, who monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. |
| Child with a Disability | A child with a disability means a child evaluated in accordance with IDEA as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious |

emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Disaggregated

Disaggregate" missing other quotation mark means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency.

Free Appropriate Public (FAPE?) Education

Free Appropriate Public Education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction and without charge; meet the standards of the state, include preschool, elementary school, or secondary school education and are provided in conformity with an individualized education program (IEP).

Inclusion

Inclusion is a special education approach that stresses educating students with disabilities, regardless of the type of severity of that disability, in the regular classrooms of their neighborhood school to ensure that they have access to the general education curriculum. The construct of inclusion includes appropriate supports, modifications and accommodations that allow students with disabilities to access the general education curriculum.

Individualized Education Program

An individualized education program (IEP) is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with IDEA regulations.

Transition Services

The IDEA Regulations issued in August 2006 define transition vices as follows:

(a) Transition services means a coordinated set of activities for a child with a disability that--

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes--

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education (34 CFR §300.43).

In addition, the regulations provide that transition services must be included *Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually* (34 CFR §300.320).

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is the major federal law related to special education that provides funding to states and set specific procedural requirements for the identification and education of students with disabilities.

Least Restrictive Environment

The IDEA requires that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's individualized education program (IEP) requires some other arrangement.

Linkage

The type of connection that is mandated or voluntarily established between a charter school and a traditional LEA.

Local Education Agency (LEA)

A local education agency (LEA), also known as a school district, is a public institution or agency having administrative control and direction of a public elementary or secondary school system that typically serves a distinct geographic region.

National Assessment of

The National Assessment of Education Progress (NAEP),

| | |
|-------------------------------|---|
| Education Progress | conducted since 1969, is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Students with disabilities participate according to NAEP criteria. (For a copy of the criteria, see http://nces.ed.gov/nationsreportcard/about/criteria.asp). |
| Qualified Personnel | Under IDEA, qualified personnel means personnel who have met SEA-approved or SEA-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing special education or related services. The NCLB Act also defines highly qualified teachers for those who teach core academic subjects. |
| Related Services | Related services means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. |
| Special Education | Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals, institutions and in other settings, related services, travel training, vocational education and instruction in physical education. |
| State Education Agency | Agency primarily responsible for the state supervision of public elementary and secondary schools. |
| Synchronous Instruction | Instruction that occurs with both student and teacher at the same time. Also known as live or real-time instruction. |
| Teletherapy | Therapy provided online from a different location (e.g., speech therapy delivered via a webcam) |
| Universal Design for Learning | A framework for designing an academic program that enables all individuals to gain knowledge, skills, and |

enthusiasm for learning. UDL provides supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all. Universal Design for Learning calls for:

- multiple means of representation, to give learners various ways of acquiring information and knowledge;
- multiple means of expression, to provide learners alternatives for demonstrating what they know; and
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation. ([http://www.cast.org /](http://www.cast.org/)).

Virtual School:

A comprehensive educational program delivered primarily through distance learning that may include a continuum of means of delivery of content.

2013-2014
Draft Florida Virtual Academy at
Clay County Code of Conduct

OUR MISSION

The mission of FLVA is to provide a high-quality, online public charter school, that will build a community of students, families, educators and a governing board dedicated to providing a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

OUR VISION

Through a combination of research-based, individualized, and specialized curriculum and instruction in the home; online conferencing with a certified teacher; and access to a community of experts in science and technology, our students will emerge as confident leaders of the digital age.

OUR CORE VALUES

- High expectations for all without limits
- Remove all barriers that limit student potential
- Nurturing learning environment will suited to each students' unique needs
- Meaningful communication and high engagement
- Collaborative partnership among students, parents, community, teachers, staff, and administrators
- Focused environment with expert research based lesson plans and instruction that ensures mastery for all

SCHOOL DIRECTORY

Main office:

FLVA

K12 Customer Support:

1-866-626-6413

With this number you will be able to reach the two support departments at K12:

CUSTOMER CARE – *Choose option 1 if you have issues with:*

Materials Navigation/Login PC/Printer receipt & delivery Usernames/passwords

TECHNICAL SUPPORT – *Choose option 2 if you have issues with:*

Hardware Software Platform Classroom Connect

SAMPLE SCHOOL CALENDAR

| | |
|------------|--|
| August | First day of School |
| September | Labor Day- Teacher/Student Holiday |
| October | End of First Quarter |
| October | Teacher Professional Development/ Optional Day for Students |
| October | First Day of 2 nd Quarter |
| November | Veteran's Day |
| November | Optional Day for Students |
| November | Student Holiday |
| November | Thanksgiving Break-Teacher/Student Holiday |
| December - | |
| January | Winter Break-(Optional) |
| January | Classes Resume |
| January | End of 2 nd Quarter |
| January | Martin L. King, Jr. Day |
| January | Teacher PD/Optional Day for Students |
| January | First day of 3 rd Quarter |
| February | FCAT 2.0 Writing- 4 th and 8 th grade |
| March | End of 3rd Quarter |
| March | Spring Break |
| April | Optional Day for Students-4 th Quarter |
| April | FCAT Testing |
| May | Memorial Day |
| June | Last Day of School |

Florida Virtual Academy, the Northeast Florida Virtual School Board, and the School Board of Clay County recognize that education of children is a process that involves a partnership between a child's parents, teachers, school administrators, and other school and School Board personnel. The School Board asks that everyone involved in a child's educational process be treated with the same courtesy and respect.

1001.41 and 1001.43 FL Statues

The Code of Conduct is published to clearly communicate the behavioral expectations for students at all grade levels and to summarize the policies of The School District of and FLVA relative to student conduct. The Code of Conduct in its entirety is located on the Clay County School website.

CONFIDENTIALITY

Every effort is made to maintain the confidentiality of students who attend FLVA. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by FLVA. Student files are accessible only to authorized employees of FLVA or School District who have an interest in the education of its students. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals. Whenever a parent or teacher believes the security of the OLS has been compromised, the parent can use the tools provided in the OLS to change usernames and passwords. Parents are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

AUTHORITY OF THE TEACHER

Section 1003.32, Florida Statutes, grants teachers and other staff members the authority for the control and discipline of students assigned to them, as well as on campus, and in other places they may be assigned to supervise students. Students are expected and required to follow the requests and directives of all teachers, staff members, school volunteers and chaperones when under the supervision of School District personnel.

Teachers shall make every reasonable effort to control any disruptions or misbehavior by students. However, if behaviors continue or the disruption is severe, the teacher shall alert the appropriate administrator with a written description of the incident for further action.

RIGHTS AND RESPONSIBILITIES FOR STUDENTS AND PARENTS

Responsibilities of Students.

All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibility to:

- Understand the Code of Conduct
- Attend school regularly, on time and report to all assigned synchronous sessions
- put forth a conscientious effort in all school assignments
- Treat others courteously and with respect
- Treat school property and the property of others with respect
- Respect the privacy of others
- Listen courteously to the opinions and points of view of others
- use appropriate speech refraining from indecent, obscene or foul language
- Come to class with all necessary materials and prepared to learn
- Maximize their learning opportunities
- Not interfere, impede, limit, or restrict the educational opportunity of any other student(s)
- Comply with all instructions and staff directions
- Truthfully answer all questions posed by school staff and students
- Report hazardous or dangerous situations, incidents or activities to an adult in authority

Rights of Students.

Students shall have the right to:

- Create a safe and orderly environment in which to learn
- Be treated with dignity and respect
- not be excluded from public schools or from school privileges because the student is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin
- not be the subject of corporal punishment
- Express opinions and personal points of view in a responsible and constructive manner
- Peaceably assemble
- Be secure in their personal privacy
- Be informed of rules of conduct
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

NOTE-These rights are not absolute and may be limited when necessary in order to prevent the disruption of the learning environment or orderly operation of the school.

Responsibility of Parents/Guardians.

Parents/guardians shall have the responsibility to:

- Ensure that their children enrolled in FLVA attend and accurately enter attendance daily in accordance with the laws of the State of Florida
- Enroll their child in another school if he/she withdraws from FLVA
- Present to the school administration any concern or complaint in a calm, reasonable manner
- Work with their child daily to ensure that the student is completing assignments
- Know the rules set forth in this code and with the district Code of Conduct and review the contents with their child(ren)
- Ensure that their child complies with all required testing and assessments, including but not limited to FCAT and Scantron, scheduled by FLVA
- Ensure that their child receives the periodic health examinations that are required by law.

Rights of Parents/Guardians.

Parents/guardians shall have the right to:

- Receive regular official reports of their child's academic progress
- Inspect, copy, and challenge, according to the appropriate guidelines, any and all information contained in their child's records
- Receive an explanation for the basis of any grade given by the teacher;
- Request a conference with the teacher and/or administration

- Receive translations and/or interpretations of any written or verbal communications regarding their child and their child’s education
- Appeal disciplinary actions
- Receive reasonable accommodations for any disability to have access to participate in their child’s education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

ATTENDANCE/ACADEMIC PROGRESS AND ACHIEVEMENT POLICY

It is the expectation of FLVA School that all students can and will achieve academic success and that consistent attendance and engagement in daily coursework is essential to that success. At FLVA, attendance involves daily log in to each course and attendance at all mandatory sessions. Engagement involves completion of assigned daily lessons, which includes submission of assigned coursework.

Instructional Time

Florida requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction. Additionally, the statute requires a minimum number of instructional hours by grade level:

| Grade Level | # Days | Hours per Day | Hours per Year |
|--------------------|---------------|----------------------|-----------------------|
| K-3 | 180 | 4 | 720 |
| 4-12 | 180 | 5 | 900 |

Instructional time can occur at any time during the day and on any day of the week. Instructional time must directly relate to lesson objectives which are aligned to the Florida Standards and may be subject to teacher or administrative approval outside of the school calendar.

Compliance with state attendance statutes and regulations is a parental responsibility for students ages 6-16 as provided in Section 1003.21, Florida Statutes. The school is obligated to keep an accurate record of daily attendance. If a student begins to exhibit a pattern of non-attendance, the school administration shall pursue the case in accordance with Section 1003.25, Florida Statutes. If interventions are unsuccessful, it shall be the responsibility of the school district to file a petition of truancy with the court as provided in Section 1003.27, Florida Statutes.

Absences shall be excused for the following reasons only:

- Illness or injury to the student
- Illness, injury, or death in the immediate family of the student
- Religious reasons

If there is reasonable doubt concerning the illness claimed, the Head of School shall be authorized to require a statement from an acceptable medical authority. Failure to comply with this requirement shall result in the absence being unexcused.

Upon teacher approval, students may school on non-instructional days or substitute vacation days during a marking period as long as they are schooling adequate hours and completing coursework. Students should try to stay consistent in their weekly schooling hours, but flexibility does exist for our families as long as students maintain the required number of hours and progress.

Students have the responsibility to make up work and assignments when they return to school after any absence within a reasonable length of time.

In addition, teachers will take action on the compliancy issues below:

- Five or more unexcused absences in a 30 day period, not necessarily consecutive
- 10 unexcused absences within a 90 day calendar period
- Chronic failure to complete daily assigned lessons for three consecutive days
- Chronic missing attendance of 2 or more days
- Grades 4-9: Failing two or more courses with a course average of 50% or below and/or course completion at expected pace

Any student who is non-compliant with any of the criteria above will be required to follow the schooling plan below:

- Attend live check- in sessions for 10 consecutive days
- Complete all required coursework for 10 consecutive days
- Additional conferences with teacher or school administration
- Submit additional work samples

The days the student does not attend live sessions will be marked as unexcused absences and the student may lose re-enrollment privileges. The Administration shall be diligent in facilitating additional intervention services. If the interventions are not successful it shall be the responsibility of the school to file a petition of truancy with the court as provided in Section 1003.27, Florida Statutes.

Attendance for Credit in Grades K-8

Students who miss more than 10 days per semester or the equivalent in hours may be subject to retention in the same grade regardless of proficiency and will lose re-enrollment privileges.

Attendance for Credit in Grades 9-12

Students who miss more than 10 days per semester or the equivalent in hours may be subject to loss of credits regardless of proficiency. Students may not enter more than 10% of assignments for credit on any given day without teacher approval. Students with a habit of non-attendance or academic integrity issues may lose re-enrollment privileges.

Access or Power Outage or School-Issued Computer Technical Issues No Internet

1. 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. The teacher must be notified of the situation, but this is not a reason for incomplete work.

ACADEMIC PACING

Within the FLVA program, every child can have the opportunity to progress through the curriculum at his or her own pace under the guidance of the teacher. Decisions to advance in a course level are made jointly by the parent and the teacher. These decisions are made before the beginning of the 4th Marking Period. Advancement of a student from one course level to the next requires the approval of the FLVA administration. Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is self-paced and individualized, students are required to progress and to achieve one grade level per school year as specified by state law.

ACADEMIC DISHONESTY POLICY

Academic integrity is highly valued at Florida Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. Turnitin.com is used to verify plagiarism within assignments for some courses.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to, others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using FLVA computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that will not be tolerated are:

- Copying or rephrasing another student's work
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it)
- Directly copying student aids (for example, Cliff's Notes), critical sources, or reference materials in part or in whole without acknowledgment

- Indirect reproduction of student aids, such as Cliff's Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment

Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

Non-citation infraction:

- 1st incident = resubmit assignment -and parent conference
- 2nd incident = parent conference, possible grade of zero on assignment and administrative review.

Citation infraction:

- 1st incident = counseling on correct use of citations and opportunity to re-do assignment, parent conference
- 2nd incident = parent conference, grade of zero on assignment
- 3rd incident = parent and administrator conference, grade of zero on assignment and administrative review

USE OF SCHOOL PROPERTY

FLVA provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

ACCEPTABLE USE GUIDELINES

This document describes the policies and guidelines for the use of the FLVA and exists to ensure that all FLVA students are aware of, and understand, their responsibilities when accessing and using FLVA resources.

FLVA reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to FLVA instructional computing resources. FLVA instructional computing resources include any computer, software or transmission system that is owned, operated or leased by FLVA.

Parents or guardians of students enrolled in FLVA should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in:

- Removal of your access to FLVA instructional computing resources, which could result in your inability to complete learning activities
- Suspension or expulsion from FLVA
- Involvement with law enforcement agencies and possible legal action

Accountability

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited.

- Use only your own user name and password, but do not share these with anyone.
- Do not interfere with other users' ability to access FLVA's Online School or Virtual High School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Change your password(s) frequently, at least once per semester or course.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-FLVA commercial activities, non-FLVA product advertising, or political lobbying on an FLVA-owned instructional computing resource.
- Do not use FLVA instructional computing resources to sell or to purchase any illegal items or substances.
- Do not upload or post any software that is not specifically required and approved for your assignments, on FLVA's instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any FLVA server.

Student Internet Safety

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of FLVA.
- Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with FLVA.

Network Etiquette

At FLVA, parents and students are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Don’t broadcast online discussions, and never reveal other people’s e-mail addresses.

APPROPRIATE USE OF TECHNOLOGY

Monitoring

FLVA reserves the right to review any material transmitted using FLVA instructional computing resources or posted to an FLVA instructional computing resource to determine the appropriateness of such material. FLVA may review this material at any time, with or without notice. E-mail transmitted via FLVA instructional computing resources is not private and may be monitored.

FLVA Indemnification Provision

FLVA assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive. FLVA assumes no responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. FLVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the Internet is understood to be the author’s individual point of view and not that of FLVA, its affiliates or its employees. FLVA assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement (“Agreement”) the parent or guardian signed as part of the student’s enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

CONFIDENTIAL COMMUNICATIONS OF STUDENTS

Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the head of school or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

USING BLACKBOARD COLLABORATE

Blackboard Collaborate offers technical support at the following web address: www.elluminate.com/support/. Using the Help Desk and the Technical Support features will provide answers to the more common computer setup issues. If you have searched the site and did not find the answer to your computer issue, please call Blackboard Collaborate tech support at 866-388-8674 and choose option 2. K¹² also offers Blackboard Collaborate tech support (see School Directory).

Blackboard Collaborate Conduct for Parents and Students

Students:

- Arrive promptly at the scheduled time for the Blackboard Collaborate session.
- Whiteboard and microphone privileges will be assigned at the discretion of the teacher.
- Direct messaging conversions should be limited to the content of the lesson.
- Respectful and courteous behavior towards others is expected at all times.
- Non-participation or stepping away without the teacher's approval will count as an absence.
- If there are multiple students in your home in Title 1, each student needs to log in to a session individually.

Please bear in mind that individual teachers may have expectations that are specific to their classrooms.

Parents:

Acceptable reasons to remove your child from a session include:

- Offensive behavior
- Illness
- Family Emergency/Situations

If you must remove your child from a Blackboard Collaborate session, please e-mail or call the teacher to discuss the situation.

- Keep comments and questions specific to the lesson. Contact your teacher about other concerns by phone, e-mail or in person during office hours.
- Because the lessons are student-centered, only students should be using the microphones during the sessions.
- Refrain from coaching your child during Blackboard Collaborate sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

Prohibition of Harassment, Intimidation, Bullying and Cyber Bullying The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. FLVA is committed to a safe and positive learning environment for all students, employees, volunteers and parents free from harassment, intimidation or bullying. All forms of bullying are hereby prohibited. Anyone engaging in bullying is in violation of the Policy and shall be subject to appropriate discipline.

“Bullying” shall mean unwelcome verbal, written or physical conduct directed at a student /parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

“Cyber Bullying” includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is: Physically, emotionally or mentally harming to a student/parent/staff member/employee

- Substantially interfering with the student’s education;
- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Florida Virtual Academy, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Head of School is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student or a student's backpack in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Flag Salute, Pledge of Allegiance and Opening Exercises

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student's religious conviction or personal belief. A student who declines to participate in this exercise shall stand quietly and respect the rights and interests of classmates who do wish to participate.

Dress Code

FLVA expects students will dress neatly and appropriately at all times on school sponsored outings, events, and district property. The two criteria for determining appropriateness are safety and decency. Student dress that distracts others from the learning process is unacceptable.

Examples, of inappropriate dress include, but are not limited to:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight, is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which underwear or any type of undergarment may be seen.
- Clothing which does not cover backs or clothing which permits viewing of cleavage, tank tops with open sides and muscle/tank shirts.
- Spikes, dog chains/chokers, ball bearing chains, wallet chains or other jewelry that increases the risk for accidents.

Students who neglect to adhere by the dress code of FLVA are subject to disciplinary action. Further information on dress code can be found in the District Code of Conduct.

Student Infractions and Consequences

Disciplinary procedures shall be consistent with applicable requirements of Florida laws and rules. Student offenses dictate the severity of the consequence FLVA will impose. In addition to the specific offenses set forth below, FLVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence, up to expulsion, will be determined at the sole discretion of FLVA in accordance with the law. The sponsoring district will be advised of all situations where students are suspended. All recommendations for expulsions will be taken before the district board for action. A student has the right to certain discipline procedures as outlined in the final section of this code.

| Rule | Possible Consequence or Intervention for Infraction |
|--|--|
| <p>Attendance at Required Classes Students in a required session track shall attend all sessions Attend class on time Actively participate in online sessions Complete follow up activities/assessments in a timely manner</p> | <p>Lack of participation points – could lead to failure in course Academic action plan implemented Hold a disciplinary meeting with parents/guardians, student, and staff members. Face to face learning at a designated destination</p> |
| <p>Interaction with Teacher Students shall interact with teacher and keep lines of communication open Participate in scheduled meetings to review progress, attendance, etc. Update family teacher coach on progress Reach out to teacher with questions or Concerns</p> | <p>Failure in courses Hold a disciplinary meeting with parents/guardians, student, and staff members. Noncompliance, lack of communication could ultimately lead to truancy and removal from the active roles of FLVA</p> |
| <p>Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program: fails to obey directions fails to attend class without a valid excuse inappropriate use of chat functions during online sessions</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.</p> |
| <p>Compliance with Dress Code Students shall dress in accordance with the standards described below: pants must be worn on the waist so no undergarments are showing no halter tops, strapless garments, or garments revealing midriff may be worn to</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.</p> |

| | |
|--|--|
| <p>a school event no garments that reveal undergarments or that are see through may be worn to a school event no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events no clothing that has profanity, drug or offensive slogans may be worn to school events Note: This section is enforced for students when attending a school function such as testing, school outings, orientations, or other face-to-face events.</p> | |
| <p>Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to: curses, uses vulgar, obscene language sending or forwarding offensive, sexually- oriented, or threatening messages, pictures or symbols of offensive nature.</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.</p> |
| <p>Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to: copying work from another person plagiarizing work of another using answer keys provided for learning coach copying work from Internet sources without proper citations forging notes sharing test questions with others</p> | <p>First Incident Express concerns and provide concrete examples of dishonesty. (K-8) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be resubmitted. Citation submissions can be resubmitted. Notify learning coach and/or parent. Second Incident Hold a disciplinary meeting with parents/guardians, student and staff members. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero (0) with no opportunity to make up. Third Incident Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.</p> |
| <p>Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include: giving his/her password to another individual or uses another individual's account illegally downloading copyrighted materials from the Internet visiting sites on the Internet which contain sexually explicit material harming or destroying data of another student or person, the Internet or other networks creating, downloading, or uploading</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p> |

| | |
|---|--|
| computer viruses; or violating any rule outlined in the Acceptable Use Policy | |
| <p>Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bullying Policy.</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.</p> |
| <p>Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.</p> |
| <p>Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia while attending any school sponsored events.</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.</p> |
| <p>Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication while attending school or school sponsored events.</p> | <p>Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team. Suspend student from school privileges. Suspend from school if above interventions are not effective. Follow up with the SAP team to get invention measures in place.</p> |
| <p>Prohibition of Bullying and Serious Threats Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly: Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend student from school if above interventions are not effective. Expulsion is also possible when the nature of the incident is serious or repeated.</p> |
| <p>Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability,</p> | <p>Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.</p> |

| | |
|--|---|
| socioeconomic status and/or political beliefs. | |
| Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon. | Students in possession of a weapon will go to an expulsion hearing. |

Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

Due Process

In any situation where a violation of the Code of Student Conduct is alleged, the Head of School or the designee shall observe fundamental procedures of due process. The student shall be made aware of the charges against him/her, be given the opportunity to explain his/her point of view, present witnesses, and not be subject to excessive punishment.

In cases where there is a concern regarding due process, parents or students may refer the situation to the Head of School.

Students accused of a violation of the Code of Student Conduct, which, in the opinion of the Head of School or the designee, warrants a suspension from school, shall be afforded the fundamental right of procedural due process. The degree of formality associated with a suspension conference depends on the nature of the violation and the severity of the sanctions that may be imposed as a result.

Note: A student or parent may appeal to the Head of School for reconsideration of a school disciplinary action, up to and including out-of-school suspension. The Head of School's decision regarding an appeal is final.

SUSPENSION

Suspension is a disciplinary sanction that orders the temporary removal of a student from a class or all classes for a prescribed period of time, not to exceed ten (10) school days at any one time. The student shall be remanded to the custody of the student's parent and/or guardian with specific homework assignments for the student to complete. The Head of School or designee shall make a good faith effort to employ parental assistance or alternative consequences for misconduct prior to suspending a student, except in emergencies, or disruptive conditions, or incidents involving a serious breach of misconduct.

Only the Head of School or designee may suspend a student. Before suspension may be imposed, the student is entitled to know what provisions of the Code of Student Conduct were allegedly violated, and what specific conduct constituted the violation. In addition, the student is entitled to know who the student's accusers are, and what they said unless

such information would jeopardize the safety of the students. It is not necessary, however, that the accusers be physically present at the due process conference when the student is advised of the particulars of the violation.

If the student denies the charge or charges, the student is entitled to state his/her point of view and to have witnesses called to give information in support of his/her defense. If the student intends to call witnesses, the student is entitled to a reasonable time in which to contact witnesses to arrange for their presence. A written explanation of the incident by the student is recommended and encouraged.

The Head of School will suspend a student immediately if the student has committed an act, which imposes an immediate danger to students or staff members, or if the violation is one of physical assault or one, which has an immediate disruptive effect upon the orderly conduct of the school. If the student is suspended, the Head of School shall immediately notify the Superintendent and the suspended student's parents or guardians in writing within 24 hours of the action taken and the reasons for the suspension. In addition, the Head of School or his/her designee shall make a good faith effort to notify the parent or guardian by telephone prior to initiating the suspension.

When a student is suspended for possession, distribution, or sale of a controlled substance; a weapon; or is under the influence of a controlled substance (except as prescribed by a licensed physician) parents/guardians, law enforcement officials and the Superintendent shall be notified immediately.

Procedures for Suspensions of 3 Days or Less

Students who are suspended shall be afforded a conference with the administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. A representative from the sponsor district will also be notified of the meeting and

requested to attend, if appropriate. When the suspension is in regards to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

Suspension Exceptional Education Student (ESE)

Except for the gifted, no Exceptional Education Student may be suspended for more than nine (9) days for one offense or ten (10) cumulative days throughout the school year. If an exceptional student is suspended, prior to the end of nine (9) days of suspension or ten (10) days of cumulative suspension throughout the school year, an Individual Education Plan (IEP) meeting shall be held to review the student's program and placement. In extraordinary and/or extenuating circumstances and on a case-by- case basis, an exceptional education student may be suspended additional days only after consultation with the Administration. Any recommendation for the suspension of a student with a disability shall be made in accordance with rules adopted by the State Board of Education and Federal Regulations outlined in the Individuals with Disabilities Education Act (IDEA).

Students with moderate/severe intellectual disabilities or Autism Spectrum Disorder may be suspended. However, an IEP meeting must be held to review the behavior which caused the school to recommend such suspension and implement intervention strategies.

Expulsion

By definition, expulsion is any exclusion from school for a period of more than 10 days. Any recommendations for expulsion will be presented to the sponsor district and will follow district policy.

A regular education student who has engaged in behavior that violates the Code of Student Conduct may assert any of the protections afforded to a student with a disability under Rule 6A-6.03312, Florida Administrative Code, if the district or the FLVA had knowledge of the student's disability before the behavior that precipitated the disciplinary action occurred.

Please read the district code of conduct for more information on suspension for an off campus felony.

Discipline of Students with Disabilities

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address

that behavior, will be considered in the development of their IEPs. Any disciplinary action of a student with a disability, as a consequence for violation of the FLVA's Code of Student Code, shall be consistent with the requirements of Rule 6A-6.03312, Florida Administrative Code.

FLVA personnel, in collaboration with district personnel, will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of Rule 6A-6.03312, Florida Administrative Code, is appropriate for a student with a disability who violates the FLVA's Code of Student Conduct.

WHERE TO GO WITH QUESTIONS OR CONCERNS

FLVA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. FLVA staff also realizes that parents and students do not always know what to do or where to seek out answers. Parents often give up and become frustrated if problems remain unsolved.

Please follow these procedures for general information or for assistance in resolving a problem:

- Step 1.** All concerns and issues should first be directed to the Teacher. If a FLVA teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance.
- Step 2.** If the issue or concern is about the teacher, parents are advised to contact the Academic Administrator (see School Directory).
- Step 3.** If the concern is not resolved at the Academic Administrator level, parents/responsible adults are advised to contact the Head of School (see School Directory).

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. Complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or

repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because FLVA believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. FLVA will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
- B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.
- A. The compliance officer shall investigate all formal, written complaints of
- B. harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
- C. When the investigation is completed, the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, Head of School shall take further action on the report.
- D. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:
 - That FLVA intends to take corrective action; or
 - That the investigation is incomplete to date and will be continuing; or
 - That FLVA does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
- E. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

- F. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to the Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

GRIEVANCE/COMPLAINT POLICY

Parent Complaint Response/Due Process Procedure

FLVA is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. FLVA prohibits discrimination against students/ families on the basis of disability, race, creed, color, gender, national origin or religion.

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days.

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.

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the FLVA Board of Trustees. The FLVA governing body may address the complaint directly, or the family may file a complaint with the District School Board.

FLVA OUTINGS

FLVA will arrange a variety of special gatherings for students and families on a regular basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. Any student in good standing may attend any outing he or she wishes by submitting an RSVP, if required, to the FLVA personnel listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend if

mentioned in the description of the outing. All attendees are expected to wear clothing that is appropriate for school.

EXTRACURRICULAR ACTIVITIES AND SPORTS TEAM ELIGIBILITY

Florida Law requires that students be permitted to participate in extracurricular activities offered by their home school district. Students must comply with policies and meet the specific eligibility criteria set forth by their home school district. Student athletes must also satisfy eligibility requirements established by the school district. Student members of a sports team with their home school district must continue to meet grade requirements to be part of the team. Coaches needing academic information from FLVA must make a request in writing to the Head of School. Whenever possible, FLVA will assist students and parents to secure the opportunity to participate in extracurricular activities.

WITHDRAWING FROM FLVA

Parents wishing to withdraw their children from FLVA must contact the teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school administration of their decision. The Operations Manager or designee will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action. FLVA will inform the school district of the withdrawal.

Florida Virtual Academies



**Parent / Student
School Handbook
2013-2014**

DRAFT

<http://www.k12.com/FLVA>

DRAFT

WELCOME & INTRODUCTION

Dear Parents:

Welcome to Florida Virtual Academies (FLVA)! FLVA blends innovative instructional technology with a traditional curriculum for students across the county. There are many benefits to our unique learning model, including a rigorous and comprehensive research-based curriculum, the flexibility of learning anytime, the support of Florida certified teachers, and an individualized learning program that prepares students to meet their educational, college and career goals. This challenging and engaging curriculum was developed by renowned learning experts, teachers, and instructional designers.

The Parent-Student Handbook is a comprehensive guide to FLVA policies and procedures. Please read it carefully, sign the last page and return it to your child's teacher. You will be able to refer to it throughout the school year as needed.

Our dedicated staff looks forward to working with your family during the upcoming school year. Please feel free to contact the FLVA administration at any time if you have questions or concerns.

Sincerely,

Florida Virtual Academy Administration

MISSION STATEMENT

It is the mission of Florida Virtual Academies to provide a high-quality, online public charter school, that will build a community of students, families, educators and a governing board dedicated to providing a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

We believe...

- In individualized learning through mass customization instead of mass production of education.
- In decades of scientific research regarding how brains really work and how learning happens.
- That Big Ideas + Consecutive Down Payments + Practice = Mastery.
- That mastery of concepts and skills should be for all kinds of children—not just the "best and brightest."
- In giving parents meaningful ways to be involved in their children's education if they choose.
- In being directly accountable and responsive to all of our customers.
- In outstanding teacher engagement.
- In rich, engaging content that gets kids into learning so learning gets into them.
- That profitability yields invention, responsiveness, and responsibility.
- In using 21st-century tools to prepare 21st-century students.
- In books, digital media, and dirt—because a mix of teaching tools maximizes learning.
- Those children should be introduced to humankind's legacies which create our common culture as humans.
- That raw, unyielding passion is our most important quality.

INSTRUCTIONAL MODEL

FLVA's instructional model will rely on:

- Rigorous academic standards and expectations
- Highly qualified educators providing synchronous and asynchronous instructional support
- Student-to-student and student-to-teacher interaction using a variety of learning technologies
- Traditional grading scale and grade reporting, along with class ranking, cumulative GPA
- Opportunities for student leadership and participation in school-sponsored activities, both virtually and face-to-face
- Post-secondary preparation, career planning, exploration, and support

In this education model, teaching and learning includes the accessibility of teachers during normal school hours, 8 a.m. – 4 p.m. Teachers may be contacted via Kmail (through the Online School (OLS)), telephone and ClassConnect sessions via the Blackboard Collaborate web conferencing.

Students participate in school an average of 6 hours per school day. Students will attend several ClassConnect sessions weekly as assigned in their Individual Learning Plan. Students will be assessed frequently to determine achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions, ClassConnect sessions, and online threaded discussions, submitted writings, projects, quizzes, unit tests, semester exams, and final/EOC exams. Students and parents can view grades, student progress, and the amount of time the student spends in each class at any time through OLS/LMS.

As an approved provider by the Florida Department of Education, FLVA is committed to offer weekly ClassConnect sessions in the core subjects. Language Arts and Math will offer direct instruction a minimum of three times per week. ClassConnect sessions engage students in direct instruction, live tutorials, and opportunities to receive teacher assistance in completing lessons within the OLS/LMS. All students will be required to attend assigned weekly sessions. We strongly believe in differentiating instruction in order to meet our students' needs. Throughout the school year, teachers will assess students using multiple data sources and determine the best use of academic time for our students. Those students demonstrating proficiency of standards may have an adjusted schedule of sessions.

INDIVIDUAL LEARNING PLANS

Teachers will work with learning coaches and students to develop individual learning plans (ILP) within the first four weeks of enrollment. The ILP will include current educational data regarding any previous assessment results, current course placement, and relevant academic history as well as outline the student's progress goals for the current school year and beyond. The ILP will be reviewed and updated on a regular basis by teachers and learning coaches to ensure that students are meeting expectations and if not, that appropriate supports and interventions are put in place to assist the student in meeting state standards and personal academic goals.

SPECIAL EDUCATION SERVICES

FLVA is responsible for identifying children who have special needs. FLVA teachers have the responsibility to make a referral if they suspect a student may have special learning needs. If it is suspected that a student has special needs, a conference will be held with special education staff, the general education teacher, district representation, and the student's parent to determine if services are appropriate.

Florida Virtual Academy and the district are responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). FLVA's Special Programs Manager will assure compliancy with state and federal guidelines.

Teacher Responsibilities

- Collaboratively develop Individual Learning Plans for your student
- Help you to use the Online School Guide and direct you through the K12 curriculum
- Provide instruction as needed using the K12 curriculum and other educational resources to meet Florida/Common Core Standards
- Develop and explain accommodations or modifications to the curriculum
- Conduct conferences with you to discuss your student's academic progress
- Collect and review work assignments and provide constructive feedback
- Maintain work day from 8:00 am – 4:00 pm
- Respond within 24 school hours to all kmails and telephone calls
- Inform you of school updates/information from FLVA and/or K12
- Plan and attend school functions
- Administer state and other standardized tests
- Provide encouragement and support in all areas of student learning and achievement
- Complete report cards
- Be the first point of contact for parents and students

PARENT-TEACHER COMMUNICATION

FLVA teachers are responsible for monitoring and validating student attendance, curricular progress and educational growth. The teacher is the first point of contact for all issues regarding the school.

Kmail and telephone are the primary sources of contact between the FLVA teacher and parents; therefore, it is essential that parents check their Kmail and voicemail at least twice a day. Parents should promptly reply to Kmails or voicemails received from FLVA or K¹². Please keep in mind that teachers spend a significant amount of their time providing instruction in ClassConnect sessions and, as a result, FLVA teachers may not be available to receive all incoming calls. In the event that a message needs to be left, please provide as much detail as possible and eachers will respond to all calls within one business day.

All communications between FLVA administration, FLVA teachers, the parents/ learning coach, students, and other parties directly related to FLVA must be conducted with appropriate professionalism. Demeaning or profane language, derogatory

remarks/innuendos are not acceptable. This includes communications during conferences, communications in Kmail, and communications posted to any school sponsored community board.

All FLVA phone numbers, Class Connect links, e-mail, and k-mail addresses are registered with the school administration and fall under state regulations concerning communication of official school business these and ONLY these contacts are permitted for communication between FLVA staff and parents and students of FLVA.

PARENT/TEACHER CONFERENCES

Parents are required to participate in scheduled conferences. The date and time of the conference will be arranged at a mutually agreeable time. FLVA teachers will conference with the parents and students quarterly. The teacher will determine with the family whether conferences will be held via phone, Class Connect or both. There are times that the teacher may deem it appropriate for face to face conferences. Face to face conferences will be conducted at a public place, like public libraries, local community centers, etc. Parents are required to keep all scheduled conferences, or provide a 24 hour notice if a cancellation is necessary and reschedule a new appointment (at the time of cancellation). Failure to participate in the conference may result in implementation of the non-compliance procedure.

ATTENDANCE POLICY

The faculty and staff of FLVA firmly believe that a good attendance record is essential to academic and work place success. The correlation between attendance and grades is so strong that every effort must be given to maintaining good attendance. State attendance requirements also affect grade level promotion opportunities and truancy issues. Students are expected to comply with the FLVA attendance policy beginning with their first day of enrollment. Attendance and progress are prorated for students who enroll with FLVA after the official first day of school.

Compliance with state attendance statutes and regulations is a parental responsibility for students ages 6-16 as provided in Section 1003.21, Florida Statutes. The Florida Department of Education requires all public schools to record a minimum of 180 days of attendance and a minimum of 720 hours for students in K-3 and 900 hours for students above third grade. The school is obligated to keep an accurate record of school attendance.

Attendance applies to FLVA students in the form of regular, logging in and participation in the educational activities of FLVA's courses. Students must attend ClassConnect sessions addressed in their Individual Learning Plan. Attendance time can occur at any time during the day and on any day of the week within the school calendar. Upon teacher approval, students may school on non-instructional days or substitute vacation days during a marking period as long as they are schooling adequate hours and completing coursework. ***Parents are to log attendance hours on the FLVA OLS daily.***

Kmails or telephone calls from the Learning Coach are required before or after an absence and the work shall be made up within a reasonable time period during the marking period.

Administration reserves the right to request a doctor's note for 3 or more days out of school.

In addition, teachers will take action on the compliancy issues below:

- 5 or more unexcused absences in a 30 day period, not necessarily consecutive
- 10 absences within a 90 day calendar period
- Failure to log or complete daily assigned lessons for three consecutive days more than once a semester
- Failure to show course progress for 5 consecutive days
- Failing two or more courses with a course average of 50% or below and/or has a course average of 50% or below

Any student who is non-compliant with any of the criteria above may be required to follow the schooling plan below and a meeting with the parents will be scheduled:

- Must attend live check in sessions for 10 consecutive days
- Must complete all required coursework for 10 consecutive days

The days the student does not attend required live sessions will be marked as unexcused absences and the student will be subject to truancy violations. The Administration shall be diligent in facilitating additional intervention services.

If the guardian refuses to participate in the remedial strategies because s/he believes that those strategies are unnecessary or inappropriate, the guardian may appeal to the Charter School Board. If the Charter School Board's final determination is that the strategies of the attendance committee are appropriate and guardian still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

TRUANCY

Responsibility for compliance with Florida Department of Education attendance statutes and regulations requires FLVA to keep an accurate record of daily attendance and progress. To be considered in good standing with regards to attendance, a student must show attendance and progress in the OLS. If a student shows progress with no attendance, or vice versa, this could lead to truancy issues. In order to avoid potential truancy situations, communicate with your child's teacher regarding any scheduled vacations or illness issues that could be misinterpreted as truancy.

Truancy could lead to dismissal from FLVA.

RE-ENROLLMENT POLICY FOR STUDENTS WITHDRAWN DUE TO EXCESSIVE ABSENTEEISM

Any student withdrawn in for non-compliance with attendance, progress or being unavailable for conferencing, will not be able to re-enroll within the school year. However, a student may be enrolled the following year, with an Action Plan adapted for their success. Teachers will monitor the Action Plan and provide updates to the administrative

team during that re-enrollment year. Non-compliance with the Action Plan may result with a final withdrawal from FLVA.

ATTENDANCE POLICY FAQ's

1. When can I log attendance?

You are able to log attendance from the first day of school until the last day of school. Attendance and progress logged after the final day of a marking period will be included in the next marking period.

2. What constitutes earned attendance hours?

Attendance hours are hours that are spent in student preparation for the daily lesson and student's learning time. Attendance outside of the curriculum must be approved by the teacher and administration.

3. Where do I need to log my child's attendance and how often?

Student attendance hours need to be logged in the attendance screen on the OLS and must be entered daily.

4. How much attendance may I log each day?

You should log the actual number of K¹² and supplemental work hours completed by the child. This should not exceed 180 minutes in one subject area, 8 hours daily, or 40 hours weekly.

5. What should I do if I forgot to log my child's attendance?

If you have already entered hours for that day, and you clicked the "Submit" button, your teacher may need to add the hours for you. Contact your teacher and s/he will assist you in entering hours.

STUDENT INFORMATION CHANGES

Parents are required to notify their teacher immediately of any change in pertinent information (ex. name, mailing and/or shipping address, phone number, emergency contact, responsible adult, or court order designating a change in guardianship, etc.) This information is part of your child's educational record and must be kept current.

SUPPLEMENTAL ACTIVITIES

A supplemental activity is work the student completes in addition to the K¹² curriculum assigned to the student. It does not replace the K¹² curriculum. Supplemental activities should represent new learning for the student or should provide practice for work that is appropriate for his/her grade level. Class Connect sessions with teachers and Study Island activities are required and should be entered in the appropriate subject area.

Supplemental activities can be logged in the Online School as instructional hours. These activities can be logged into the student's daily schedule and counted toward their mandatory hours of instruction. To ensure that supplemental activities are appropriate and recorded properly, please discuss these with your FLVA teacher.

STUDENT WORK SAMPLES/SEMESTER TESTS

Work samples are a tool that teachers utilize to assure adequate educational progress. Each family will be supplied a list of the required work samples that are to be submitted to

your child's teacher on a regular basis. ***Students failing to submit work samples will be considered non-compliant.*** Work samples and semester tests will not be returned to families. Teachers will provide families with submission guidelines. Submitting work samples as requested will count towards a percentage of each student's final grades.

STUDY ISLAND

Study Island is designed to help your child master the Florida /Common Core Standards specific to your child's grade. Study Island's focus on these standards enables students to improve their performance in all skill areas tested on the state-mandated Florida assessments, which leads to improved performance. Study Island participation will count towards a percentage of all students' final grades.

OPTIONAL LESSONS

Our curriculum identifies several lessons as "optional lessons" or "core". The optional lessons are intended to provide enrichment or extra practice. There may be some "optional" lessons that are required due to Florida standards. Such standards will be addressed in ClassConnect sessions.

GRADING

FS 1008.25 specifies that the school must annually report to the parent of each student the progress of the student towards achieving proficiency in reading, writing, science and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

Notification will be sent at any time during a grading period when it is apparent the student may not pass or is performing unsatisfactorily in any course or grade level.

Teachers will determine report card grades that provide the student and the student's guardians(s) with an objective evaluation of the student's scholastic achievement, and effort.

- Marks are based on the quality of student performance relative to expected levels of achievement of the standards that the teacher observes and evaluates.
- The student's academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, student participation and demonstrations);
 - classroom assignments (reports, term or research papers, models, projects, computer programs);
 - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - core curriculum benchmark assessments.

Report cards will be issued at the close of each grading period. To receive a report card, a student shall be enrolled at least one-half of the 45 day grading period. Students enrolled

for less than one-half of the grading period will receive a report card, but a grade is not required. If a student withdraws, a grade will be indicated.

All students, including ELL's, will use the same evaluation plan.

Grades K-1

Grade and Definition

| | |
|---|-------------------------------------|
| M | Outstanding progress with mastery |
| P | Progressing adequately with mastery |
| N | Progress below expectation |

Grades 2-12

| Grade | Percentage | Definition |
|--------------|-------------------|------------------------|
| A | 90-100 | outstanding progress |
| B | 80-89 | above average progress |
| C | 70-79 | average progress |
| D | 60-69 | below average progress |
| F | 0-59 | not passing |
| I | 0 | incomplete |

If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of the report cards or the "I" becomes an "F". At the administration or teacher's discretion a longer period of time may be allowed for assignment completion.

ACADEMIC ADVANCEMENT

Promotion to the next grade level is determined by subject mastery, attendance, and teacher approval. If the course has a final exam or EOC, the student will be required to complete the required test. As a school it is our goal to see 100% completion of all coursework. FLVA will encourage each student to achieve 100% completion to reach full potential and capability for the next grade level assignment. All progress will be prorated according to each student's start date. For more information on academic goals, please visit the Pupil Progression Plan which details promotion guidelines by grade level.

If a student reaches 100% completion in math and language arts package by the third marking period, then the next course level can be ordered. All other subject areas must meet the students ILP goals.

ASSESSMENTS

Students will be administered assessment tests in each subject area during the first weeks of enrollment. Access to tests will be provided by the FLVA staff and completed in the home independently or in ClassConnect sessions. Benchmark tests will be given throughout the school year.

FLVA students are required to participate in all school, district, or state-mandated academic assessments (FCAT, etc...) at locations set up throughout the county and managed by FLVA/District staff. Failure to participate in these assessments can result in

your child's removal from FLVA and could negatively affect the future of the Florida Virtual Academy.

If a student misses any mandated test without an approved excuse, the student could be eligible for dismissal and may not be reinstated into FLVA for up to two years.

INTEGRITY IN ASSESSMENTS & ASSIGNMENTS

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about a student's progress toward mastery. This information is helpful only when accurate. It can be accurate only if the assessment represents the student's work alone.

Unless otherwise instructed by your teacher or by a specific assessment, you are expected to honor the following principles while taking assessments:

- The student alone will take assessments.
- Students will not copy or redistribute any part of an assessment in any way—electronically, verbally, or on paper.
- Students will treat the assessment as “closed book”—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- Students will treat the assessment as “single browser”—meaning that during the assessment you may not log in a second time to your course, or open your course or related materials on another browser on another computer.
- Answers will represent only the student's work, free of any outside assistance. The student will not plagiarize in any way.
- Students will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Your written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where credit is due. Be sure to ask your teacher if you have questions regarding citing sources. Web tools that check for student plagiarism are used regularly.

Unless your teacher or specific directions inform you of exceptions, you are expected to follow these principles while taking assessments and completing written assignments. Only by honoring these principles can you assure both academic and personal integrity.

PLAGIARISM

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that will not be tolerated are:

- Copying, paraphrasing or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing as your own, even if you have changed some of the words.

- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.

CONSEQUENCES OF PLAGIARISM

First offense– The student and parent will attend a conference with the school administration and teacher. The student will be allowed to complete the assignment for a possible 50% of the original points.

Second offense– The student and parent will attend a conference with the school administrator. The student will not be allowed to rewrite the assignment. A score of “0” will be entered as a grade.

Third offense– The student and parent will attend a conference with the school administrator which may result in suspension and district notification.

COMPUTER & INTERNET REQUIREMENTS

Each family will be required to have a computer system that meets the minimum specifications necessary to access the K¹² Online School (OLS). Families must also have Internet access in order to participate in the school. In certain cases based on financial need, a family may be eligible for a computer loan.

The learning coach or mentor needs to have at least basic computer skills. Use of the computer is an important part of the program, but in the early grades it is mostly the parent (or other responsible adult) who interacts with the computer. The program is user-friendly.

The technical specifications required can be seen at: <http://www.K¹².com>

COMPUTER USE POLICY

Access to the Internet via computer equipment and resource networks provided to qualifying students as a result of enrollment in FLVA are intended to serve and pursue educational goals and purposes. Communications and Internet access should be conducted in a responsible and professional manner reflecting the school’s commitment to honest, ethical and non-discriminatory practice. Therefore the following is prohibited:

- Any computer use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of FLVA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect FLVA or its students.
- If a student or family abuses or destroys any part of the computer or peripherals they may be held responsible for payment to fix or replace the unit.

CYBERBULLYING / BULLYING POLICY

Every FLVA student has the right to an educational environment that is reasonably free from intimidation, harassment, harm or threat by another student.

Bullying and/or cyber-bullying is prohibited during school, via school equipment, at school-sponsored events, or by any electronic act that results in the disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment.

“Bullying” is considered to be the intentional harassment, intimidation, humiliation, ridicule, defamation, threat or incitement of violence by a student against another student or school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

- a) Physical harm to a school employee or student or damage to the school employee’s or student’s property
- b) Substantial interference with a student’s education or with a school employee’s role in education
- c) A hostile educational environment for one (1) or more students or school employees due to the severity, persistence, or pervasiveness of the act
- d) Substantial disruption of the orderly operation of the school or educational environment.

“Electronic act” means, without limitation, a communication or image transmitted by means of an electronic device, including without limitation, a telephone, wireless phone or other wireless communications device, computer, or pager.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person’s constitutionally or statutorily substantial interference with the other’s performance in the school environment.

“Substantial Disruption” means, without limitations, that any one or more of the following occur as a result of bullying:

- a) Necessary cessation of instruction or educational activities
- b) Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment
- c) Severe or repetitive disciplinary measures are needed in the classroom or during educational activities
- d) Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

School employees who witness bullying, or have reliable information that a pupil has been the victim of bullying, as defined in this policy, shall report the incident to the Administrator immediately. Students who engage in bullying during school, on school property, during and/or while in route to or from any school function in connection to or with any school sponsored activity or event, or by an electronic act that results in the disruption of the orderly operation of the school or educational environment are subject to disciplinary action, up to and including suspension or expulsion by the district.

The person or persons who file a complaint will not be subject to retaliation or reprisal in any form. A school employee who has reported violations under the school district’s policy shall be immune from any tort liability that may arise from the failure to remedy the reported incident.

CONFIDENTIALITY

Every effort is used in maintaining the confidentiality of students attending Florida Virtual Academies. Before confidential student information is transferred over the Internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by FLVA. Florida Virtual Academies is committed to protecting the confidentiality of personally identifiable data regarding students with disabilities. Student files are accessible only to school or district officials. Parents and students should be careful not to share their K¹² Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change their username and password.

CONSTITUTIONALLY PROTECTED PRAYER

The FLVA administration is committed to ensuring that no policies are in place which prevent or otherwise denies participation in constitutionally protected prayer in public schools as set forth in the guidance for Section 9524 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind (NCLB).

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) grants parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record(s) they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School administration, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent.

One exception, which permits FLVA to disclose information without consent, is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to FLVA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School 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, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School 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
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

- (5) FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, unless you, the parent or eligible student, have advised the School in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:
- Shipment of school materials to and from student's home
 - Entry of student enrollment information into a computer database for use by school officials
 - Honor roll or other recognition lists
 - School yearbook

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the school during the enrollment process or in writing that they do not want their student's information disclosed without prior written consent.

The school has designated that information self-reported to the K¹² online directory may be provided without prior written consent. Changes to the K¹² online directory can be updated regularly.

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send a Kmail identifying the information you do not want disclosed, your student's name, and any edits to the FLVA administration.

IMMUNIZATIONS

Parents must submit copies of the child's immunization records prior to being admitted to FLVA. Records will be reviewed upon submission. Parents will be notified of required immunizations that are missing or omitted. Exceptions may be granted if there is parental objection on religious grounds documented on Florida Department of Health Form 681 or written certification for exemption for medical reasons by a licensed provider.

OBJECTIONABLE MATERIALS POLICY

If a parent finds certain lessons, books or materials to be objectionable, they should contact their FLVA teacher and utilize the feedback option within the OLS. The teacher will work with the parent to find alternative lessons to meet the lesson objectives. The assessment for the lesson in the OLS must be completed to show that the objectives have been met. This policy covers individual lessons. If a pattern exists, the parent will be asked to speak with administration. The strength of the program will not be compromised.

PARENT INVOLVEMENT

FLVA encourages all parents to become involved in school activities sponsored in their geographical area in order to help develop a stronger school community. Many opportunities for involvement are provided through FLVA sponsored events such as parent trainings, student outings, meet and greet sessions, and Graduation/End-of-the-Year events.

PHYSICAL EDUCATION

Physical education may be defined as "the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being."

FLVA students must be enrolled in a physical education course or participate in physical activities for 150 minutes each week for grades k-5. The requirement may be waived for those students enrolled in a remedial course. The equivalent of one period per day of physical activity for one semester of each school year is required for grades 6- 8.

Students in k-8 may “opt out” of Physical Education if the parent indicates in writing that the student participates in physical activities outside of the school day that are equal or in excess of the mandated requirement.

PROBLEM RESOLUTION

While our goal is 100% satisfaction we recognize that at times issues may arise that require administrative attention. In attempting to resolve any situation or problem parents should use the following steps. All concerns and issues should first be directed to your child’s teacher. If the concern is not resolved at this level, please contact the Head of School or other members of administration.

PROGRESS REPORTS & REPORT CARDS

The Online School (OLS) offers an on-going report of a student’s academic progress and attendance information. A parent may log on to the system at any time and view this information. If a parent wishes to have a printed version of academic and attendance information, they may print a copy of the progress and attendance screens in the OLS account for the student. Report cards are issued by teachers via Kmail on a quarterly basis.

SCHOOL PROPERTY

FLVA provides materials, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student while enrolled in the FLVA program.

MISSING MATERIALS

Florida Virtual Academy provides students with complete sets of materials for each subject. Families are provided with a packing list for each subject, and it is the responsibility of the parent/responsible adult to check the packing list against the items shipped. If items are missing, the parent/responsible adult is responsible for notifying K¹² Inc. within two weeks of receiving the materials so that a missing materials report can be submitted to have the item provided. Missing materials that are reported mid-year may be considered lost materials and could result in charges to the family for replacement.

Lost or Damaged Materials - Materials that are lost or damaged should be reported to K¹² Inc. as soon as possible. The parent/responsible adult may be responsible for the cost of replacing lost or damaged materials. Please treat all K12 provided materials with the utmost care.

CONSUMABLE MATERIALS VS. RETURNABLE MATERIALS

At the beginning of the school year, parents/responsible adults will be provided with a list of returnable items. All items on the returnable list cannot be written in and must be returned. We suggest families keep the boxes they receive. Boxes will not be supplied for reclamation of any materials. K¹² Inc. will arrange for pick-up of these materials at the end of the school year. The parent/responsible adult will be responsible for the

replacement cost of items on the list that are not returned. Consumable materials are not required to be returned.

PLEASE NOTE: When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned. This includes student and teacher printed pages. Exceptions for liquids and certain consumable items may be specified in the reclamation process.

INTER-AGENCY COOPERATION

Florida Virtual Academy shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

STUDENT RECORDS

Florida Virtual Academy shall provide for the transfer of electronic student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Florida, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled by the district.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Florida Virtual Academy who has been suspended or expelled from any public or nonpublic school shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled. The school district will be notified before enrollment approval.

STUDENT ACTIVITIES

Florida Virtual Academy will provide student participation opportunities that are designed to meet the students' academic, recreational, and social interests. Activities may include, but will not be limited to, virtual clubs, service projects and scholastic activities such as spelling bees or science fairs. An adult sponsor, approved by the school administrator, will supervise each school-related club/organization.

Students are encouraged to participate in organizations endorsed by the school, which are formed to share common interests or are an integral part of the educational program of the Florida Virtual Academy. All student organizations will operate according to approved guidelines and procedures and will not discriminate based on race, sex, religion, disability or national origin.

Students wishing to participate in extra-curricular activities in the district should contact the district office and identify themselves as enrolled in Florida Virtual Academy.

OPTIONAL OUTINGS

FLVA will sponsor optional outings for students and families on a regular basis that enhance the K¹² curriculum/learning activities. While attendance is not mandatory, it is an opportunity to meet other school participants, have conversations, share practices that work and academic enrichment. While credit for student outings is not offered in lieu of the regular curriculum, time can be counted as supplemental activities hours in the OLS.

Parents are responsible for the cost of transportation and any entrance fees associated with optional outings.

FLVA parents and students are expected to conduct themselves appropriately at all optional student outings. Parents /guardians are responsible for the supervision of their children at all times and must attend outings with their students.

Any person who is a registered sex offender shall not attend FLVA outings.

CODE OF CONDUCT

This is a subsection of the entire FLVA Code of Conduct which is included in enrollment packet.

DRESS CODE

FLVA expects students will dress neatly and appropriately at all times on school sponsored outings, events, and district property. The two criteria for determining appropriateness are safety and decency. Student dress that distracts others from the learning process is unacceptable.

Examples, of inappropriate dress include, but are not limited to:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight, is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which underwear or any type of undergarment may be seen.
- Clothing which does not cover backs or clothing which permits viewing of cleavage, tank tops with open sides and muscle/tank shirts.

- Spikes, dog chains/chokers, ball bearing chains, wallet chains or other jewelry that increases the risk for accidents.

Students who neglect to adhere by the dress code of FLVA are subject to disciplinary action. Further information on dress code can be found in the District Code of Conduct.

DRUG AND/OR ALCOHOL USE

FLVA maintains a zero tolerance of drug and alcohol abuse. Student found possessing, distributing, selling, or abusing drugs and/or alcohol while on school grounds including the instructional area, school sponsored outings and activities will be subject to disciplinary action up to and including expulsion by the district. Law enforcement officials will be notified.

TOBACCO/SMOKING POLICY

FLVA prohibits the use or possession of tobacco products by students on school grounds, school sponsored outings and activities. Students possessing or using tobacco products will be suspended from school and law enforcement officials will be notified.

FIREARMS AND WEAPONS

Carrying, bringing, using, or possessing any firearm or weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity is prohibited. A student who is found to have carried, brought, used, or possessed a firearm in violation of this policy shall subject to the District Code of Conduct Policy. Any student who brings a firearm to a school event shall be referred to the criminal justice and juvenile justice systems.

For the purposes of this policy, a “firearm” is defined as: any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas to include but not limited to bomb, grenade, rocket having a propellant charge of more than one quarter ounces, missile having an explosive or incendiary charge more than one quarter ounce, mine, or device similar to any of the devices described in this section: any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile at the action of any explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; any combination of parts that either designed or intended for use in converting any device into any destructive device may readily be assembled; stun weapon or taser; pistol, revolver, or other weapon designed or intended to propel a missile of any kind; any dirk, bowie knife, switchblade knife, ballistic knife, razor, slingshot, spring stick, metal knucks, blackjack; any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chuck, nun chukka, nunchaka, shurikan, or fighting chain; any disc, of whatever configuration having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or any weapon of like kind as those enumerated in this definition.

OTHER WEAPONS VIOLATIONS

A student who is found to have carried, brought, used, or possessed a weapon in violation of this policy shall be subject to appropriate disciplinary action according to the District

Code of Conduct. The term “weapons”, as utilized in this policy shall include, but not be limited to rifles, pocket knives, household knives, toy guns, look-alike guns, facsimiles of destructive devices, or other dangerous articles, firecrackers, sparklers, ice picks, or any other object which may be used of intimidate, threaten, or harm others.

SPECIAL EDUCATION DISCIPLINE PROCEDURES

This section refers to students with disabilities as determined under the provisions of the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and associated Florida laws and regulations. All procedural safeguards afforded students without disabilities by law must be extended to students with disabilities and their parents.

If there is a pattern of discipline issues, the student’s Special Education teacher must notify the parent of a Discipline Individualized Education Program (IEP) Team meeting. A Discipline IEP Team meeting must be held to determine if the behavior is a manifestation of the student’s disability. The IEP Team meeting must be appropriately constituted with, at a minimum, the following individuals: an administrator of the Florida Virtual Academy; the student’s Special Education teacher; at least one of the student’s Regular Education teachers; one or both parents of the student; the student (if appropriate). A district representative may also attend.

Note: If the parent chooses not to attend or participate by phone in the rescheduled IEP Team meeting, the school personnel shall meet without the parent. Parents must be provided prior written notice of all IEP Team meetings.

If the IEP Team determines that the behavior which is a manifestation of the student’s disability, the student will not be suspended nor recommended for expulsion. If the behavior is not a manifestation of the student’s disability, the student is subject to the disciplinary consequences of a student without disabilities; however, the student shall continue to receive a free appropriate public education (FAPE).

EXCEPTIONAL STUDENT SERVICES

A student is considered exceptional if he/she has been identified as having exceptionality and has a current IEP. Exceptionalities include disabilities and Gifted and Talented. Any student about whom the school system has a basis of knowledge, that the student is a student with a disability *before* the behavior that precipitated the disciplinary action occurred, may assert the protections under IDEA. Such protections do *not* apply to students who are exceptional only as Gifted and/or Talented.

WITHDRAWAL FROM FLVA

Parents who decide to withdraw their student from FLVA are required to communicate their intentions to their assigned teacher prior to the withdrawal from FLVA. When a family withdraws from Florida Virtual Academy for whatever reason, it is the parent’s responsibility to report to the local school district to enroll and/or declare their intentions to participate in traditional home school, enroll in private, or another public school. FLVA will also notify the district stating that the student has withdrawn from our school and identify the new school.

The supplied equipment and materials must be returned in a timely manner. Each student will be sent pre-paid shipping labels to help expedite the return shipments.



Appendix A – Study Island

Study Island Tech Support:

- Phone 800-419-3191
- Email: support@studyisland.com

Note: Do Not Call K¹² Tech Support for Assistance with Study Island!

Fast Facts

- The program is divided into sections based on subject. Florida Virtual Academy students will have access to those subject areas in which they will be assessed.
- Each section is made up of topics, each of which corresponds to a Florida Academic Content Standard/Common Core.
- Each topic contains lessons, practice questions, and explanations.
- Most topics are accompanied by a lesson which includes some brief information about the material covered by the questions in the topic.
- Although not necessary, it is helpful for students to view the lesson before beginning the topic.
- Study Island records all student activity and makes this information available in the form of reports. These reports can be accessed by clicking one of the report links located in the menu bar on the left hand side of the screen.
- There is a Game Mode that may be accessed in Session Options. The default setting is the Test Mode, so in order to play games; the Game Mode must be selected from the list.
- In Session Option, you can also print worksheets for extra practice.
- A warning icon beside a topic means the student had problems mastering this section and needs additional help.
- A dropdown icon under a topic means the student had problems and there is a remedial lesson available.

GETTING STARTED

You can access Study Island from any computer with an Internet connection and a standard web browser. Because it is a “low frills” website, it works equally well with both dial-up and high speed connections.

The web address for Study Island is www.studyisland.com.

Once you are logged in, it will ask your student to change the password. Please write down the new password and put it in a safe place.

GLOSSARY OF TERMS

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

FLVA: Acronym for Florid Virtual Academy.

Blackboard Collaborate: The online synchronous meeting platform where live class instruction and reviews take place for each course.

K¹²®: FLVA'S primary curriculum provider.

LMS: Learning Management System. The platform used for FLVA courses and instruction.

Learning coach: A responsible adult who assists students and monitors their progress.

Office hours: A regular time set by teachers each week during which they are available to answer questions or assist students.

Synchronous: Instruction that requires students and teachers to be in a common location at the same time. Blackboard Collaborate/ClassConnect sessions are examples of synchronous interaction.

DRAFT



Appendix B – Scantron

Scantron Login Information

1. Go to <http://www.edperformance.com>
2. Click either math or reading
3. Enter the Site ID provided by your teacher and click **Next**
4. Choose a subject area and click **Next**
5. Enter your student ID (supplied by your teacher)
6. Read any instructions
7. Read each question, choose an answer and click **NEXT**
8. When you finish the questions, the test lets you know you are done. Click **Done**. Your teacher will provide you with your test results at a later time.

Fast Facts

- If you need to stop the assessment click STOP. The test will save the place where you left off. It is suggested that students complete the test in one sitting.
- If you have technical issues, the test save the where you left off and resume in this place when you are able to log in to the system again.
- If the question contains a story, be sure to click as soon as you finish reading. The story stays on the screen so you can read it again when you answer questions about it.
- If you don't pick an answer before you click Next Question, the computer will remind you to choose an answer before going to the next question.
- It's very important to do your best and answer everything carefully. The test stops if you guess, and you have to start over from the beginning.

What should I not do?

The following types of interactions will not help your child and should be avoided during the assessment:

- *Reminding them of the time*
- *Asking your child about the test*
- *Helping them with words or problems that are too difficult for them*
- *Reading any part of reading passages to the student*
- *Helping your child narrow their answer choices*
- *Providing any help with reading passages or question content or meaning*
- *Hovering over the students as they are tested.*

If you have any further questions please contact your teacher.

Appendix C –Blackboard Collaborate

Blackboard Collaborate *is* a rich collaborative environment for online meetings. Teachers will use this tool throughout the year with students and parents. This will provide real-time, remote one-on-one, small group, or large group teaching or training.

While students are engaged in live web conferencing sessions, such as with BBC, the Florida Virtual Academy Student Code of Conduct is in effect. Abusive language, profanity, harassment, racial, religious or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion.

To get the maximum benefit from BBC, all users should have speakers attached and turned on. A microphone should be used by all participants. Blackboard Collaborate can be accessed with dial-up or high-speed Internet access.

Tips for Participating in a Blackboard Collaborate Session

Preparation

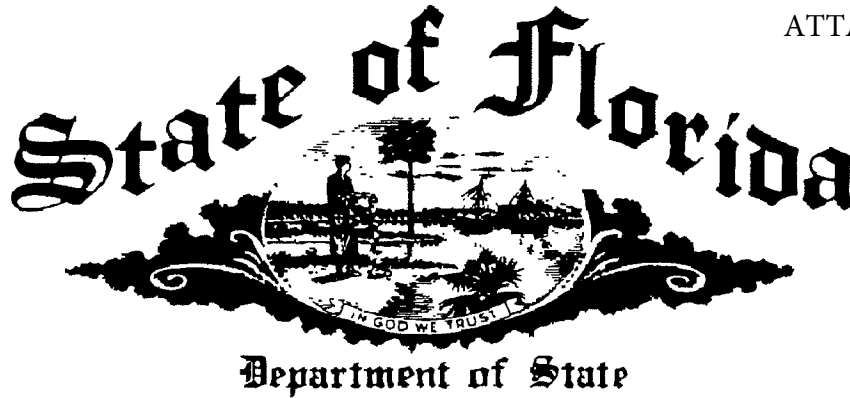
- Find a comfortable place with no distractions.
- Prior to joining a session, you must configure your computer for use with BBC. You can do this at any time prior to the session, even days in advance, but do not wait until the last minute. The pre-configuration process can take up to 30 minutes with an older computer on a dial-up connection. This information and more is available from the Blackboard Support Web Page.

In Session

- Be sure to join the session 5-10 minutes prior to the start.
- Students should log in using first name, last initial_homeroom teacher (example: John S_Miller). Parents should log in using first and last name.
- Use the Audio Setup Wizard to test out your microphone and speakers. This can be found on the BBC Support Web Page and clicking on **Configuration Room**.
- Participate in the session by responding to polls and providing feedback to the moderator.
- Remember to raise your hand when you have a question or comment when using your microphone.
- Use Direct Messaging to send messages to other participants and the moderator during the session.
- Remember that running other applications on your computer (such as Internet browser) can slow your connection to Blackboard Collaborate.

Attachment 9: Articles of
Incorporation

ATTACHMENT 9



I certify the attached is a true and correct copy of the Articles of Incorporation of NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC., a Florida corporation, filed on July 14, 2011, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H11000181110. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below

The document number of this corporation is N11000006696.

Authentication Code: 411A00016819-071511-N11000006696-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Fifteenth day of July, 2011



A handwritten signature in black ink, appearing to read "Kurt S. Browning".

Kurt S. Browning
Secretary of State



July 15, 2011

FLORIDA DEPARTMENT OF STATE
Division of Corporations

NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC.
1279 KINGLEY AVE STE 118
ORANGE PARK, FL 32073

The Articles of Incorporation for NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC. were filed on July 14, 2011, and assigned document number N11000006696. Please refer to this number whenever corresponding with this office.

Enclosed is the certification requested. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H11000181110.

To maintain "active" status with the Division of Corporations, an annual report must be filed yearly between January 1st and May 1st beginning in the year following the file date or effective date indicated above. It is your responsibility to remember to file your annual report in a timely manner.

A Federal Emplo_Identification Number (FEI/EIN) will be required when this report is filed. Contact the IRS at 1-800-829-4933 for an SS-4 form or go to www.irs.gov.

Please be aware if the corporate address changes, it is the responsibility of the corporation to notify this office.

Should you have questions regarding corporations, please contact this office at (850) 245-6928.

Tim Burch
Regulatory Specialist II
New Filings Section
Division of Corporations

Letter Number: 411A00016819

P.O BOX 6327 - Tallahassee, Florida 32314

**ARTICLES OF INCORPORATION
OF
NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC.**

THE UNDERSIGNED, as incorporator and on behalf of a not-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

**ARTICLE I
NAME**

Section 1.1. The name of the corporation is **NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC.**, (the "Corporation").

**ARTICLE II
DURATION**

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

**ARTICLE III
NON-STOCK CORPORATION**

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not for Profit Corporation Act and may issue Certificates of Membership.

**ARTICLE IV
PURPOSE**

Section 4.1. The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended. The initial purpose of the Corporation is to provide the northeast Florida area with a fully-accredited northeast Florida public charter school offering a blend of online and traditional learning, tuition-free to all northeast Florida families who are motivated to participate in a parent-coached and teacher-guided education option.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

H11000181110

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

H11000181110

**ARTICLE V
MEMBERS**

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

**ARTICLE VI
DIRECTORS**

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board").

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws and shall serve until the first election of Directors as provided in the Bylaws:

| <u>Name</u> | <u>Address</u> |
|------------------|--|
| Jennifer Bradley | 7251 Augusta Drive Fleming Island, FL 32003 |
| Jim Adams | 12542 Sunowa Springs Trail Bryceville, FL 32009 |
| Kim Kendall | 856 Eagle Point Drive St. Augustine, FL 32092 |
| Charlene Sprague | 11235 Buckboard Trace Jacksonville, FL 32220 |

The members of the Board of Directors shall be appointed according to the procedures set forth in the Bylaws. The number of members on the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than three (3) members on the Board of Directors. These Articles of Incorporation do not need to be amended each time new Directors are appointed.

**ARTICLE VII
ADDRESS**

Section 7.1. The street address and mailing address of the principal office of this corporation in the State of Florida is:

c/o Jennifer Bradley
1279 Kingsley Avenue, Suite 118
Orange Park, FL 32073

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

**ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE**

Section 8.1. The registered agent and registered office of the Corporation shall be:

| <u>Name</u> | <u>Address</u> |
|---------------------|---|
| Brady J. Cobb, Esq. | Tripp Scott, P.A. 110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301 |

**ARTICLE IX
AMENDMENT**

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

**ARTICLE X
BYLAWS**

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

| <u>Name</u> | <u>Address</u> |
|---------------------|--|
| Brady J. Cobb, Esq. | 110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301 |

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 14th day of July, 2011.

INCORPORATOR:



Brady J. Cobb

H11000181110

**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

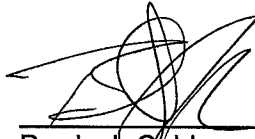
In pursuance of Section 48.091 and Section 617.0501(3), Florida Statutes, the following is submitted in compliance with said Sections:

NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC., desiring to organize under the laws of the State of Florida with its principal office as indicated in the Certificate of Incorporation, at 1279 Kingsley Avenue, Suite 118, Orange Park, FL 32073, appoints Brady J. Cobb, Esq. of Tripp Scott, P.A., 110 S.E. 6th Street, 15th Floor, Fort Lauderdale, FL 33301 as its agent to accept service of process within this State.

ACKNOWLEDGMENT:

Having been named to accept service of process for the above-named corporation, at the place designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the provisions of said Sections relative to keeping open said office.

REGISTERED AGENT:



Brady J. Cobb

Date: July 14, 2011

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO 4019
RECIPIENT ADDRESS 18506176381
DESTINATION ID
ST. TIME 07/14 10:32
TIME USE 01'30
PAGES SENT 6
RESULT OK

Division of Corporations

Page 1 of 1

Florida Department of State
Division of Corporations
Electronic Filing Cover Sheet

Note: Please print this page and use it as a cover sheet. Type the fax audit number (shown below) on the top and bottom of all pages of the document.

((H11000181110 3)))



H110001811103ABCO

Note: DO NOT hit the REFRESH/RELOAD button on your browser from this page. Doing so will generate another cover sheet.

To:

Division of Corporations
Fax Number : (850) 617-6381

996 568.0003

From:

Account Name : TRIPP SCOTT, P.A.
Account Number : 075350000065
Phone : (954) 525-7500
Fax Number : (954) 761-8475

Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.

Email Address: jennifer@claylawyers.com

**Florida Department of State
Division of Corporations
Electronic Filing Cover Sheet**

Note: Please print this page and use it as a cover sheet. Type the fax audit number (shown below) on the top and bottom of all pages of the document.

(((H11000181110 3)))



H110001811103ABCO

Note: DO NOT hit the REFRESH/RELOAD button on your browser from this page. Doing so will generate another cover sheet.

To: *996 568.0003*
 Division of Corporations
 Fax Number : (850)617-6381

From:
 Account Name : TRIPP SCOTT, P.A.
 Account Number : 075350000065
 Phone : (954)525-7500
 Fax Number : (954)761-8475

****Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.****

Email Address: *jennifer@claylawyers.com*

**FLORIDA PROFIT/NON PROFIT CORPORATION
Northeast Florida Virtual Charter School Board, Inc.**

| | |
|-----------------------|----------------|
| Certificate of Status | 0 |
| Certified Copy | 1 |
| Page Count | 05 |
| Estimated Charge | \$78.75 |

Electronic Filing Menu

Corporate Filing Menu

Help

**BYLAWS OF
NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC.
(A Not-For-Profit Florida Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be NORTHEAST FLORIDA VIRTUAL CHARTER SCHOOL BOARD, INC. (the "Corporation").

**ARTICLE II
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not For Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of virtual charter schools, and to make grants to further elementary, middle and high school virtual educational programs and other capital needs for such schools providing elementary, middle and high school virtual educational programs through online charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and complying with all the requirements of Section 1002.33(8)(e) Florida Statutes as applicable, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE III
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under

the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than two (2) Directors are present. The affirmative vote of not less than two (2) Directors shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open. All Board members elected after the initial Board shall be elected primarily from the Northeast Florida area.

Section 4.5. Vacancies. Vacancies occurring in an elected directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors and no loans shall be made to any Director.

Section 4.8. Meetings of the Board All meetings of the Board and its committees are subject to the Florida Open Meetings Law, Fl. Stat. Chapter 286, and notice of meetings shall be provided as required therein.

4.8.1 Annual Meetings. The annual meeting of the Board shall be held on April 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings.

4.8.2. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

4.8.3. Regular Meetings. The Board shall meet at least two (2) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting.

Section 4.9. Quorum and Action of the Board. The appointed representative and the charter school's principal or director, or their equivalent, must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. All other Board members may attend the meeting by telephonic or video conferencing, to the extent allowed by law. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.10 Term of Directors. Each board member shall have a term of 1, 2, or 3 years, designated when they join the board, to effect a staggering of terms, with each successive board term being for a period of three years after the expiration of the initial term.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place (and such meetings may occur telephonically) and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and

specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII **CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS**

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year. The fiscal year shall commence on July 1st of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XII
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the

Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XIII **AMENDMENTS**

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.



K¹² Employee Handbook

This handbook is a guideline and not a contract. The policies and benefits contained in this book may be updated or changed by the employer at any time.

Updated 6/2013

Table of Contents

| | |
|--|-----------|
| WELCOME! | 4 |
| OUR VISION | 5 |
| EQUAL EMPLOYMENT OPPORTUNITY POLICY | 6 |
| AMERICANS WITH DISABILITIES ACT (ADA) | 6 |
| CLASSIFICATIONS OF EMPLOYMENT | 7 |
| HR PORTAL | 7 |
| PERSONNEL FILES | 8 |
| EMPLOYMENT VERIFICATION | 8 |
| MEDIA INQUIRIES | 8 |
| OPEN-DOOR POLICY | 8 |
| PERFORMANCE | 9 |
| EMPLOYMENT AT WILL | 9 |
| TERMINATION OF EMPLOYMENT | 9 |
| CODE OF BUSINESS CONDUCT AND ETHICS | 10 |
| GIFTS AND ENTERTAINMENT | 11 |
| EMPLOYEE CONDUCT | 13 |
| ANTI-HARASSMENT AND DISCRIMINATION POLICY | 13 |
| GUIDELINES FOR APPROPRIATE CONDUCT (updated 05/10/2012) | 15 |
| PROGRESSIVE DISCIPLINE (updated 05/10/2012) | 16 |
| WHISTLEBLOWING AND GENERAL COMPLAINT RESOLUTION PROCEDURE | 17 |
| ETHICS POINT | 17 |
| VIOLENCE IN THE WORKPLACE POLICY | 18 |
| WORKPLACE DATING/CONSENSUAL RELATIONSHIPS | 19 |
| WORKPLACE ACCIDENTS | 19 |
| EMPLOYEE SAFETY AND HEALTH | 19 |
| INTERACTION WITH MINORS | 19 |
| STUDENT RECORDS AND FERPA | 20 |
| U.S.- E.U. and U.S. – SWITZERLAND SAFE HARBOR PROGRAMS | 20 |
| COMPANY PROPERTY | 20 |
| DRUG-FREE WORKPLACE POLICY | 20 |
| WEAPONS | 21 |
| DRESS CODE | 21 |
| SMOKING | 22 |
| HOURS OF OPERATION | 22 |
| FLEX-TIME AND FLEX-PLACE | 22 |
| ABSENTEEISM AND TARDINESS | 23 |
| EMERGENCY CORPORATE OFFICE CLOSING (Updated 9/25/12) | 24 |
| LEAVE POLICY FOR NATURAL DISASTERS AND EMERGENCIES (11/13/2012) | 24 |

| | |
|---|-----------|
| HOLIDAYS | 25 |
| VACATION (updated December 2012)..... | 26 |
| PERSONAL TIME (updated December 2012)..... | 27 |
| PART-TIME EMPLOYEE PAID TIME OFF (updated 4/19/13) | 27 |
| SICK TIME | 28 |
| BEREAVEMENT LEAVE (update 3/2013)..... | 28 |
| JURY DUTY AND WITNESS LEAVE..... | 29 |
| VOTING | 29 |
| FAMILY AND MEDICAL LEAVE (FMLA) | 29 |
| PERSONAL NON-FMLA LEAVE OF ABSENCE..... | 32 |
| PAYDAY AND DIRECT DEPOSIT | 33 |
| TIMESHEETS AND TIME-OFF REPORTING | 33 |
| OVERTIME FOR NON-EXEMPT EMPLOYEES..... | 33 |
| EXEMPT EMPLOYEES REDUCTION OF SALARY | 34 |
| GARNISHMENTS AND LEVIES | 34 |
| INTERNAL TRANSFER (EMPLOYEES CHANGING ROLES WITHIN K¹²) (updated 9/25/12) | 35 |
| OUTSIDE EMPLOYMENT..... | 35 |
| EMPLOYMENT OF RELATIVES..... | 35 |
| COMPUTER GUIDELINES (3/2013) | 36 |
| DOCUMENT RETENTION POLICY | 38 |
| USE OF COMMUNICATION AND INFORMATION TECHNOLOGY SYSTEMS | 38 |
| INTERNET CODE OF CONDUCT..... | 39 |
| SOLICITATION AND DISTRIBUTION OF LITERATURE..... | 41 |
| CORPORATE TRAVEL POLICY (updated 04/01/2011) | 41 |
| PERSONAL VEHICLES | 42 |
| BENEFITS AT A GLANCE (updated June 2013) | 42 |
| DOMESTIC PARTNER POLICY FOR BENEFITS | 42 |
| WORKERS' COMPENSATION INSURANCE (updated 9/25/12)..... | 43 |
| EMPLOYEE ASSISTANCE PROGRAM (updated 3/2013) | 44 |
| EMPLOYEE DISCOUNTS (updated 3/2013)..... | 44 |
| EMPLOYEE REFERRAL PROGRAM (updated 12/7/2012)..... | 45 |
| TUITION ASSISTANCE BENEFIT PROGRAM (TAB) (updated June 2013) | 46 |
| ADDENDA – STATE-SPECIFIC PAID TIME OFF POLICIES (updated 11/13/2012)..... | 47 |
| HANDBOOK ACKNOWLEDGMENT | 52 |

WELCOME!

K¹² is a dynamic and rewarding environment in which to work. We are a company with great people and an incredible mission to remove barriers that limit any child from reaching his or her full potential. Whether you have just joined our staff or have been at K¹² for a while, we are confident that you will find our company to be a place of collaboration and teamwork. We strive to continuously enhance K¹² as a company in which individual excellence is celebrated and a sense of community is genuine and present.

There are several important things to keep in mind regarding this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all of the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions or are unsure about any policy or procedure, please ask your manager, Human Resources or any Company executive. Second, please treat the contents of this handbook as Company confidential. Third, K¹² is a growing organization and it, therefore, reserves the right to change the content of the handbook from time to time. These changes may be communicated by e-mail from authorized personnel or through other means. Finally, any of the policies and procedures contained within this handbook is not intended to be contractual in nature and K¹² employees should not construe them as such.

Thank you for choosing K¹² as your choice of work experience. We hope that our company is much more than a job, and supports both your personal and professional career aspirations. Please know the great degree to which the company values the many and diverse talents of its most valued resources – its employees. This handbook has been written to serve as the guide for the employer/employee relationship and we hope that you find it useful.

Your K¹² Human Resources Team

August, 2010

OUR VISION

To provide children access to exceptional and meaningful curriculum and tools that enables them to maximize their success in life, regardless of geographic, financial, or demographic circumstance.

OUR BELIEFS

- We believe in individualized learning through mass customization vs. mass production of education.
- We believe in the cognitive science of how brains really work and how learning happens.
- We believe Big Ideas + Consecutive Down Payments + Practice = Mastery.
- We believe in the democratization of mastery—it shouldn't be just for the best and brightest.
- We believe in establishing a rich knowledge base across history and subjects.
- We believe in giving parents meaningful ways to be involved in their children's education.
- We believe in being directly accountable and responsive to all of our customers.
- We believe in outstanding teacher engagement.
- We believe in rich, engaging content, because kids must get into the learning for learning to get into them.
- We believe in books, digital media, and dirt, because a mix of teaching tools makes learning come alive.
- We believe that profitability yields invention, responsiveness, and responsibility.
- We believe in using 21st-century tools to prepare 21st-century students.

OUR VALUES

- Customer Focus
- Integrity
- Aggressive Achievement
- Courage
- Passion

LANGUAGE IS IMPORTANT

In drafting this Employee Handbook, we have avoided the use of specific gender pronouns wherever possible. However, where such avoidance would have led to very awkward sentences, we have used the masculine pronoun. This use should be considered to refer to both genders.

DEFINITIONS

- The term "employee" as used throughout this handbook means the employees of K¹² Inc. or any of its subsidiaries.
- The term "employment" as used throughout this handbook means your employment with K¹² Inc. or one of its subsidiaries.
- The term "Company" as used throughout this handbook means K¹² Inc. and its subsidiaries

The Company strives to maintain a positive work environment where employees respect the personal rights and property of fellow employees and meet reasonable standards of work performance. Employees are expected to be courteous and professional to fellow employees, clients, vendors, visitors, and anyone else with whom they come in contact while conducting business.

The Company may, at its sole discretion, take any appropriate corrective action up to and including immediate termination of employment, depending on the circumstances of the situation.

Neither this policy, anything else in this manual, nor any statement (whether written or oral, express or implied) in any way changes or alter the "at-will" employment relationship. Either the Company or the employee has the right to terminate the relationship at any time for any or no reason, with or without notice.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

K¹² provides equal employment opportunities to all employees and applicants, without regard to race, color, religion, sex, national origin, citizenship status, pregnancy, disability, age, genetic information, military status or status as a Vietnam-era or special disabled veteran, marital status, civil union or registered domestic partner status, gender (including gender identity) sexual orientation or bankruptcy in accordance with applicable federal, state and local laws. In addition, K¹² complies with applicable state and local laws governing nondiscrimination in employment in every location in which K¹² 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.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) requires an employer to provide reasonable accommodations for qualified individuals with disabilities, unless it would cause undue hardship. A reasonable accommodation is any change in the work environment or in the way a job is performed that enables a person with a disability to perform the essential functions of the job or, for applicants, to be considered for the job.

If you require an accommodation, you must inform Human Resources 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.

THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA) PRIVACY AND SECURITY RULES

The Standards for Privacy of Individually Identifiable Health Information (“Privacy Rule”) establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (“HHS”) issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”). The Privacy Rule standards address the use and disclosure of individuals’ health information—called “protected health information” by organizations subject to the Privacy Rule — called “covered entities,” as well as standards for individuals’ privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights (“OCR”) has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.

A major goal of the Privacy Rule is to assure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public’s health and well-being. The Rule strikes a balance that permits important uses of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

To view the entire Rule, and for other additional helpful information about how it applies, see the OCR website: <http://www.hhs.gov/ocr/hipaa>. In the event of a conflict between this summary and the Rule, the Rule governs.

CLASSIFICATIONS OF EMPLOYMENT

For purposes of salary administration and eligibility for overtime payments and employment benefits, K¹² classifies its employees as follows:

Full-time Regular Employees – Employees hired to work K¹² normal, full-time, 32-hour or more workweeks on a regular basis. Such employees may be "exempt" or "non-exempt" as defined below.

Part-time Regular Employees – Employees hired to work fewer than 32 hours per week on a regular basis. Such employees may be "exempt" or "non-exempt" as defined below.

Non-exempt Employees – Employees who are required to be paid minimum wage and overtime at the federal or state prescribed wage rate, whichever is higher. K¹² management will determine the classifications of employees.

Exempt Employees – Employees who are not required to be paid minimum wage and overtime, in accordance with applicable federal wage and hour laws, for work performed beyond 40 hours in a workweek. K¹² management will determine the classifications of employees.

HR PORTAL

The HR Portal was created for employees as a place to find Human Resource related materials and forms. For example, on the HR portal, employees can view their pay stubs, change personal information and find Human Resource policies and forms such as tuition assistance and FMLA. The HR Portal website is www.K12.com/hrportal. Please allow a week for processing to log in.

To get logged in, you will need the following:
Username: Last name + last 4 digits of your SSN (Ex. Smith2454)
Password: Birthday in the MMDDYY format. (Ex. 01251975)

Note: If you need a password reset, please send your requests to payroll@K12.com

PERSONNEL FILES

K¹² maintains a personnel file on each employee. You may review your personnel file upon request and in the presence of Human Resources personnel. If you are interested in reviewing your file, contact Human Resources.

No information in a personnel file will be disclosed to anyone outside the organization without the employee's consent, except as permitted or required by law. K¹² reserves the right, at its discretion, to comply with official requests for information by law enforcement, public safety, or government agencies without notice.

To ensure that your personal information is up to date at all times, log on to the HR Portal at www.K12.com/hrportal to update any changes in your telephone number, home address, the individuals to notify in case of an emergency, etc.

EMPLOYMENT VERIFICATION

All employment verification or reference requests for current or former employees are to be referred to the Human Resources Department. The Human Resources Department customarily releases only last title and dates of employment.

Requests for employment verification for credit or mortgage purposes should also be referred to the Human Resources Department. Certain information will be provided only if Human Resources has obtained permission by the employee to release this information.

MEDIA INQUIRIES

All media inquiries regarding K¹², its clients, or vendors should be referred to Government Affairs/Public Relations at 703-483-7281. Employees may not identify themselves in the press as either "employees of K¹² Inc." or "employees of a K¹² Inc. operating company" or use the K¹² name in any way without first receiving approval from Government Affairs/Public Relations.

OPEN-DOOR POLICY

K¹² maintains an open-door policy and employees are encouraged to communicate with any and/or all K¹² personnel as needed. Any employee may approach any of the management staff on an as-needed basis to address questions, concerns, problems, or other matters. Our expectation is that employees will use good judgment and communicate in a professional manner throughout K¹². In most cases, it would be appropriate for employees first to address questions or concerns with their direct supervisor and then follow up with higher management as needed, taking concerns up to the most senior level of management if necessary. Employees are also encouraged to discuss problems with a Human Resources representative at any time.

PERFORMANCE

We are a high-performance enterprise. We select and hire based upon our value of aggressive achievement, and we expect the best from all our colleagues. There are three major areas of performance:

- **Accomplishment**
 - Achievement of goals
 - Enhancing the business
- **Reliability**
 - Keeping commitments
 - Meeting deadlines
- **Culture Contribution**
 - Living the values
 - Positive effect on others

To ensure that our expectations are communicated and that feedback is provided fairly and consistently, K¹² relies upon both managers and employees to understand their roles in the process and to keep the lines of communication open at all times, including formal and informal feedback throughout the year. The Company's performance cycle is July 1st – June 30th. The use of SuccessFactors is required for all full-time permanent employees. The cornerstone of any performance management program is open communication and regular feedback.

Supervisors and employees are required to discuss job performance and goals on an informal, routine basis. Timely and regular feedback is key to successful working relationships. Managers are expected to regularly communicate how well employees are meeting expectations in their current jobs, to clarify job responsibilities, and to review progress on goals. If employees have questions or concerns about performance, they should take the initiative to ask their supervisors to discuss their concerns as they occur. We document performance annually via an employee-driven development process. This process provides employees and their supervisors with the tools to discuss, explore, and document plans for improvement and advancement.

EMPLOYMENT AT WILL

All employment at K¹² is "at will," as governed by the law of the state where the employee works. Either party has the right to terminate the relationship at any time for any reason, with or without notice. K¹² also retains its discretion to make all other decisions concerning employees, including such items as demotions, transfers, job responsibilities, increases or reductions in salary, bonuses, other compensation, or any other decision by management with or without cause or notice. It is further understood that the "at-will" nature of employment with K¹² is one aspect of employment that cannot be changed except in writing and signed by an authorized Officer of K¹².

Nothing in K¹²'s policies is intended to create a contract of any sort on the part of K¹² or any of its employees, officers, directors, or agents for employment in other than an at-will status. Nothing in this policy manual nullifies, modifies or interprets the terms of the Employee Confidentiality, Proprietary Rights, and Non-Solicitation Agreement, and the Agreement to Arbitrate.

TERMINATION OF EMPLOYMENT

An employee may be separated from employment voluntarily or involuntarily by retirement, resignation, lack of work, or termination. Whether a termination is voluntary or involuntary, supervisors must bear in mind that each termination may involve consideration of unique facts or circumstances. Prior to taking any action regarding termination by K¹², the supervisor must first consult with the Human Resources Department to assess the circumstances and appropriateness of termination. All termination decisions must always be made in a manner consistent with

applicable federal, state and local laws, and only after approval of one level of management above the supervisor recommending the termination, and a Human Resources Director or the Senior Vice President of Human Resources.

When appropriate, K¹² may consider a development plan, a performance improvement plan or other appropriate action prior to terminating an employee. However, K¹² has the right to terminate an employee without using one or any of these methods.

K¹² has the right to terminate an employee for any or no reason and specifically reserves the right to terminate an employee immediately when there is a basis for believing that the employee has engaged in conduct that K¹² considers serious and unacceptable.

Employees whose employment terminates due to lack of work or who otherwise lose their job due to no fault of their own may be eligible for unemployment compensation, subject to applicable state unemployment laws. It is the responsibility of the terminated employee to file his or her unemployment compensation claim.

Resignation

Any employee who voluntarily resigns is expected to provide K¹² with advance written notice of no less than two weeks, as is customarily done as a business courtesy. Failure to provide such notice may result in the employee not being eligible for rehire. Upon receipt of the written notice, K¹² reserves the right to accept the resignation as well as deciding the effective date of resignation.

Exit Interviews

Human Resources or a member of management may conduct an exit interview to discuss an employee's reason for leaving and any other impressions they may have about K¹². During the exit interview, an employee can provide insights into areas for improvement for K¹² and their specific position.

Return of K¹² Property

Any K¹² property issued to an employee, such as software, computer equipment, databases, files, PDAs, cell phones, swipe cards, keys, parking passes, company credit cards, and all confidential and proprietary information must be returned at the time of your termination. The employee will be responsible for any lost or damaged items.

Rehire

A rehire is defined as someone who previously worked for K¹² as a regular employee and who returns to K¹². In the event the employee leaves K¹² and returns within one year of their termination date, any prior service will be restored at the time of rehire. If previous employees return to K¹² after the specified one-year period, they will not receive credit for such prior service.

If a supervisor wants to rehire a former employee, he or she should contact the Human Resources Department to discuss the person's prior work performance and whether the person is eligible for rehire. When completing the new hire paperwork, it should be clearly indicated that the employee is a rehire. Employee referral bonuses are not paid for rehires of former employees.

CODE OF BUSINESS CONDUCT AND ETHICS

Note: The entire Code of Business Conduct and Ethics Policy should be read by every employee and can be found on the HR Portal. You are responsible for knowing the policy and acting in accordance with it.

The Code of Business Conduct and Ethics contains general guidelines for conducting the business of K¹² Inc. (the "Company") consistent with the highest standards of business ethics.

The Code applies to all of our employees. To the extent the Code requires a higher standard than required by commercial practice, applicable laws, rules or regulations, or any provision of this handbook we adhere to these higher standards. Furthermore, the Company is committed to maintaining a workplace that is free from harassment, discrimination, violence, and the use and presence of illegal substances. Therefore, you are encouraged to familiarize yourself with those sections of this Employee Handbook which prohibits this behavior and to which you are also subject.

The Code requires that employees disclose any conflicts of interest to their supervisor or to the Legal department. Among the types of situations in which a conflict of interest may exist are outside employment, personal benefits received as a result of employment with K¹², financial interests in or loans from customers, suppliers or competitors of K¹², service on boards or committees, and actions by an employee's family members.

The Code also requires employees to advance the Company's interests and safeguard confidential information. It further provides that employees should deal fairly with employees, customers, suppliers and competitors, and protect company assets.

The Code provides that employees are not to give gifts to, or receive gifts from, customers or suppliers unless the gift is of nominal or token value, would not be viewed as an inducement to or reward for any business decision, is consistent with customary business practice and does not violate any applicable laws or regulations.

The Code addresses several additional topics. It is important that you know, understand and adhere to all portions of the Code. If you cannot access the Code, contact Human Resources.

GIFTS AND ENTERTAINMENT

The giving and receiving of reasonable and customary gifts and entertainment (such as theatre or game tickets, business meals or a round of golf) are common business courtesies, and are designed to build relationships and understanding among business partners. However, it is not always appropriate or advisable to offer or accept them, and you should not be in a position of deriving direct or indirect benefit from anyone dealing with the Company. For example, if accepting a gift or entertainment would compromise, or even appear to compromise, your ability to make objective and fair business decisions, it should politely be declined. Likewise, it would not be appropriate to accept a gift from a vendor who is participating in a competitive contract bidding process. It is never appropriate to accept or solicit gifts or money, securities or special discounts, or cause another person to do so on your behalf.

It is your responsibility to use good judgment in this area. No employee may give gifts to, or receive gifts from, customers or suppliers unless the gift is of nominal or token value, would not be viewed as an inducement to or reward for any particular business decision, is consistent with customary business practices and does not violate any applicable laws or regulations. Similarly, any meals or entertainment provided to, or accepted from, customers or suppliers should be moderately scaled, not extravagant, infrequent, and within the limits of reasonable and customary business practice. You should not attend activities that would reflect poorly on the Company or violate other provisions in this Code of Conduct. All gifts and entertainment expenses should be properly accounted for on expense reports.

To ensure adherence to the ethical standards reflected in our Code of Conduct, any gifts or entertainment accepted by employees holding the position of senior vice president or above shall be disclosed in writing or electronically to the General Counsel within five (5) business days or as soon as practicable thereafter. Token gifts (e.g., coffee mugs, golf balls and similar promotional items) and business meals with a value of less than \$100 need not be reported. The disclosure shall provide a description of the gift or entertainment received its actual or estimated value, and

the identity of the individual and company that provided the gift or entertainment. The actual value should be provided if it is readily available, such as from menu prices or a face ticket amount, or otherwise obtained from the vendor or supplier upon reasonable request. If the actual value of the gift or entertainment cannot be readily obtained, the estimated value should be the fair market value. For example, a disclosure for a gift of an exclusive bottle of wine could be estimated from its retail sales price. The General Counsel will provide the Board of Directors with a consolidated report of such matters at its regular scheduled meetings. Any exceptions to the above limitations for other employees must be pre-approved by the General Counsel.

Gifts and entertainment may not be offered or exchanged under any circumstances to or with any public employee, whether federal, state or local governments, including school boards and school officials, unless made in strict accordance with Section VII herein. If you have any questions about this policy, contact your supervisor or the Legal Department for additional guidance. For a more detailed discussion of special considerations applicable to dealing with federal, state and local government officials, see "Interactions with the Government" in Section VII, noted below.

If you conduct business in other countries, you must be particularly careful that gifts and entertainment are not construed as bribes, kickbacks or other improper payments. See "The Foreign Corrupt Practices Act and Other Laws Governing Our Business Internationally" for a more detailed discussion of our policies regarding giving or receiving gifts related to business transactions in other countries (section IX of the Code of Business Conduct which can be found on the HR Portal.

You should make every effort to refuse or return a gift that is beyond these permissible guidelines. Failure to comply with these guidelines may result in disciplinary actions, up to and including termination of employment. If it would be inappropriate to refuse a gift or you are unable to return a gift, you should promptly report the gift to your supervisor. Your supervisor will bring the gift to the attention of the Legal Department, which may require you to donate the gift to an appropriate community organization. If you have any questions about whether it is permissible to accept a gift or something else of value, contact the Legal Department for additional guidance.

Note: VII. Interactions with the Government

The Company conducts business with the U.S., state and local governments and the governments of other countries. It is important to remember that the "government" is a broad term and also extends to other public entities and their employees including, but not limited to, school districts, intermediate school districts, charter schools and boards of cooperative educational services. The Company is committed to conducting its business with all governments and their representatives with the highest standards of business ethics and in compliance with all applicable laws and regulations, including the special requirements that apply to government contracts and government transactions. In your interactions with the government, you should:

Be forthright and candid at all times. No employee should misstate or omit any material information from any written or oral communication with the government.

You should not offer or exchange any gifts, gratuities or favors with, or pay for meals, entertainment, travel or other similar expenses for, government employees. To the extent that state law and school district policies permit such payments or gratuities up to specified limits, but not otherwise, you must obtain the approval of the General Counsel before making any such offers, exchanges, or payments.

If your job responsibilities include interacting with the government, you are expected to understand and comply with the special laws, rules and regulations that apply to your job position, including any local restrictions on providing entertainment and gifts to school officials. In addition, all interactions with government officials in policymaking positions must first be coordinated with the Public Affairs Department to ensure that we are in full compliance with all applicable lobbying disclosure laws and are consistent with Company public policy positions. If any doubt exists about

whether a course of action is lawful, you should seek advice immediately from the Legal Department.

EMPLOYEE CONDUCT

K¹² strives to maintain a positive work environment where employees are treated with respect and where they respect the personal rights and property of fellow employees. All employees are expected to meet reasonable standards of work performance: Achieving committed goals; meeting deadlines; living the values; having a positive effect on others; and continuously seeking ways to enhance and improve the business.

ANTI-HARASSMENT AND DISCRIMINATION POLICY

It is the policy of K¹² to maintain a working environment that encourages mutual respect, promotes respectful and congenial relationships between employees, and is free from all forms of unlawful discrimination, including harassment of any employee or applicant for employment by anyone, including supervisors, co-workers, vendors, or customers. Harassment in any manner or form is expressly prohibited and will not be tolerated by K¹². Accordingly, Company management is committed to vigorously enforcing this policy against discrimination, including but not limited to sexual harassment, at all levels within K¹².

All reported or suspected occurrences of discrimination (including, but not limited to, harassment) will be promptly and thoroughly investigated. Where discrimination is determined to have occurred, K¹² will immediately take appropriate disciplinary action, including written warnings and possible suspension, transfer, and/or termination.

K¹² will not permit or condone any acts of retaliation against anyone who files discrimination complaints or cooperates in the investigation of the same.

The term "harassment" includes, but is not limited to, unwelcome slurs; jokes; verbal, graphic, or physical conduct relating to an individual's race, color, religion, sex, national origin, citizenship status, pregnancy, disability, age, genetic information, military status or status as a Vietnam-era or special disabled veteran, marital status, civil union or registered domestic partner status, gender (including gender identity), sexual orientation or bankruptcy in accordance with applicable federal, state and local laws..

K¹² prohibits unlawful sexual harassment, as well as retaliation against persons alleging such harassment. The U.S. Equal Employment Opportunity Commission and the U.S. Department of Education's Office of Civil Rights consider sexual harassment to be repeated and unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. There are two forms of sexual harassment:

Quid Pro Quo ("One Thing for Another"): This may occur where submission to such conduct is made an implicit or explicit term or condition of an individual's employment; or where submission to or rejection of such conduct is used as the basis for decisions about employment, promotion, transfer, selection for training, performance evaluation, etc.

Hostile Work Environment: This may occur where such conduct has the power or effect of creating an intimidating, hostile, or offensive working environment or substantially interferes with an employee's work performance.

Sexual harassment can range from sexual humor and innuendo to physical threats and sexual assault. It may include, but is not limited to, the following behaviors:

Inappropriate posters, photos or symbols
Direct or subtle pressure for sexual activity
Unwelcome brushes or touches
Physical aggression, such as pinching or patting
Inappropriate sexual innuendo
Sexist jokes or remarks
Obscene gestures or comments
Telephone calls, emails, text messages, instant messages or blogs

The term “harassment” may also include conduct of employees, supervisors, vendors and/or customers who engage in verbally or physically harassing behavior that has the potential to humiliate or embarrass an employee of K¹².

Complaint Procedure

Any employee who feels that he or she has been or is being harassed, or discriminated against, can immediately inform the alleged harasser that the behavior is unwelcome. In many instances, the person may be unaware that their conduct is offensive and when so advised can easily and willingly correct the conduct so that it does not reoccur.

If an informal discussion with the alleged harasser is unsuccessful in remedying the problem or if such an approach is not desirable or possible, the employee should immediately report the complained-of conduct to his or her, manager, executive, or the Human Resources Department. The report should include all facts available to the employee regarding the harassment.

A third party may also file a complaint of sexual harassment if the sexual conduct of others in the work environment has the purpose or effect of substantially interfering with the third party's welfare, or work performance, thus creating a hostile environment.

Confidentiality

All reports of discrimination will be treated seriously. However, absolute confidentiality is not promised, nor can it be assured. K¹² will conduct an investigation of any complaint that will require limited disclosure of pertinent information to certain parties, including the alleged harasser.

Investigative Procedure

Once a complaint is received, K¹², through the Human resources department, 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.

In responding to claims of sexual harassment, K¹² will judge each claim based on the facts particular to each case. Once the investigation is completed, a determination will be made regarding the validity of the discrimination allegations. If it is determined that harassment has occurred, prompt, remedial action will be taken. This may include some or all of the following steps:

1. Restoring any lost terms, conditions, or benefits of employment to the complaining employee.
2. Disciplining the harasser. This discipline can include written disciplinary warnings, transfer, demotion, suspension, and termination.

If the harassment is from a vendor or customer, K¹² will take appropriate action to stop the complained-of conduct.

Duties of Employees and Supervisors

All employees of K¹², both management and non-management, are responsible for assuring that a workplace free of harassment is maintained. Any employee may file a harassment complaint regarding incidents experienced personally or incidents observed in the workplace. K¹² 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 K¹² supervisors and managers are expected to adhere to the K¹² anti-harassment policy. They are responsible for doing all they can to prevent and discourage harassment from occurring. If a complaint is raised, supervisors and managers are to act promptly and notify the Human Resources Department of the complaint so that Human Resources may proceed with an investigation. If a supervisor or manager fails to follow this policy, he or she will be subject to disciplinary action, up to and including termination.

GUIDELINES FOR APPROPRIATE CONDUCT (updated 05/10/2012)

As K¹² team members, employees are expected to accept certain responsibilities, follow acceptable business 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 K¹² or that might be viewed unfavorably by current or potential customers or by the public at large. Employee conduct reflects on K¹². Employees are, consequently, encouraged to observe the highest standards of professionalism at all times.

Types of behavior and conduct that K¹² considers inappropriate include, but are not limited to, the following:

- Falsifying employment or other Company records;
- Violating the K¹² anti-harassment policy;
- Soliciting or accepting gratuities from customers or clients;
- Excessive absenteeism or tardiness;
- Excessive, unnecessary, or unauthorized use of Company property and supplies, particularly for personal purposes;
- Reporting to work under the influence of drugs or alcohol, and the illegal manufacture, possession, use, sale, distribution, or transportation of drugs;
- Fighting or using obscene, abusive, or threatening language or gestures;
- Theft of property from co-workers, customers, K¹², or the community;
- Unauthorized possession of firearms on K¹² premises or while on Company business;
- Disregarding safety or security regulations;
- Insubordination; and
- Failing to maintain the confidentiality of Company, customer, or client information.
- Any other serious misconduct as determined by the Company.

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 immediate termination.

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.

Management reserves the right to determine the suitable course of action, up to and including termination.

PROGRESSIVE DISCIPLINE (updated 05/10/2012)

Here at K¹² we want you to be successful in your job and we will provide you with the necessary tools, support and guidance. There are times where the performance of an employee does not meet the needs of K¹². Where appropriate, a policy of progressive employee discipline will be followed by supervisors.

Progressive discipline provides managers/supervisors with a consistent and fair process for handling disciplinary issues and protects the legal rights of the employee and employer. Managers/supervisors should contact and work with the HR office when determining the level of discipline, if any, which may be required.

The following steps should be taken for progressive discipline:

Verbal Counseling - The first step in the K¹² progressive disciplinary policy is "verbal counseling." This is a verbal warning to an employee that his conduct is unacceptable, and that repeated or continued failure to conform his conduct or performance to K¹² standards will result in more severe disciplinary action. A record of the notice of the verbal warning may be made and retained in the employee's personnel file.

Written Warning - The second step is a "written warning." This warning will be a formal counseling statement that will describe the unacceptable conduct or performance of the employee and specify needed changes or improvements. This statement will:

- Detail the areas of deficiency, specific occurrences, and prior discussions on the topic.
- Provide areas in which an employee must improve their performance.
- Discuss the importance of this position within the organization and why a stronger performance is needed.
- Include a timeline for improvement to occur, and may involve frequent meetings to measure the progress along the way.
- At the end of the timeline, the performance will be evaluated again, and a determination on next steps will be discussed.

A copy of the written warning will be retained in the employee's personnel file.

Termination - The final step in the disciplinary procedure is the termination of the employee. If an employee fails to conform his conduct or performance to the standards K¹² requires, K¹² may, at its sole discretion, terminate the employee's employment.

Exceptions - For serious offenses, such as fighting, theft, insubordination, threats of violence, the sale or possession of drugs or abuse of alcohol on company property, etc., termination may be the first and only disciplinary step taken. Any step or steps of the disciplinary process may be skipped at the discretion of K¹² after investigation and analysis of the total situation, past practice, and circumstances. In general, several oral warnings should, at the next infraction, be followed by a written warning, followed at the next infraction by discharge. This is especially true in those cases where the time interval between offenses is short and the employee demonstrates a poor desire to improve his/her performance.

While the Company will generally take disciplinary action in a progressive manner, it reserves the right, in its sole discretion, to decide whether and what disciplinary action will be taken in a given situation.

WHISTLEBLOWING AND GENERAL COMPLAINT RESOLUTION PROCEDURE

Whistleblower Policy

Note: The entire Complaint and Investigation Procedures for Accounting, internal Accounting Controls should be read by every employee and can be found on the HR Portal. You are responsible for knowing the procurers and acting in accordance with them.

The Company treats complaints about accounting, internal accounting controls, auditing matters or questionable financial practices seriously and expeditiously. Employees may confidentially and anonymously submit such complaints for review by the Company. The Company will protect the confidentiality and anonymity of the employee to the fullest extent possible, consistent with the need to conduct an adequate review. The Company abides by all laws that prohibit retaliation against employees who lawfully submit complaints under these procedures.

Other whistleblower complaints or disclosures can include, but are not limited to, intentional and unintentional violations of regulations and policies set forth in this handbook such as discrimination, sexual or other harassment, and retaliation. Any person may make a complaint or disclosure by following the process below.

General Complaint Resolution

In addition to whistleblower complaints, 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 effective employment with K¹², 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 your Human Resource Generalist. In an effort to resolve the problem, the representative will consider the facts and may conduct an investigation.

K¹² 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 K¹² 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 K¹² deems disciplinary action appropriate.

ETHICS POINT

We should have the comfort of knowing that we work in a safe, secure, and ethical workplace. Our hope is that we are proud to work here, feel good about our jobs, and attain our highest productivity.

Every person, regardless of position, shares the responsibility for promoting a positive environment. We have a reporting system, which is managed by EthicsPoint, to enhance communication and empower you to promote safety, security, and ethical behavior.

This system allows you to communicate your concerns and enables you to remain anonymous if you so choose. We have partnered with EthicsPoint to manage the reporting for us. They have gone to great lengths to ensure that reports entered in the system are completely confidential.

Your input is essential for ensuring that we maintain a positive, productive workplace. Please know that when you use the EthicsPoint Reporting System, you can report misconduct that you observe, or gain clarity on whether or not something is cause for concern. We want to hear your positive comments, too—things that we are doing well or that could be improved.

How to File a Report

EthicsPoint is designed to maintain your confidentiality and anonymity. The following instructions will guide you through the processes available to submit a report, including a report under the Whistleblower Policy. Use any **one** of these three convenient channels of communication:

| Company Network | Public Internet | Toll-Free Phone |
|---|--|--|
| Click on link provided on the HR Portal. You will automatically be connected to your EthicsPoint secure landing page. | From any computer with Internet access (home, public library, neighbor, etc.), go to www.ethicspoint.com and click on “File a new report” | Call your EthicsPoint toll-free hotline at 1-888-541-4701. An intake specialist will assist you with entering your report into the EthicsPoint system. |

For complaints under the Whistleblower Policy, you may also submit a written complaint to the General Counsel. You do not need to provide your name or other personal information appropriate attention; you should caption it “Accounting Complaint.”

VIOLENCE IN THE WORKPLACE POLICY

It is the intent of K¹² to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for customers and others with whom we do business. K¹² has zero tolerance for violent acts or threats of violence.

K¹² 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 K¹² property will be considered 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 K¹² premises will be subject to immediate discharge. If an employee, while engaged in K¹² business off the premises, commits or threatens to commit a violent act, that employee will be subject to immediate discharge if the threat or violent act could adversely affect K¹² and/or its reputation in the community.

Employees within K¹² share the responsibility in identification and alleviation of 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 their supervisor, Human Resources, or a member of management. 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/or the Human Resources Department. Human Resources will carefully investigate all reports, and employee confidentiality will be maintained to the extent possible.

WORKPLACE DATING/CONSENSUAL RELATIONSHIPS

Visually, verbally, and physically, K¹² employees spend enormous amounts of time together. If your mind wanders from the task at hand to thoughts of a romantic relationship with another employee, let the following strategy guide your actions:

Should you decide to pursue another K¹² employee romantically, and they say “no,” **do not** ask again, as a second attempt will be considered to be a violation of the Anti-Harassment Policy. Additionally, there is to be no dating, romantic or amorous relationships within reporting relationships, regardless of whether such activities are considered to be consensual by any or all of the parties. Pursuing a subordinate is grounds for termination of employment. Should two employees be involved and become assigned to a single reporting line, both of the employees need to inform Human Resources so that the integrity of the reporting relationship can be maintained.

This policy applies equally for in-person and online contact.

WORKPLACE ACCIDENTS

No matter how insignificant an injury may seem at the time of occurrence, you shall notify the on-site supervisor and Human Resources immediately of any workplace accident or injury.

EMPLOYEE SAFETY AND HEALTH

It is the policy of K¹² to provide its employees a safe and healthy workplace and to follow procedures aimed at safeguarding all employees. 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.

Responsibilities of the employee include:

- Obeying the safety rules.
- Following safe job procedures and not taking shortcuts.
- Keeping work areas clean and free from slipping or tripping hazards.
- 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 a supervisor.
- Following the care prescribed by the attending physician when treated for an injury or illness.
- Attending all employee safety meetings.
- Participating in accident investigations.

INTERACTION WITH MINORS

Children are the central focus of our collective efforts, and their safety and security are paramount to all of us. The Company reserves the right to conduct background checks on any individual who has direct access to our students, or their personal data, including those who move into positions that grant this access, even on a temporary basis.

Personal relationships between K¹² employees and students are not appropriate under any circumstances - whether consensual or not and regardless of the student's age – and, therefore, are prohibited.

STUDENT RECORDS AND FERPA

As a technology-based education company, K¹² has a vital interest in protecting the confidentiality of student information. Not only is this a requirement of a federal law known as FERPA (Family Educational Rights and Privacy Act), it is also a business imperative because parents and customers expect that we will make only proper use of student information.

As K¹² continues to grow, we remind everyone of the importance of maintaining the confidentiality of student education records. Student education records include more than just a student's grades, social security number, individualized education plan and similar records. It includes almost all records directly related to a student and maintained by educational institutions and the contractors acting on their behalf, such as K¹². Student records must be treated with the utmost care and confidentiality, and any internal sharing must be limited to other K¹² employees who need them to fulfill their job responsibilities or only when you know that it is lawful to do so.

Contact the Legal Department anytime you have a question about FERPA or any student privacy issue.

U.S.- E.U. and U.S. – SWITZERLAND SAFE HARBOR PROGRAMS

K12 has certified to the requirements of the U.S.-E.U. and U.S.-Switzerland Safe Harbor programs developed by the U.S. Department of Commerce and the European Union and Switzerland. This enables us to transfer personal information from the EU or Switzerland to the US under limited circumstances and within the scope of our Safe Harbor certification. For more information about the Safe Harbor program or to view our certification, visit the U.S. Department of Commerce's Safe Harbor website at <http://www.export.gov/safeharbor/>. You may view our Safe Harbor Policy by visiting <http://www.k12.com/safeharbor/>. If you have any questions about the Safe Harbor program or our Safe Harbor Policy, please send an e-mail to legal@k12.com.

COMPANY PROPERTY

In an effort to ensure the safety and welfare of employees and invitees, K¹² reserves the right, on reasonable suspicion that Company policy is being violated, to conduct searches or inspections, which includes, but is not limited to, employees' work areas, desks, and any other property located on Company premises or worksites. Entry on Company premises or worksites constitutes consent to searches or inspections.

DRUG-FREE WORKPLACE POLICY

The policy of K¹² is to maintain a drug-free workplace. As a condition of continued employment, all K¹² employees must comply with this policy. The term "workplace" is defined as K¹² property, any K¹²-sponsored activity, or any other site where the employee is performing work for K¹² or representing K¹². 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. If a K¹² employee's primary worksite is a home office, alcohol may be permitted in

the home, but drinking alcohol is strictly prohibited during working hours. 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, shall not be a violation of this policy.

Information regarding the availability of treatment programs, if any, such as assistance provided by K¹²'s health care plan coverage of 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 Human Resources Department.

WEAPONS

It is the intent of K¹² to provide a safe and secure workplace for employees, clients, clients' customers, visitors and others with whom we do business. K¹² expressly forbids the possession of weapons on Company property where such prohibition is permitted by law. K¹² has *zero tolerance* for possession of any type of weapon, firearm, explosive, or ammunition. Company property includes, but is not limited to, all Company facilities, vehicles, and equipment, whether leased or owned by K¹² or its clients. In addition, weapons in employee-owned vehicles parked on Company property are strictly forbidden. Weapons are any instrument of offensive or defensive combat and any device designed or traditionally used to inflict harm or injury and include, but are not limited to, explosives, firearms, bows, slingshots, switchblades, daggers, blackjacks, brass or metal knuckles, hunting knives, nunchaku ("nun-chucks"), dirk knives, bowie knives, star knives, sand clubs, razors, throwing stars and any device capable of projecting a ball, pellet, arrow, bullet, missile, shell or other material.

The possession of weapons on Company property will be cause for discipline, including immediate termination of employment. In enforcing this guideline, K¹² reserves the right to request inspections of any employee and their personal effects, including personal vehicles, while on Company premises. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

Employees within K¹² share the responsibility for identifying violators of this guideline. An employee who witnesses or suspects another individual of violating this guideline should immediately report this information to his or her on-site supervisor.

DRESS CODE

K¹² has a corporate-casual dress code. Nevertheless, employees of K¹², in the course of performing their jobs, come in contact with a variety of individuals and organizations outside of K¹². To a great degree, the appearance and level of professionalism demonstrated by its employees determine the reputation and image of K¹². Therefore, K¹² employees should exercise judgment in their selection of attire for the office by dressing in a manner appropriate to the nature of their work and the reputation and image of K¹².

SMOKING

In order to maintain a safe and comfortable working environment and to ensure compliance with applicable laws, smoking is not allowed on K¹² grounds or within the workspace, unless K¹² has designated a specific area for smokers or as otherwise provided by law. Because K¹² 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 Resources Department if you have any questions regarding the smoking policy.

HOURS OF OPERATION

The normal workweek for K¹² is Monday through Friday, and core business hours are from 8:00 a.m. to 5:00 p.m. Other workweeks and schedules may be adopted based on business need.

All employees are expected to work extended hours as required by business needs. Non-exempt employees will be paid according to laws regarding overtime provisions.

FLEX-TIME AND FLEX-PLACE

Flex-time is a term used to define an alternate work schedule by which an exempt employee may begin and end the workday within specified limits dictated by the needs of the job. It is also the policy of K¹² to allow authorized employees the option of a flexible workplace. Flex-time and flexible workplace are subject to management and Human Resources approval.

Individual departments may use a flex-time work schedule or flex-place, subject to the following conditions:

- Each Department Head will ensure coverage during its “core hours” of operation. The Department Manager has the discretion to determine staffing coverage to meet the operating requirements of the department.
- Department Heads will be responsible for resolving intradepartmental schedule conflicts and assuring that proper coverage is maintained.
- A manager may, at his/her sole discretion, implement, continue, or discontinue flex-time/flex-place work schedules. At the sole discretion of the manager, an employee may be re-assigned to work core hours or work on-site at any time.
- PTO: The usage of these benefits is the same for employees working flex-time as for those working a standard schedule.

Employees shall not maintain any confidential or legally protected information (including, but not limited to, information protected by FERPA) at a flex-place site unless that information is protected from disclosure (e.g., by robust passwords or locks) to other persons (including family members) who share that site. Employees will use precautions to assure protection of confidential information. Employees who leave the employment of K¹² are required to return all K¹² supplies prior to their departure and will abide by management decisions regarding any confidential data or information.

A flex-time schedule, once agreed upon by the manager and Human Resources, should remain stable except when a special need arises. Emergency situations, which require schedule modification, may be accommodated with approval of the manager.

Responsibilities

Managers:

Approve and revise work schedules based on business needs. Approval of alternative work schedules should ensure that:

- The level and quality of customer service is maintained or increased.

- Schedules coordinate with needs of internal and external customers.
- Resources are used efficiently and effectively.
- Operational deadlines are met.
- Absenteeism and tardiness are improved.

Employee:

- Complete assigned work.
- Maintain full accessibility.
- Use work time effectively.
- Assure the same or improved level of customer service.
- Maintain dependable attendance.
- Document timekeeping accurately.
- Communicate work problems and needs to his/her manager.

Flex-place is a term used to define an alternate work venue within specified limits dictated by the needs of the job.

Eligible employees may have flex-place arrangements authorized for either their full or partial schedule (e.g., one or more days a week or a five-day schedule). Employees who are either full time or part time are considered virtual when their work is performed primarily from their home in a flex-place capacity. The employee's compensation benefits, work status, and work responsibilities will not change due to participation in the flex-place program. Flex-place employees are responsible for adhering to the same conditions of employment, performance standards, and policies and procedures as non-flex-place staff, and are also responsible for all K¹² equipment and its use. Flex-place employment does not change the nature of the employment at will relationship.

By participating in the flex-place arrangement, the employee agrees to maintain safe conditions in the at-home workspace, and to practice the same safety habits as he would in his office on the K¹² premises.

Management and Human Resources approval is required prior to extending virtual employment to an employee.

K¹² reserves the right to discontinue the flex-place agreement at any time.

General Guidelines and Eligibility

In order to be eligible to participate in the flex-time program, an employee must be in good standing within the department. ("Good standing" means, but is not limited to, no verbal or written warnings, performance improvement plans, and meets all performance objectives on time.) Employees shall have prior approval from their Manager and Human Resources to work a pre-approved flex-time schedule or to work at an alternative venue. Employees are responsible for attending all mandatory department meetings and training in person.

ABSENTEEISM AND TARDINESS

Employees are K¹²'s most valuable assets. As such, regular attendance is essential for efficiency and smooth operations. Unexcused absences, excessive excused absences, and/or habitual tardiness are discourteous to fellow employees and may result in corrective action up to and including immediate termination of employment.

Absences that are not pre-approved are considered unexcused. Under certain circumstances employee's absence for more than three (3) consecutive days for an illness may be requested to submit a doctor's note in support of their absence. In addition, three consecutive workdays of

absence, without notifying K¹², is job abandonment and will be considered a resignation. While our guideline is three (3) consecutive days of absence before a note from a medical professional is required, a manager may request a note after one day or if a pattern of absence is noticed. The note can be given directly to Human Resources.

Employees should notify their supervisor as soon as possible on the first day of their absence (if not before). Promptness in reporting an absence can help prevent inconvenience to K¹² clients and fellow employees. Accordingly, in such situations, employees must notify their supervisors as soon as possible, but in no event later than one hour after their scheduled start time. An employee should make every effort to speak to a supervisor, manager, or senior-level manager to report the absence or tardiness. In the event this is not possible, a voicemail or e-mail may be sufficient. Note: Text messages are not a sufficient way to report an absence from work.

When the employee returns to work, a Request for Time Off form must be submitted to the supervisor.

EMERGENCY CORPORATE OFFICE CLOSING (Updated 9/25/12)

It is the policy of K¹² that offices be open during normal working hours in order to provide the service our customers require and expect from us. K¹² has the sole discretion of determining if the office is to be closed in the event of inclement weather, power or other utility failure, fire, flood, or some other emergency.

During periods of inclement weather in the Washington, D.C., metro area, please call 703-483-7599 x9000 to determine the status of the Herndon headquarters location. Any delay in opening or closure will be decided no later than 6:30 a.m. that day. In other locations, employees should put safety first in determining appropriateness of travel to their work location. Employees should make every effort to contact their manager for guidance.

K¹² realizes its obligation to employees' 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.

LEAVE POLICY FOR NATURAL DISASTERS AND EMERGENCIES (11/13/2012)

Leave may be available under this policy to an employee who has sustained severe or catastrophic damage to or loss of his or her primary residence, or has been ordered to evacuate that residence, as a result of a natural or man-made emergency or disaster.

During the time of a declared natural disaster, eligible employees are entitled up to forty (40) hours of paid leave if the employee is directly affected by the natural disaster. Employees will be required to use all available leave balances (personal, sick, and vacation) prior to requesting paid disaster leave. Employees must have been employed by K¹² for at least six (6) months to qualify for paid disaster leave.

An employee who is **“directly affected”** by a natural disaster is when the employee or a member of the employee's immediate family has been directly affected by the disaster in the form of personal injury or substantial loss of property, resulting in being dislocated from a residence or required to evacuate the community impacted by the disaster.

“Immediate family member” refers to the employee's spouse, partner, parents, children, grandchildren and siblings.

“Natural disaster” refers to an event officially declared a natural disaster according to the President of the United States.

“Man-made emergency” is an event caused by the action of one or more persons that imperils life and property and produces dangers or the imminent threat of danger through exposure to biological, chemical, or radiological hazards. Examples include large spills resulting from transportation or industrial accidents, and effects of terrorist acts. Some man-made disasters may also be called technological disasters.

Eligible employees must request paid disaster leave within the same fiscal year as the natural disaster and determination of who qualifies for paid leave lies with the Human Resources department and the employee’s direct supervisor. Supervisors are responsible for ensuring that they have the required documentation before approving the paid leave. For leave for victims of disaster, this includes:

- Confirmation of the declaration of a State of Emergency or federal disaster status;
- Documentation that the employee’s primary residence is in the official disaster area
- Verification as cited above of catastrophic damage to or loss of the residence, or requirement to evacuate the residence.

Human Resources will review all requests and make written determinations concerning the outcome of those requests to the employee. Emergency/Disaster Leave to provide emergency service shall be granted at the discretion of the requesting employee’s supervisor or designee and Human Resources. In evaluating such requests, supervisors should consider the needs of the employee, verification of eligibility, other applicable leave policies and the expected impact of the employee’s absence on the company’s ability to fulfill its mission.

The written approval will include the anticipated return date for the employee, accrued sick and/or personal, or PTO applied first to the leave time and how many paid hours of disaster leave will be applied.

This policy is not intended to create any contractual rights in favor of the employee or of K¹². K¹² reserves the right to change, revise or eliminate this policy at any time. *Nothing in this policy shall be deemed to alter the at-will relationship of employees.*

HOLIDAYS

Regular full-time employees are eligible for paid holidays during each calendar year. 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.

K¹² observes the following holidays each year:

New Year’s Day – January 1
Martin Luther King Day – Third Monday in January
President’s Day – Third Monday in February
Memorial Day – Last Monday in May
Independence Day – July 4
Labor Day – First Monday in September
Thanksgiving Day – Fourth Thursday in November
Day after Thanksgiving – Fourth Friday in November
Christmas Day – December 25
Winter Break – Management’s Discretion (decided in October each year)

VACATION (updated December 2012)

Note: State and school-specific policies impacting K¹² employed teachers are listed in the Addenda)

At K¹², we work hard and we recognize that in order to keep up the pace, we need to occasionally take a respite from work. The K¹² vacation time policy is designed to reward our efforts by providing paid time away from work. All full-time employees are eligible to accrue vacation time, beginning with the first full pay period during which they are employed.

When you take vacation, your absence impacts your co-workers, so scheduling of vacation time is subject to approval by your supervisor. All employees are encouraged to plan the time well in advance so scheduling conflicts can be avoided. Employees are not permitted to take paid vacation prior to accruing it, or in excess of the vacation time they have accrued. If a paid holiday falls within an employee's scheduled vacation, that day is counted as a holiday and will not be counted as a vacation day.

Vacation times begins accruing with the first full pay period after your date of hire. Subject to the caps on accrual described below, vacation time is earned at the rate of a certain number of hours per pay period according to the following schedule:

Chart A: Vacation Accrual Rate

| Years of Service / Corporate Level: Other than "Director and above" | Accrual rate - Hours per pay period (if paid semi-monthly) | Accrual rate - Hours per pay period (if paid bi-weekly) |
|--|--|---|
| 0-47 months | 3.333 | 3.076 |
| 48-71 months | 5 | 4.615 |
| 72+ months | 5.666 | 5.230 |
| Corporate Level: Director and above | | |
| 0-47 months | 5 | 4.615 |
| 48 +months | 6.666 | 6.153 |

It is important to K12, as well as to the employee, that vacation time is taken, and not just accumulated. Therefore, there is a cap on the number of vacation hours that can build up. When the cap shown in Chart B, below, has been reached, no additional vacation will accrue until some of the accumulated vacation time has been utilized, so that the balance has been reduced below the applicable maximum.

The accrual rate and maximum accrual are independent of each other. So long as the balance of accrued hours remains below the cap, vacation will continue to accrue, every pay period, at the rate shown in Chart A. However, when an employee reaches the maximum accrual applicable to him or her, shown in Chart B, no additional vacation leave will accrue until the balance is reduced. This is intended to encourage employees to take the time off that they have earned. If they have reached the maximum balance, they will not accrue more paid time off until they utilize paid time off. When the accrued vacation balance has dropped below the maximum for a pay period, vacation accrual will resume. There will be no retroactive accrual.

Chart B: Vacation Accrual Caps

| Years of Service / Corporate Level: Other than "Director and above" | Maximum balance of accrued days (hours) for employees whose primary work office is in California | Maximum balance of accrued days (hours) for employees whose primary work office is in a state other than California or those listed in box at right | Maximum balance of accrued days (hours) for employees whose primary work office is located in CO, IA, IL, KS, LA, MI, ME, MA, MT, NE, NJ, ND, OR, RI, WV WY |
|---|--|---|---|
| 0-47 months | 17.5 (140) | 10 (80) | 10 (80) |
| 48-71 months | 26.25 (210) | 15 (120) | 10 (80) |
| 72+ months | 29.75 (238) | 17 (136) | 10 (80) |
| Corporate Level: Director and above | | | |
| 0-47 months | 26.25 (210) | 15 (120) | 10 (80) |
| 48 +months | 35 (280) | 20 (160) | 10 (80) |

At the conclusion of a fiscal year (June 30th), employees, in states other than California, are permitted to roll-over a *maximum* of 10 days (80 hours) of vacation into the new fiscal year (July 1st). For example, if a five-year employee in a state other than California, who is eligible to have a maximum balance of 15 days, has a balance of 12 days of vacation on June 30th, only 10 days of that accrued vacation will roll forward to the new fiscal year; balances in excess of 10 days will not be carried forward, or paid. Therefore, K12 encourages all employees to plan their time off in order to fully utilize the vacation that they earn.

Employees may not take vacation in excess of that which they have accrued. Non-exempt employees who request and are granted permission to take days off, when they do not have sufficient accrued vacation time to cover the absence, will receive unpaid days off. Exempt employees who take a partial day absence will be paid, but will have a negative vacation accrual balance until they accrue sufficient vacation time to cover the partial day absence.

Accrued and unused vacation time will be paid to employees upon separation from K12.

PERSONAL TIME (updated December 2012)

Employees (other than those in California) are eligible for two (2) personal days per calendar year (refreshed in January). These personal days should be requested as far in advance as possible and are granted at the discretion of management. This is a benefit that is refreshed annually, and is not carried over from year to year. This time is not paid out upon termination. Employees whose primary work office is located in California are not eligible for personal days after December 31, 2012.

PART-TIME EMPLOYEE PAID TIME OFF (updated 4/19/13)

If you live in Washington, D.C., the state of Wisconsin, or the state of California the following policy does not apply to you. (If you reside in D.C., WI, or CA, your paid time off will be pro-rated based on the "Paid Time Off" policy listed above.)

For employees who work on average less than 32 hours per week, they will receive the following:
3 paid time off days (up to 24 hours based on FTE status)
2 sick days (up to 16 hours based on FTE status)

The three (3) paid time off days must be requested in advance and is subject to approval by your manager.

This time will be awarded on January 1st every year. If an employee starts after January 1st, the time will be pro-rated. This time does not roll over into a new calendar year. It is not accrued time and any unused time will not be paid out upon leaving K¹² Inc.

SICK TIME

Full-time Employees are eligible for up to ten (10) days of paid sick time per year. Sick time is designed to accommodate time off for personal illness or to care for a close relative. Employees should notify their immediate supervisor as soon as they know they will not be able to report to work due to illness. (Text messages are not an appropriate way to inform K¹² that you are taking a sick day.) If three (3) or more consecutive sick days are taken, you might be required to provide a note from a medical professional. While our guideline is three (3) consecutive days of absence before a note from a medical professional is required, a manager may request a note after one day or if a pattern of absence is noticed. The note can be given directly to Human Resources.

Additionally, you might be given information about contacting FMLA Source for a leave of absence and/or the employee assistance program to ensure you understand the options available to help you get healthy.

Sick time is a benefit that is refreshed annually (based on a calendar year), and is not carried over year to year. Unused sick time is not paid out upon termination.

BEREAVEMENT LEAVE (update 3/2013)

If a death occurs in the family of a full-time 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.

- A full-time employee may request a leave of absence with pay for a maximum of five (5) consecutive days
- A part time employee may request a leave of absence with pay for a maximum of three (3) consecutive days

Upon the death of a spouse, domestic partner and partner in a civil union, child, parent, sibling or comparable step relation, a grandparent, father-in-law, mother-in-law, son-in-law, or daughter-in-law, or anyone living in an employee's household.

A full time employee will be allowed two (2) days off and a part time employee will be allowed one (1) day off in the event of the death of a relative who is not a member of your immediate family as defined above.

These days are to be taken consecutively within a reasonable time of the day of the death or day of the funeral, and may not be split or postponed.

An employee is allowed up to ten (10) days maximum per calendar year for this benefit. An employee may, with his or her supervisor's approval, use any available vacation or available

personal time for additional time off as necessary. Proof of death and relationship to the deceased may be requested.

Upon returning to work, the employee must record his/her absence as a Bereavement Leave on his/her attendance record with the Payroll department.

JURY DUTY AND WITNESS LEAVE

If a full-time regular employee is summoned to jury duty, the employee will receive his salary during the period of jury duty for up to a maximum of five working days per calendar year. If the jury service extends beyond five days, full-time regular employees are allowed to use their own vacation or personal time to cover the extended days otherwise they will go without pay, except as may otherwise be required by law. Employees must notify their supervisor as soon as it is known that jury duty will be extended. An employee is also permitted to retain the allowance he receives from the court for such service.

A part-time regular employee will be allowed to use their own vacation or personal time (if applicable) otherwise they will be given time off without pay while serving jury duty, except as otherwise may be required by law. All employees are allowed unpaid time off if summoned to appear in court as a witness. To qualify for 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, proof of service must be submitted to the employee's supervisor when the period of jury or witness duty is completed.

VOTING

It is the policy of K¹² 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. Additional paid or unpaid time will be provided to the extent required by applicable law.

FAMILY AND MEDICAL LEAVE (FMLA)

Any time you miss work due to your own serious medical condition or the care of an immediate family member with a serious medical condition or for the birth and care of a newborn child of the employee or for placement with the employee of a son or daughter for adoption or foster care, please contact FMLASource via the following steps:

- Call 1-877-GO2-FMLA or log on to www.fmlasource.com.
- Your information will be verified by a Benefit Specialist at FMLASource who will initiate the Family Medical Leave process and answer any questions you may have.

You will be notified of the status of your FMLA claim by an FMLASource Benefits Specialist once it has been processed.

In addition to contacting FMLA Source, contact your Supervisor or Human Resources Representative to discuss steps for business planning purposes

An employee seeking leave benefits under this policy must 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 contact their Supervisor or Human Resources along with FMLASource.

Employee Rights and Responsibilities Under the Family and Medical Leave Act

<http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For [additional](#) information: 1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

PERSONAL NON-FMLA LEAVE OF ABSENCE

Before employees become eligible for Family Medical Leave Act (FMLA), K¹² observes the following practices in regards to personal time off and job protection. Each situation will be evaluated on a case-by-case basis and a final decision regarding the personal leave of absence will be made between Human Resources, the manager, and the employee. This must be approved before submitting a claim with FMLA Source to manage the leave.

1. For the birth or adoption of a child, K¹² allows up to six (6) weeks of personal leave for new parents. In the case that a mother has a C-section, K¹² allows up to eight (8) weeks of personal leave.
2. For other employee medically related leaves of absence, K¹² allows up to six (6) weeks of personal time off.

To file for a Personal Non-FMLA Leave of Absence contact FMLASource via the following steps:

- Call 1-877-GO2-FMLA or log on to www.fmlasource.com.
- Your information will be verified by a Benefit Specialist at FMLASource who will initiate the Family Medical Leave process and answer any questions you may have.

You will be notified of the status of your FMLA claim by an FMLASource Benefits Specialist once it has been processed.

A personal leave of absence will only be granted if the situation is directly affecting the employee. The personal leaves of absence will not be granted for care or illness of a family member.

A personal leave of absence is calculated on a rolling calendar basis. For example, if an employee takes six (6) weeks off from February 1st through March 12th. They will not be eligible for any additional personal leaves of absence until March 12th of the following year.

A personal leave of absence can only be taken on a continuous basis. No intermittent personal leaves will be granted.

If an employee becomes eligible for FMLA during a personal leave of absence, the FMLA leave will supersede and the employee's twelve weeks will be honored to the full extent under FMLA.

Employee Notification Requirements

The employee must notify Human Resources of the request to take a personal 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 Human Resources as soon as is practicable under the circumstances and in compliance with K¹²'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.

PAYDAY AND DIRECT DEPOSIT

All exempt employees will be paid semi-monthly. Normal pay periods are from the 1st to the 15th of the month and from the 16th to the last day of the month. Paychecks for the pay period from the 1st to the 15th are direct-deposited on the 15th. Paychecks for the 16th to the last day of the month are direct-deposited on the last day of the month, unless these dates fall on a weekend or holiday, in which case paychecks are directly deposited on the prior business day.

Exempt employees are paid on a salaried basis and are not eligible to receive overtime pay. It may be necessary for exempt employees to work past business hours and on weekends in order to complete their work without additional compensation or time off.

Non-exempt employees are paid on a bi-weekly and hourly basis for all hours worked in a pay period, including any overtime hours submitted for the period. If an employee's timesheet is not received in time for the payroll closing, a 40-hour week (or other regular schedule, if applicable) is assumed, and any overtime or time off taken will be reflected in the following pay period's paycheck. Full-time non-exempt employees should expect to work at least 40 hours per week, unless otherwise scheduled and approved by K¹². On occasion, workload and other factors may require that employees work more than 40 hours a week.

If an employee is terminated, they will be issued a check on the next regular payday, or in accordance with applicable state law, whichever is earlier. Expense payments owed to the employee will be paid according to the usual reimbursement schedule. Owed commission payments will be made according to the terms of the commission plan.

It is a requirement of employment that all employees must be on direct deposit, except where prohibited by law. Employees must make arrangements to receive payroll payments via Automated Clearing House (ACH) direct deposited. Exceptions can be made for short-term employees.

TIMESHEETS AND TIME-OFF REPORTING

All non-exempt and hourly employees must record their time worked on a daily basis, using the standard timesheet, and submit it to their supervisor for approval on a weekly basis.

Both exempt and non-exempt employees must submit a Request for Time Off form for any approved paid time off, and other leaves with or without pay. The Human Resources department is responsible for ensuring that all employees comply with the K¹² timekeeping policy. Managers have the discretion to approve or decline requests based on their specific business needs.

All timesheets and time-off requests should go to the Payroll department once approved.

OVERTIME FOR NON-EXEMPT EMPLOYEES

It should be recognized that overtime and additional work other than that which is regularly scheduled might be required.

Overtime will be paid to eligible, non-exempt employees in accordance with applicable state law. 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.

If an employee's timesheet is not received in time for the payroll closing, a 40-hour week (or other regular schedule, if applicable) is assumed and any overtime or time off taken will be reflected in

the following pay period's paycheck. Full-time non-exempt employees should expect to work at least 40 hours per week, unless otherwise scheduled and approved by K¹². Non-exempt employees must submit completed timesheets to Payroll each Monday for the preceding week.

EXEMPT EMPLOYEES 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:

- 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 personal time available to them under K¹²'s paid time off policy. A vacation day may not be used unless it has been pre-approved by a manager.
- Employees who are absent from work for jury duty or attendance as a witness may have their salary reduced by the amount of payment they receive in the form of jury fees or witness fees. 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.
- Employees may be suspended without pay for other types of workplace misconduct, but only in full-day increments. This refers to suspensions imposed pursuant 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.
- Employees who work less than 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.
- Employees who take leave under the Family and Medical Leave Act will not be paid for that time unless they have available paid time off under the K¹² paid time off policy. 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. K¹² will follow the state law regarding reduction of exempt employees' salaries if the state law is more favorable to employees.

Exempt employees will be reimbursed in full to the extent required by law for any isolated, inadvertent, or improper deductions as defined by law. Concerns about any salary pay deductions from exempt employees should be promptly directed to Human Resources for a resolution.

GARNISHMENTS AND LEVIES

K¹² expects employees to avoid garnishments and levies. As permitted by law, employees may be subject to disciplinary action up to and including immediate termination of employment for repeated, multiple garnishments and levies, other than for child support, where court ordered garnishment is requested by law.

In all events, K¹² will comply with applicable law as to garnishments and levies.

INTERNAL TRANSFER (EMPLOYEES CHANGING ROLES WITHIN K¹²) (updated 9/25/12)

Every K¹² employee should be thinking about his or her career goals and objectives. In order to apply for a job internally, the following conditions apply:

- Must be in “good standing” for at least the past 180 consecutive days (365 days in the Enrollment Center). Good standing means completing assignments on time, enhancing the business, keeping commitments and deadlines, living the values, and having a positive effect on the workplace.
- Must not currently be on a written warning or Performance Improvement Plan (PIP).
- Managers should be aware of the employee’s interest in transferring.
 - NOTE: Employee must notify his/her manager if selected to interview with the hiring manager.

The process for applying for any open position within K¹² is as follows:

- Go to www.K12.com/hrportal. Then go to “My Company” and then “Job Openings” and apply to the position you are interested in.
- The Recruiting Department will be in touch to review their application if they meet the requirements for the position.
- Interviews will be conducted with the hiring manager and team. (There may be additional internal and external candidates for the position.)

The best candidate will be selected. If it is an internal candidate, a change in title, cost center, manager, direct reports (where applicable), etc will take place once an agreed-upon start date has been decided. Best practice is for the internal transfer to be completed within-2-3 weeks. If additional time is needed, the two managers should discuss a plan that is mutually beneficial. Human Resources must approve any exceptions to this policy.

OUTSIDE EMPLOYMENT

Full-time employees may not hold outside jobs without prior, written approval from their supervisor and the Executive Vice President responsible for their department. Part-time employees may hold outside jobs as long as they are not providing services to a K¹² competitor and their outside job does not create a conflict of interest. For purposes of this policy, an outside job includes employment (including self-employment), work as an independent contractor and appointment to any board of directors, trustees or similar boards. All employees will be judged by the same performance standards and will be subject to the same scheduling demands, regardless of any outside work requirements. Employees must notify the Human Resources Department of any outside jobs and anytime outside job status changes. Permitting outside employment is at the sole discretion of K¹².

If it is determined that an employee's outside work is inappropriate, conflicts or interferes with performance, safety, availability or the ability to meet the requirements of K¹² as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she desires to remain with K¹². Outside employment that constitutes a conflict of interest is always prohibited.

EMPLOYMENT OF RELATIVES

K¹² permits the employment of qualified relatives of employees so long as such employment does not, in the opinion of K¹², create actual or perceived conflicts of interest. For purposes of this policy, "relative" is any of the following relationships by blood, adoption, marriage (including common law marriage), civil union, or domestic partnership (whether by law, or receiving employment benefits) - spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first

cousin, or corresponding in-law or "step" relation. K¹² will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood or marriage (including common law marriage, civil union or domestic partnership) are permitted to work in the same K¹² 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.
- No relatives are permitted to work in the same department or in any other positions in which K¹² believes an inherent conflict of interest may exist.

This policy applies to all categories of employment at K¹², including full-time regular, part-time regular and temporary classifications.

COMPUTER GUIDELINES (3/2013)

K12 Inc. and its affiliates (collectively referred to as "K12") issues equipment such as computers, printers, accessories, cellular telephones and personal digital assistants (which may collectively be referred to as "computers" in this policy) to K12 employees and contractors herein called "Users." Users shall exercise appropriate professional judgment and common sense when using K12's computers, equipment and accessories.

All computers, equipment and accessories are property of K12 Inc. and are provided to Users for a period of time as deemed appropriate by K12. As a condition of the use of K12's computers, Users must comply with all of the following:

- Prior to being issued one of K12's computers, Users will sign the Computer Acceptance Form.
- Users are expected to take reasonable measures to protect computers, equipment and accessories from damage and theft.
- Users will provide access to any K12 owned computer or accessories they have been assigned upon K12's request.

General Computer Guidelines

You are responsible for protecting your computer from loss or theft and for protecting the information it contains. These rules are provided to assist in assuring that your computer is secure at all times. All conceivable situations cannot be covered in this document. Users must realize that common sense should be your guide when faced with unusual or unforeseen situations.

General Laptop Guidelines

- Use laptop lock-down cable systems whenever possible.
- Keep your laptop close to you and in sight. Otherwise, keep it locked away securely. It only takes a moment for a thief to walk away with your laptop.
- Never store passwords with your laptop or in its carrying case.
- Other forms of user authentication should be kept separate from your laptop at all times.
- Since the laptop's keyboard and touch pad are permanently attached to the rest of the system, make sure that your hands are clean before using them. It is costly to change a laptop keyboard and/or touchpad that has been damaged by excessive dirt.
- Do not place drinks or food in close proximity to your laptop.

While at the Office

- Laptops should be taken home at night or secured out of sight in a locked drawer, cabinet, or locked overhead compartment of your desk.
- Make sure that the computer is in locked / "log in required" status if you need to walk away from your laptop and it is no longer in your sight.

- Do not leave your laptop unattended if you leave the meeting room. Ensure that someone is designated to remain in the room with any laptops, or that the laptops are secured to immovable objects, or that the meeting room door is locked.

While Traveling In a Personal or Rental Car

- Extreme temperatures can damage a laptop. You should not leave a laptop in an unattended vehicle.
- If you must leave your laptop in an unattended vehicle for a short period of time, always lock your laptop in the trunk of the car. A visible laptop is a target. This should also apply to your daily commute, as you never know when you may decide to make a “quick stop” for milk or coffee.
- On rare occasions when a vehicle may not have a trunk or lockable compartment, the laptop must still be locked in the vehicle and stored out of sight.

In Hotels

- Never leave your laptop unattended in hotel rooms.
- If you leave your room for any period of time, secure your laptop in the room safe. If a room safe is too small or unavailable, lock your laptop in your travel luggage.
- Always attempt to keep evidence that you may be traveling with a laptop out of site.
- Store the carry case and peripherals, such as a mouse and a charger, in your travel luggage.

While Traveling by Air

- Always carry your laptop with you; only place your laptop in checked baggage if required by the airline or airport security. Access the following link to get up-to-date information on restrictions.
- <http://www.tsa.gov>.
- If required by airport authorities, Users may place electronic communication devices and encrypted laptops in their checked luggage.
 - All devices must be powered off before they are packed. Remove the battery from laptops.
 - Wrap your laptop in soft foam or bubble wrap to cushion it.
 - If possible, pack your laptop in luggage rather than your briefcase. This will make it less conspicuous to thieves.
 - Lock all luggage and briefcase compartments with a lock approved by the Transportation Safety Administration (TSA).
- Beware of staged delays at security checkpoints; many thieves use this tactic to steal laptops. Do not send your laptop through the screening devices until you are about to pass through the checkpoint. Keep your laptop close to you at all times. If an overhead compartment within an unobstructed view is not available, consider placing your laptop underneath the seat in front of you.

Stolen Computer

- If your computer is stolen, report it immediately to the local police department and IT Security. Once a police report is filed, provide a copy of the report to Human Resources and IT Security.
- A replacement computer will only be issued after the appropriate documentation has been received by K12.
- A new computer requisition form will be needed to issue a new computer.

Lost or Damaged Computer

- A computer requisition form will be needed to issue a new computer.

DOCUMENT RETENTION POLICY

Note: The entire Document Retention Policy should be read by every employee and can be found on the HR Portal. You are responsible for knowing the procurers and acting in accordance with them.

The Company's Document Retention Policy ("DRP") includes a schedule which summarizes both the legally required retention periods and the documents to be retained for business and operational purposes.

1. General Considerations

- a. The DRP identifies 25 general categories of documents (electronic and paper) and specifies how long those documents must be retained by the Company, either based on specific legal requirements or business needs.
- b. In some cases, the same paper documents touch multiple departments and originals and copies appear to be kept by those departments. Department heads with substantial overlapping document production and usage will decide which department will be the ultimate repository for each category of document under the DRP. That department will then be responsible for ensuring that the other departments have deleted their copies pursuant to the required timetables. Each department will be responsible for compliance with the DRP for its own general correspondence and you will be notified by your department head of any actions you are required to take regarding paper documents.

2. Implementation of the DRP Email Policy

- a. Ninety (90) days after being sent or received, the Company will automatically delete any email in your Outlook "Inbox," "Sent Items" and "Deleted Items" folders that are not otherwise retained. Because some emails and associated attachments may be required to be maintained for legal or business reasons, you may need to know how to create sub-folders in your email system to preserve those documents on the Company server for backup.

USE OF COMMUNICATION AND INFORMATION TECHNOLOGY SYSTEMS

It is the intent of K¹² to provide the communication and information technology systems necessary for the conduct of its business. Employees are expected to adhere to proper use of all communication and information technology systems. These include, but are not limited to, the telephone, e-mail, instant messages, facsimile, Internet, corporate intranet, voice mail, computer terminals, modems, and systems 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 K¹² and are to be used for the business of K¹². Employees should have no expectation of privacy of any correspondence, messages, or information in the systems. Any K¹² employee who is working with a virtual academy, virtual school program, or any other education institution may have their communications subject to public records requests.

K¹² reserves the right to access and disclose all such messages sent for any purpose. The issuance or availability of a password or other means of access is intended only to assure appropriate confidentiality of files and information from persons not authorized to access those files or information. They do not suggest privacy with respect to the Company's rights described in this section. 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 communications practices, as 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. K¹² also reserves the right to monitor, without notice, the activity and accounts of individual users of the Company's technology resources. Such monitoring can include reviewing, copying, accessing or archiving any information, data, files, or materials stored on, transmitted through or created on or through the use of the Company's technology resources

K¹² 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 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, religion, sex, national origin, citizenship status, pregnancy, disability, age, genetic information, military status or status as a Vietnam-era or special disabled veteran, marital status, civil union or registered domestic partner status, gender (including gender identity), sexual orientation or bankruptcy in accordance with applicable federal, state and local laws. is also prohibited on K¹² communication systems.

Employees shall not attempt to gain access to another employee's personal communications system and messages. K¹², however, reserves the right to access an employee's messages 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. Every employee has a responsibility to maintain and enhance K¹²'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 K¹²'s public image, the following guidelines have been established for using the Internet.

Acceptable Use of the Internet

Employees accessing the Internet are representing K¹². All communications should be for professional reasons. Employees are responsible for seeing that the Internet is used in an effective, ethical and lawful manner. Internet Relay Chat channels 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. Employees should always respect the finite capacity of the Company's systems and limit use of the Internet so as not to consume an unreasonable amount of those resources or to interfere unreasonably with the activity of other users. The reasonableness of any particular use will be evaluated in the context of the relevant circumstances.

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. This prohibition includes the use of the Internet for the sale, auction or barter of goods or services for personal businesses (whether incorporated or not), such as consulting businesses, stores, or other sales of goods. Use of the Internet must not disrupt the operation of the K¹² network or the network of other users. It must not interfere with your productivity.

Social Networking

Social Networking is an important part of our current culture. We encourage employees to have separate work and personal sites, so that clients, employees, customers, families are not exposed to the personal lives of employees. Additionally, we do not recommend that the personal use of social networking be used during regular business hours.

Communications

Each employee is responsible for the content of all text, audio, or images he or she places on or sends over the Internet. Fraudulent, harassing, or obscene messages are prohibited. All messages communicated over 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.

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 using the Internet may not transmit copyrighted materials belonging to entities other than K¹². One lawful 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 K¹², up to and including immediate termination, or legal action by the copyright owner. Use of the Internet to defeat, interfere with or circumvent any security measures, controls, accounts, record keeping systems or other "standard technical measures" used by copyright holders to identify and protect their rights is prohibited.

Security

All messages created, sent, or retrieved over the Internet are the property of K¹², and should be considered public information. K¹² 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. The term "harassment" includes, but is not limited to, unwelcome messages with derogatory or inflammatory remarks about an individual's race, color, religion, sex, national origin, citizenship status, pregnancy, disability, age, genetic information, military status or status as a Vietnam-era or special disabled veteran, marital status, civil union or registered domestic partner status, gender (including gender identity), sexual orientation or bankruptcy in accordance with applicable federal, state and local laws.

Violations

Violations of any guidelines listed herein may result in disciplinary action, up to and including immediate termination. If necessary, K¹² will advise appropriate legal officials of any illegal violations.

SOLICITATION AND DISTRIBUTION OF LITERATURE

It is the intent of K¹² to maintain a proper business environment and prevent interference with work and inconvenience to others from solicitations and/or distribution of literature.

Group meetings for solicitation purposes, distributing literature, or circulating petitions in work or sales areas are prohibited, unless approved by your Executive Management Team and the Human Resources Department as a Company-sponsored event. The following guidelines will apply throughout K¹².

- Employees will not engage in any solicitation of other employees for any purpose whatsoever during working hours or in work areas.
- K¹² facilities may not be used as a meeting place that involves solicitation and/or distribution of literature.
- Trespassing, soliciting, or distributing literature by non-employees is prohibited on Company premises.

CORPORATE TRAVEL POLICY (updated 04/01/2011)

The corporate travel policy applies to all staff of K¹², its affiliates and, subsidiaries. Groups may elect to impose stricter budgetary controls over travel expenditures than those required by this policy (e.g., some Grant Programs are required to use per Diem as a condition of the grant funding).

Purpose of Policy

K¹² appreciates the efforts of those who travel on K¹² business. Travelers should be comfortable and safe while traveling, understand all travel related policies (see the HR Portal for the full travel policy), and obtain reimbursement quickly. At the same time, it is necessary to keep costs within reasonable limits and to follow consistent reimbursement procedures. This policy is intended to provide:

- Clear and consistent understanding of policies and procedures.
- Guidelines that simplify travel arrangements and enable K¹² to manage its annual travel budget within available resources.
- Compliance with State and Federal regulations.
- Compliance with specific grant/contract requirements.

Responsibility of Traveler

K¹² travelers are expected to spend K¹² funds prudently and plan appropriately. Any and all travel arrangements (i.e., flights, rental car, hotel, train) must be made through World Travel, the dedicated travel agency identified by K¹². Business travel expenses will be reimbursed by K¹² if expenses are made through the dedicated travel agency, reasonable, appropriately documented, properly authorized, and within the guidelines of the Travel Policy that can be found on the HR Portal. In addition to the specific transportation, lodging, and car rental guidelines set forth in this policy, K¹² provides travelers with other spending guidelines, which can be found on the HR Portal. Failure to comply with this policy may result in the denial of a reimbursement request. Please note reimbursement occurs when:

- The travel expenses were incurred while conducting K¹² business.
- Information contained in the expense report and in the attached documentation is accurate and in accordance with this policy.
- The expenditure is charged to the proper business unit, and cost center.

PERSONAL VEHICLES

Employees may use their personal vehicles on official Company business. 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.

BENEFITS AT A GLANCE (updated June 2013)

- Every new hire has **30 calendar days to enroll in benefits**. After 30 days, you will not be eligible for benefits until our next open enrollment which will take place in the Fall of the calendar year.
- If you have a life changing (qualifying event) which can be marriage, divorce, birth, death, or adoption, spouse loss of coverage, you will have the opportunity to enroll in K¹²'s benefits. You will have **30 days from the date of the qualifying event** to enroll in K¹²'s benefits. After the 30 days, you must also wait until the next open enrollment period.
- All benefits are effective your first day of employment. There is no waiting or probationary period.
- Benefits coverage will be available for Domestic Partners and their dependent children.
- Medical insurance – Children are covered until calendar year in which they reach the age of 26
- Dental insurance - Children are covered until calendar year in which they reach the age of 23 (26 if full-time student)
- Eligible employees are defined as those who work **at least 32 hours** (full-time) per week.
- Social Security information will be needed and varies based on the benefits elected.
- Providers
 - CIGNA - Medical & Prescription, Dental, Life, Disability, and AD&D Insurance
 - Vision Service Plan (VSP) - Vision insurance
 - Hirsch (HFS) – Dependent Care, Healthcare Flexible Spending Accounts, and Transportation Flexible Spending Accounts
 - 401(k) – Great West Retirement Services - All employees are automatically enrolled upon hire at 3% unless employees participate in a state retirement plan (i.e. SERS, PSERS, STRS)
 - Employer match is 25% up to the first 4% of salary
 - Vests 25% each year for 4 years
 - Contribution and investment changes can be made at any time
- COBRA – You will be notified by the plan administrator, Hirsch Financial Services, and given additional information regarding the continued coverage option upon separation from K¹². Should you elect to continue coverage on an after-tax basis, you will need to complete the election forms and return them to your new employer within 60 days of separation or from the date you receive your COBRA continuation rights notification. Hirsch Financial Services can be reached at 1-888-460-8005 or online at www.hfsbenefits.com.

Note: Further information on the Benefits Plans can be found by going to the HR Portal (www.K12.com/hrportal).

DOMESTIC PARTNER POLICY FOR BENEFITS

The availability of benefits coverage for domestic partners and their children is an extension of the company's efforts to maximize the effectiveness and value of the benefits program.

K¹² defines same-or opposite-sex domestic partners as two people who:

1. Are living together in a committed exclusive relationship of mutual caring and support for a period of at least six (6) months;
2. Intend for the domestic partnership to be permanent;
3. Are financially interdependent such that they are jointly responsible for the common welfare and financial obligations of the household, or the non-employee domestic partner is chiefly dependent upon the employee for care and financial assistance;
4. Are neither legally married to any other individual, and if previously married, a legal divorce or annulment has been obtained or the former spouse is deceased;
5. Are mentally competent to enter into a contract according to the laws of the state in which they reside;
6. Are at least 18 years of age and are old enough to enter into marriage according to the laws of the state in which they reside;
7. Do not have a blood relationship that would bar marriage under applicable laws of the state in which they reside if they otherwise satisfy all other applicable state marriage requirements; and
8. Are not in a relationship solely for the purpose of obtaining benefits.

Dependents of Domestic Partners:

For benefit coverage, eligible dependents include unmarried children under age 23, or under age 25 if full-time students, who are:

- Biological, legally adopted, or step children, including those who do not live with you, but for whom you have parental rights or assume at least 50% of the financial responsibility for the children.

Tax Implications:

Please note that to the extent that coverage for a domestic partner is financed by K¹² Inc., the employee is taxed on the fair market value of the coverage at group rates. The value of the coverage is reported as income on the employee's W-2 Form, and K¹² Inc. withholds Federal income tax, state or local income tax (as applicable), and Federal Insurance Contribution Act (FICA) tax on that imputed income. Nontaxable health and dental coverage can only be provided to an employee's legal spouse or dependent as defined Section 152 of the Internal Revenue Code.

Process

To enroll your domestic partner for K¹² Inc. benefits, you simply need to return an **Affidavit Of Domestic Partnership** form. Once your application for domestic partnership is approved, this will be a qualifying life event.

WORKERS' COMPENSATION INSURANCE (updated 9/25/12)

Workers' Compensation insurance provides payment of medical treatment and related expenses, as well as compensation in the event an employee is unable to work due to a work-related accident or illness. Employees are covered by workers' compensation insurance provided by K¹² and based on state regulations. To be considered work-related, the injury or illness must arise from or occur in the course of employment.

The amount of benefits payable and the duration of payment depend upon the nature of the employee's injury or illness, the date of injury, the employee's earnings, and the jurisdiction. All medical expenses incurred in connection with an on-the-job injury or illness and disability 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 K¹² 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 in timely accordance with the law, which may delay benefits in connection with the injury or illness. First Report of Injury forms and Workers Compensation rules can be found on the internet at <http://www.cfins.com/report.html> and then click on the appropriate state.

There are three ways to report a claim:

- Refer to the Claim Reporting Map to identify the claim office to which you should fax the First Report of Injury. You must also mail the First Report of Injury to your state Agency, if required by law.
- You may report a claim via Internet Reporting at <http://agents.cfins.com/> You will need to obtain a password in order to report via the internet. Please contact your local C&F Claims Manager or Claims Account Executive to obtain the proper documentation for internet reporting.
- 24 hour toll free telephone reporting line at (800) 690-5520.

In the event of a serious or fatal injury, notify the local claim office immediately by telephone. For after hour emergency services call the 24 hour toll free number. Please dial 911 in order to receive medical assistance.

Employees on workers compensation are responsible for keeping their supervisor informed of their work status. When an employee is able to fully return to work, written clearance from the treating medical professional must be provided to Human Resources.

EMPLOYEE ASSISTANCE PROGRAM (updated 3/2013)

K12 cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives.

Cigna's Life Assistance & Work/Life Support Program (EAP) is available to all employees and their immediate family members offering problem assessment, short-term counseling, and referral to appropriate community, online, and private resources. There is no cost for employees to contact the EAP.

The EAP is strictly confidential and is designed to safeguard employees' privacy and rights. Information given to the EAP counselor may be released only if requested by an employee in writing.

Employees can contact the EAP at 1.800.538.3543 available 24/7 or online at www.CignaBehavioral.com/CGI

EMPLOYEE DISCOUNTS (updated 3/2013)

Effective January 1, 2013, Company employees may purchase curriculum and/or materials at 20% off the list price that exists at the time of the order, excluding any other discounts that are offered to the general public.

- **Private School Programs** – includes 20% off the list price of the entire Keystone, K¹² International Academy, or George Washington University Online High School Program should the employee decide to declare any of these private schools as his/her school of choice and enroll his/her student(s) full time.

- **Middlebury Interactive Languages LLC (MIL)** – Offer access and opportunity for all students to gain culturally- authentic world language reading, writing, listening, and speaking skills that students will need to become college and career-ready in a 21st century global marketplace.
 - Discount for MIL includes:
 1. \$300 or 5% discount off of MMLA Academy
 2. 5% discount off of Summer Day Academies - Featured at National Cathedral, Belmont Hills, The Lawrenceville School and Greenwich Day Academy.

- **K12 and University of Maryland University College (UMUC)** - discounts on out-of-state tuition. UMUC offers over 120 undergraduate and graduate programs to K12 employees worldwide. UMUC is a regionally accredited globally focused university educating 92,000 working professionals. Through the K12-UMUC educational alliance, you can pursue your studies through our evening and weekend classroom format, entirely online or through a combination of both. K12 employees, spouses and dependents may be eligible for discounts on out-of-state tuition. For more information about UMUC and the alliance, please visit www.umuc.edu/k12

- **Working Advantage** - Working Advantage, an employee discount program, where you can save up to 60% on tickets, travel and shopping. K¹² employees can receive exclusive discounts on SeaWorld, Busch Gardens, Target.com, AMC Theaters, Regal Cinemas, Overstock.com, Universal Studios, Omaha Steaks, FTD as well as hotels, sporting events, family events, Broadway Shows and more!

Three Easy Steps to Enroll (and it's for FREE):

1. Go to www.workingadvantage.com/register
2. Enter Member ID Number (118793797) and create your account
3. Start shopping!

Receive 100 bonus Advantage Points for registering online! Advantage Points are accrued in your personal account when you place orders online at <http://www.workingadvantage.com/>. Visit the site for details. Order online anytime or by phone at 1-800-565-3712 Monday through Friday 8:00 a.m. – 6:30 p.m. EST or Saturdays 9:00 a.m. – 5:00 p.m. EST.

EMPLOYEE REFERRAL PROGRAM (updated 12/7/2012)

The employee referral program is designed to bring the highest caliber of talent to K¹². It also enables employees to work with talented professionals from their past who can help make significant strides in our business.

Referral Process:

1. Employees refer candidates by having them apply online to a K¹² position (<http://www.k12.com/careers/>) unless otherwise directed in the job posting.
2. The referrer's name must be included in the application. Additionally, when applying online, the applicant must select "EMPLOYEE REFERRAL" as their source* in response to the question "How did you hear about this position." (See screen shots below.)
3. Recruiter reviews all candidates and conducts prescreen interviews.
4. Hiring manager conducts interviews and makes hiring decision.
5. All information regarding the hiring process will remain confidential.
6. If the eligibility requirements below are met, then the employee will receive payment automatically on the last payroll of the month following the first 90 days of employment of the new hire

Guidelines:

- Bonuses are not paid for hiring contractors or for converting contractors to a K¹² position unless specified below
- \$500 for full-time K¹² teachers and non-exempt (“hourly”) positions
- \$150 for part-time K¹² teachers and Instructional Services teachers hired as contractors
- \$1,000 for other K¹² positions (full-time, not a teacher)
- \$2,000 for all Systems & Technology positions and Heads of School (full-time)

Eligibility & Rules:

- All referral bonuses will be paid on the last payroll of the month following the first 90 days of employment of the new hire (referred candidates)
- Candidates who are former K¹² employees seeking to be rehired do **not** qualify for this program
- Referral bonuses will **not** be paid if an employee referral only creates a profile and does not apply to a specific K¹² job opening
- Referral bonuses will **not** be paid for internal transfers
- If more than one (1) employee refers the same candidate, the referral bonus will be split
- Employees are only eligible to claim an employee referral within the first 90 days of the new employee’s (referred candidate’s) employment with K¹². After 90 days, no referral bonus will be paid if HR is unaware of the referral.
- Employees are ineligible if they work within HR and/or have a direct impact on the hiring decision
- Vice Presidents and above are ineligible for any referral bonus

TUITION ASSISTANCE BENEFIT PROGRAM (TAB) (updated June 2013)

We believe in supporting the ongoing education and training of all employees. To demonstrate this belief, all full-time employees are eligible to participate in the Tuition Assistance Benefit Program. Part time employees are not eligible to participate in this program.

To participate, employees must be employed according to the following terms BEFORE the class starts. There are NO EXCEPTIONS to these eligibility requirements.

- 1) **Employees starting with K¹² AFTER January 1, 2012**, the waiting period is one year of continuous, full-time employment
- 2) Employed by K¹² for at least 90 days with a K¹² hire date of December 31, 2011 or before

Other eligibility requirements:

- 1) Employee must complete the Tuition Assistance Application for Reimbursement Form and classes **must be pre-approved** by the employee’s supervisor and K¹² Human Resources.
- 2) Employees **must** submit a completed tuition assistance application to their supervisor, who will submit it to Human Resources no less than twenty (20) days **prior** to the start of the class.
- 3) The classes must be job or degree related as it pertains to the employee’s present work or future career at K¹² Inc
- 4) Course syllabus or description must be attached to the Tuition Assistance Application for Reimbursement form for evaluation and approval purposes.
- 5) The *sequence or listing of courses* needed to complete degree requirements must also be attached. The listing of the course requirements can be copied from the college/university catalog or developed with an academic advisor.
- 6) Employee must remain active through the payment date of the tuition assistance.
- 7) Employee must agree to reimburse K¹² for the full amount of all reimbursements received during that calendar year should the employee voluntarily leave K¹² within

two (2) years of receiving the tuition assistance reimbursement, and a pro-rated amount from the previous calendar year (if the benefit was used).

- a. *For example: An employee will receive \$5000 in 2012 and \$5000 in 2013. The employee leaves K¹² in 2014, the employee will be expected to repay \$7500 upon departure.*

Full-time employees are eligible for tuition assistance up to \$5,000 per calendar year for either undergraduate or graduate college courses taken from an accredited educational institution as part of an employee's degree program (\$5,000 will fall under the tax-exclusion). **Each course** will have to be pre-approved as stated above while completing a degree-related program.

Eligible employees may be reimbursed up to a maximum of \$1,000 per calendar year for approved continuing educational expenses (including courses taken at an accredited trade or vocational school, business school or through a professional association). These courses should result in the employee receiving or maintaining a certification or job-related designation.

Note: Teacher certifications and prep courses are not part of this tuition reimbursement program.

Tuition and the costs of books are reimbursed 100% up to the TAB maximum as long as employees receive a grade of C or above, "pass," or "credit" AND the expense is submitted for reimbursement NO LATER than 90 days from the end of the school term. Parking fees, application fees, calculators, personal computers, dictionaries, typing fees, binding fees, reproduction fees, late registration fees, or any other costs are not covered. Employees must provide proof of payment AND successful course completion before reimbursement is issued. Employees who have received student loans must provide proof of loan payment for reimbursement. There is no pre-payment associated with this program.

Applications not pre-approved will not be accepted as part of the program. Employees should keep a copy for their own records. After the class is completed, employees must submit copies of their receipts (proof of payment) and grades to their supervisor and to Human Resources within sixty (60) days of the end of the school term in order to be eligible for reimbursement. This benefit will be reimbursed to the employee with the payroll falling closest to the 15th of every month.

NOTE: Reimbursements must be made on the Dec 31st paycheck in order to qualify for that year's tuition bucket. Receipt, proof of payment and grades must be submitted no later than Dec 15th in order to be applied to the current year's budget. Anything submitted after this date will be applied to next year's budget.

Classes and study time are normally expected to be on the employees' own time, except when the employee is required to attend the class by K¹².

We reserve the right to clarify or change these terms at any time and intend to communicate any changes prior to their effective date. Please also check these terms periodically for any changes.

ADDENDA – STATE-SPECIFIC PAID TIME OFF POLICIES (updated 11/13/2012)

Note: Whenever an applicable state or local law requires benefits (as may be the case with respect to family and medical leave, paid time off, jury duty or other issues) or provides additional employee protections, K¹² will comply with those state and local specific requirements.

All requests for time off MUST be pre-approved by your manager.

PAID TIME OFF POLICY FOR:

- ✓ ARIZONA VIRTUAL ACADEMY
- ✓ IQ KANSAS
- ✓ GEORGIA CYBER ACADEMY (teachers only)
- ✓ YCCS

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 20 | 10 | 3 | 17 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY FOR:

- ✓ INSIGHT WASHINGTON
- ✓ MICHIGAN VIRTUAL CYBER ACADEMY
- ✓ IOWA VIRTUAL ACADEMY
- ✓ CAPCS
- ✓ TEXAS VIRTUAL ACADEMY
- ✓ INSIGHT MINNESOTA
- ✓ MASSACHUSETTS VIRTUAL ACADEMY
- ✓ FLORIDA VIRTUAL ACADEMY
- ✓ TENNESSEE VIRTUAL ACADEMY
- ✓ OKLAHOMA VIRTUAL ACADEMY

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 15 | 5 | 3 | 15 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY FOR:

✓ INSIGHT COLORADO

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 15 | 3 | 3 | 10 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY FOR:

- ✓ INSIGHT OREGON**
- ✓ VIRGINIA VIRTUAL ACADEMY**
- ✓ ALASKA VIRTUAL ACADEMY**

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 10 | 5 | 3 | 10 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY FOR:

✓ GEORGIA CYBER ACADEMY (counselors and advisors only)

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 10 | 10 | 3 | 17 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY FOR:

**✓ INSIGHT KANSAS
✓ LAWRENCE VIRTUAL HIGH SCHOOL**

The plan that your school will be following is detailed below for full time employees. You will have 4 different categories of days off. They are Vacation days, Sick Days, Personal days, and Holidays. This time does not accrue with tenure of employment; it does not roll over from year to year, and is not paid out upon your departure from employment. Every August 1st, this time will reset to the balances listed below. Your balances can be found on the HR portal (www.k12.com/hrportal) by choosing Myself, then Benefits, and then PTO Plans. All employees who work less than full time will receive 50% of the plan outlined below.

| Vacation | Sick | Personal | holidays (ex. spring and/or winter break, or district holidays) | K12 Holidays |
|----------|------|----------|---|--------------------------|
| 15 | 10 | 3 | 17 | Up to 9 days or 72 hours |

- Vacation days are for summer recess and/or other pre-approved days that the Head of School (or designee) grants permission for you to take off from work.
- Sick time is designed to accommodate time off for personal illness or to care for a close relative. You should notify your immediate manager as soon as you know you will not be able to report to work due to illness.
- Personal time is designed to accommodate time off for situations that do not fall under sick, vacation, or holiday. Personal time off must be pre-approved by the Head of School (or designee).
- Holidays are for the school to designate as winter break, spring break, school or state specific holidays. These days are in addition to the K12 holidays outlined in the K12 Employee Handbook.

All requests for time off should be directed to your immediate supervisor, and you need to follow the policies and procedures in place for your school in requesting or reporting time off. Once requests are approved, you should ensure the information has been given to payroll@k12.com.

PAID TIME OFF POLICY (updated 4/19/2013) FOR:

- ✓ iCADEMY
- ✓ GEORGE WASHINGTON UNIVERSITY ONLINE HIGH SCHOOL (GWUOHS)

Twelve (12) PTO days will be awarded every August 1st (this is inclusive of vacation, sick, and personal time). This time is to be pre-approved (unless in cases of an illness where a doctor's note might be required).

For employees who work on average less than 32 hours per week, please refer to the Part-Time Employee Paid Time Off policy.

~iCademy - No PTO time will be approved for the month of August. No more than 5 consecutive days will be approved during the time period of September through May (exceptions to this will be reviewed by the Head of School).

~GWUOHS – PTO request has to be pre-approved by the Head of School or designee. There will be no approved PTO immediately before or after school holidays.

This time does not roll-over from year to year and it does not accrue. This time is not paid out upon leaving K¹².

iCademy and GWUOHS observes up to 10 paid holidays. Those listed below are in addition to K¹²'s holidays:

- Columbus Day – Second Monday in October
- Veteran's Day – November 11th (if this holiday falls on a weekend, it will not be observed)
- Thanksgiving break – Fourth Thursday in November (includes Wednesday before & Friday after Thanksgiving day)

In addition to the paid holidays, iCademy and GWUOHS recognizes up to 10 days off for winter break and up to 5 days off for spring break. These dates will be presented to you by the leadership team.

This policy is subject to change at any time at the discretion of K¹².

PAID TIME OFF POLICY (updated 4/19/2013) FOR:

- ✓ INSTRUCTIONAL SERVICES

Twelve (12) paid time-off (PTO) days and ten (10) sick days will be awarded, this does not accrue or carry over from year to year, and is not paid out upon termination.

For employees who work on average less than 32 hours per week, please refer to the Part-Time Employee Paid Time Off policy.

PTO is not necessarily tied to any one particular school's calendar. Should a teacher support a school and that school is closed due to their calendar, unless that day is a K¹² corporate holiday, it will be considered a work day.

Paid time off days must be requested in advance and is subject to approval by your manager.

PAID TIME OFF POLICY FOR:

- ✓ PENNSYLVANIA VICTIMS-OF-CRIME LEAVE

An employee who finds it necessary to appear at court-related proceedings associated with being a victim of, or a witness to, a crime or member of such victim's family will be granted leave from work in accordance with state law.

An employee taking victims-of-crime leave must utilize all accrued paid time off before continuing leave on an unpaid basis. To the extent allowed by law, K¹² shall maintain the confidentiality of any employee requesting victims-of-crime leave.

HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received the K¹² Employee Handbook ("the Handbook"), and understand that violations of the policies contained in the Handbook, including the anti-harassment and discrimination policy, could result in disciplinary action, up to and including termination.

I further understand that the information contained in the Handbook represents guidelines for K¹² and that K¹² reserves the right to modify the Handbook or amend or terminate any policy, procedure, or employee benefit program at any time, with or without notice.

I further understand that the contents of the Handbook do not form an employment contract. No part of the handbook constitutes an express or implied contract nor may any part of the handbook be construed as terms or conditions of a contract with K¹².

I understand that my employment is "at-will." Either K¹² or I have the right to terminate my employment at any time. I further understand that no manager, supervisor, or representative of K¹², other than the Chief Executive Officer or Senior Vice President of Human Resources, 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 both parties.

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 my manager or Human Resources.

Employee Signature

Date

Employee Name Printed

Social Security Number
(Last 4 Digits Only)

Please sign and give this original copy of the acknowledgment to Human Resources.

Florida Virtual Academy Board Policy Manual

DRAFT

Section I: Mission and Philosophy of the Florida Virtual Academy

- 1.1 Charter Petition
 - Attachment A
- 1.2 Mission Statement

The Florida Virtual Academy (FLVA) mission will be to provide a high-quality, online public charter school, that will build a community of students, families, educators and a governing board dedicated to providing a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

Section II: Definitions

Section III: The Board of Directors

- 3.0 Legal Status of the Board of Directors
 - Attachment B
 - 501(c)3 Documentation
- 3.1 Articles of Incorporation
 - Attachment C
- 3.2 By Laws of the Board of Directors
 - Attachment D
- 3.3 Board of Directors' Contact Information
 - Attachment E
- 3.4 Formulation of Board Policy

3.4.1 Purpose

The policies of the Board are developed, and are meant to be consistent with existing applicable federal and state laws, and regulations of the Florida State Board of Education. To the extent any applicable law is inconsistent with these policies, or

changes to be inconsistent with these policies, the applicable law is deemed to be the policy of the Board and the Board shall act to formally bring all Policies into accord with the applicable law.

3.4.2 Process

Proposals for new policies, or changes in existing policies, may be submitted by any Board member, or Head of School.

Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the board when such action has been scheduled on the agenda of a regular or special meeting.

Policies will be effective upon the date set by the Board if other than the date of adoption. The date will ensure the affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

3.4.2.1. Ad Hoc Advisory Committees

When a policy is needed to set new and important directions for the Florida Virtual Academy, or when a proposed policy would substantially alter a major program or mode of operation, an ad hoc advisory committee may be named to examine policy needs in depth and make recommendations to the Board. Such recommendations are limited to the policy and not to the specific administrative procedure. Such committees may be appointed by the Board and may be composed of person's representative of the administrative staff, instructional and non-instructional staffs, parents, students, and/or general community as appropriate to the policy area under consideration. Such committees, if developed, will be given guidelines as to how and when they will make their reports.

To permit time for study of all new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented at two (2) separate meetings as agenda items to the Board in the following sequence:

1. Information/Proposal: Distribution with agenda. Serves as a first reading and opens the record. Report from Head of School on any comments for change; report from

any Board or advisory committee assigned responsibility in the area; Board discussion and directions for any redrafting.

2. Action Items: discussion, final reading, adoption/rejection.

Amendments to the policy at the action stage will not require repetition of the above sequence, unless focus of the policy is changed.

The Board may dispense with the above sequence of three readings as necessary.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

3.5 Policy Dissemination

The Head of School is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board. The Head of School may delegate this responsibility to other administrative personnel within the school's main offices.

Accessibility is to extend to all employees of the Florida Virtual Academy, to members of the Board, and, insofar as conveniently possible, to all persons involved in the Florida Virtual Academy. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

The Board's policy manual will be considered a public record and will be open for inspection at the Florida Virtual Academy and on the Florida Virtual Academy's web site.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

3.6 Recruitment and Appointment of the Head of School/Director

The appointment of the Head of School is a function of the Administrative Services portion of the Service Agreement between the Board and current administrative services vendor.

The recruitment and selection process of the Head of School will be a cooperative effort between the Administrative Services Vendor and the Board, as detailed in the Services Agreement. FLVA Board members are to be actively involved in the selection of administrative personnel for the school.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

3.7 Administration in the Absence of Policy

The Head of School has responsibility for carrying out, through supplemental regulations and directives, the policies and regulations established by the Board. The policies developed by the Board, and the regulations and directives developed to implement policy, are designed to achieve an effective and efficient school system. These detailed arrangements constitute the regulations governing the Florida Virtual Academy. All Board employees, school employees and students are expected to abide by them.

The Board will approve regulations when such approval is required by law or otherwise advisable. The Head of School shall issue additional guidance provided they are in harmony with Board policies.

In the absence of Board policy relating to a specific situation, the Head of School will use his/her best judgment in arriving at a decision. The decision will be made based upon the spirit and tenor of other existing policy and historical procedure.

It is the responsibility of the Head of School to recommend to the Board whether or not a policy should be written to cover similar incidents.

Adopted:

Amended: (date of board meeting when amended)

3.8 Policy Review and Maintenance

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis. The Head of School is directed to keep all policies up to date and call to the Board's attention all policies that are out-of-date or appear to need revision for other reasons.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

4.0 Board Ethical Guidelines

4.0.1 Purpose

To ensure that Board members, the Head of School, and school employees comply with all federal, state and local code of ethics for governing and operating a charter school, all board members and school employees shall be similar with and comply with the ethics and conflict of interest provisions of all applicable Florida law. The Board shall secure training for itself on an ongoing basis on these provisions, and provide training to all employees on their legal ethical obligations.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

4.1 Public Participation in Board Meetings

The Board desires parents and students of the Florida Virtual Academy, as well as, the community at large to attend board meetings. Public attendance to board meetings allows the community to become better acquainted with the school and provides the Board the opportunity to hear the expectations the public has of its schools.

To permit community members to be heard, and at the same time conduct business properly and efficiently, the following procedures will be utilized:

1. Two (2) weeks or ten (10) working days before the scheduled board meeting a request to present must be presented to the Head of School providing the topic to be addressed and information on any group he/she represents. The amount of time allotted for the presentation will be determined by the Board Chair.
2. A "Request to Speak" will be available at each board meeting for individuals who want to address a topic on the published agenda for the current Board meeting. Individuals will be allowed three (3) minutes to make their remarks. Extensions of time will be at the sole discretion of the Board Chair. The Board will not generally respond to remarks made in this manner during the meeting, but may issue a written response after the meeting.
3. Speakers may offer objective criticisms of school operations and programs, but the Board will not hear complaints about school personnel or other persons at a public session. Complaints involving school personnel or other persons are provided for by other channels.

The Chairman has authority to terminate the remarks of any individual who does not adhere to the above rules. Requests may be directed to the Board but no action will be taken on any item not on the published agenda.

Adopted:

Amended: (date of board meeting when amended)

4.2 Equal Opportunity Employment/Non-Discrimination

The Board hereby agrees to comply with Title IV and Title VI of the Civil Rights Act of 1964, as amended, and all requirements imposed by or pursuant to the regulations of the Department of Education. No qualified person shall be denied employment, reemployment, or advancement, nor shall be evaluated on basis of sex, marital status, religion, race, color, creed, national origin, age or handicapping condition.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

4.3 Board Powers and Responsibilities

Florida Charter School Law § 1002.33 and 1001.41, F.S. provides for the powers and duties of Charter School Boards. The Florida Virtual Academy Board shall exercise and perform the following duties:

- A) The governing board of the charter school shall annually adopt and maintain an operating budget;
- B) The governing body of the charter school shall exercise continuing oversight over charter school operations;
- C) The governing body of the charter school shall be responsible for;
 - a. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002-345.(2), who shall submit the report to the governing body.
 - b. Reviewing and approving the audit report, including audit findings and recommendations for financial recovery plans.
 - c. Performing the duties in s. 1002.345, including monitoring a corrective action plan.
 - d. Monitoring a financial recovery plan in order to ensure compliance.
 - e. Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.
 - f. The governing body of the charter school shall report it's progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
 - g. The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators.
- D) Ensure that the courses of study for all grades, as prescribed by the Florida State Board of Education or by law, except those in which waivers were obtained;

- E) Prepare and publish the district's budget for the ensuing year,
- F) Provide, by the exercise of its legal powers, the funds necessary to adequately finance the operation of the school;
- G) Do all other things necessary and lawful for the conduct of efficient free public schools;
- H) Publish on the school's website minutes of regular and special meetings, and budget for the ensuing year,;
- I) Establish general policies for the school in consultation with the school administration in keeping with the requirements of the law and the State Board of Education;
- J) Individual members of the School Board have authority to take official action only when sitting as a member of the School Board in public session, except when the School Board specifically authorizes the member to act.
- K) No School Board member shall exercise any administrative responsibility with respect to the school. The Board shall exercise its administrative responsibility with respect to the school through the Head of School, and shall not directly give instructions to other staff with respect to the school.

Adopted:

Amended: (date of board meeting when amended)

4.4 Board Authority and Responsibility

The Florida Virtual Academy has the power to take official action only when it meets in open session as a board and as a committee of the whole. The Board shall not be bound in any way by any statement or action on the part of any individual board member or FLVA employee, except when such statement or action is in pursuance of specific instructions by the Board.

DRAFT

Adopted:

Amended: (date of board meeting when amended)

4.5 Board Member Training

4.5.1 Purpose

The Florida Virtual Academy will adhere to laws regarding school board member training.

4.5.2 New Board Member Requirements

All new members of the Florida Virtual Academy Board shall receive a minimum of four (4) hours of training and instruction in government in the sunshine state, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S.

Instruction can be provided by an approved provider by the Florida Board of Education.

4.5.3 Board Member Requirements

After the initial four (4) hour training, each member is required, within the subsequent three (3) years and for each three year period after that to complete a two (2) hour refresher training.

Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

Training shall include topics relevant to instruction in government in the sunshine state, conflicts of interest, ethics, and financial responsibility.

4.5.4 Governance Training Plan

A training plan is a written instructional document describing the instructional design for charter school governing board training which includes measurable performance objectives, instructional content, delivery strategies, learning activities, and assessment for training to fulfill the statutory requirements for charter school governing board instruction focusing on government in the

sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S.

A governance training plan submitted for review and approval by the Department shall address each of the following components:

- Description of the content to be delivered that fulfills all topics identified in Section 1002.33(9)(k), F.S., and is consistent with the hours of instruction specified,
- Additional topics to be addressed during the training,
- Measurable learning objectives that specify the performance required,
- Description of instructional strategies, activities and presentation materials,
- Methods to be used to measure the stated learning objectives, overall training performance, and provider effectiveness,
- Length of time required for training,
- References used in developing the training,

Adopted:

Amended: (date of board meeting when amended)

4.6 Board Meetings

4.6.1 Purpose

The Board will comply with the Government in the Sunshine Law, 286.011., F.S., in regards to providing notification of regular and special board meetings.

4.6.2 Notification to Board Members

Written notice of each regular meeting, with an attached agenda, shall be delivered to each Board member at least three (3) days prior to each meeting

Except in the case of emergency meetings. Written notice will be provided to Board members within twenty-four (24) hours prior to the start time for the Board meeting.

Special meetings shall be held at the time designated by the Head of School and School Board chair, or when called by a majority of the School Board members.

4.6.3 Notification to News Media and Public

The time and place of each regular meeting shall be furnished to anyone who requests the information.

The Board will post notice of a regular board meeting no later than seven days prior to the meeting. Notice will be posted on the school website.

4.6.4 Executive Sessions

Executive sessions may be held for the purpose of discussing pending litigation, or any other purpose allowed under the Government in the Sunshine law. The Head of School and the board attorney shall be present.

Adopted:

Amended: (date of board meeting when amended)

4.7 Fund Balance

4.7.1 Purpose

The Board of Directors recognizes the significance of maintaining an appropriate level of fund balance as one component of sound financial management. An adequate fund balance level is an essential element in both short-term and long-term financial planning and serves to mitigate the impact of future risk and sustain operations during economic downturns.

4.7.2 Establishment of Fund Balance

The Head of School through the direction of the Board of Directors shall build a Fund Balance within the general fund to a level that is equal to three percent (3%) or greater, of the total annual operating fund not to include funds from federal sources or private grants.

4.7.3 Utilization of Fund Balance

The Head of School in conjunction with supporting documentation will bring a recommendation, and if applicable, a "request of Disbursement of Fund Balance Funds" to the Board of Directors as an action item on the board agenda.

The Board, by an extraordinary majority, (majority plus one) will approve or deny disbursement of funds from the fund balance.

Adopted:

Amended: (date of board meeting when amended)

BOARD MEMBER CODE OF ETHICS

Issued (insert date)
Revised (insert date)

Purpose: To establish the basic structure for ethical board member conduct as individuals and while sitting on the Northeast Florida Virtual Charter School Board, Inc.

This code of ethics is adopted by the Board as a guide to its members as they strive to render effective and efficient service to their community. Public office is a trust created by the confidence in which the public places integrity on its public officers. To preserve this confidence, it is the desire of the Board to operate under the highest ethical standards.

It is the responsibility of each board member to do the following:

A board member should honor the high responsibility that his/her membership demands by doing the following:

- Thinking always in terms of “students first”
- Understanding that the basic function of the Board of Directors is policymaking, not administration, and by accepting the responsibility of learning to discriminate intelligently between these two functions.
- Become familiar with school policies, rules and regulations, state and federal school laws, and regulations of the Florida Department of Education and the State Charter School Law.
- Have an in-depth knowledge of the educational aims and objectives of the Charter Contract.
- Accepting the responsibility along with his/her fellow board members of seeing that the maximum facilities and resources are provided for the proper functioning of schools
- Refusing to play politics in either the traditional partisan or any petty sense
- Representing, at all times, the entire school
- Accepting the responsibility of becoming well informed concerning the duties of Board members and the proper functions of public schools.
- Recognizing responsibility as an elected Director to seek the improvement of education throughout the school

A Board member should respect his/her relationship with other members of the Board by doing the following:

- Recognizing their authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings.

- Recognizing the integrity of his/her predecessors and associates and the merit of their work
- Work harmoniously with other Board members without trying either to dominate the board or neglect one's share of the work.
- Refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole
- Making decisions only after all facts bearing on a question have been presented and discussed
- Vote and act impartially in board meetings for the good of the school.
- Accept the will of the majority vote in all cases and give wholehearted support to the resulting policy.
- Respecting the opinion of others and graciously conforming to the principle of majority rule refusing to participate in irregular meetings such as secret or "star chamber" meetings which are not official and which all members do not have the opportunity to attend
- Maintaining the confidentiality of matters discussed in executive session

A Board member should maintain desirable relations with the Head of School and his/her staff by doing the following:

- Striving to procure, when a vacancy exists, the best professional leader available for the Head of School position
- Giving the Head of School full administrative authority for properly discharging his/her professional duties and holding him/her responsible for acceptable results
- Acting upon the recommendation of the Head of School in matters of employment or dismissal of school personnel
- Referring all complaints to the Head of School and discussing them only at a regular Board meeting after failure of an administrative solution.
- Presenting personal criticisms of any employee directly to the Head of School.

School Board Members

- May not use their position or office for personal financial gain.
- May not receive compensation to influence action.
- May not receive additional money as payment for advice or assistance given in the course of their role as board member.
- May not use or disclose confidential information gained in the course of their role as board member.
- May not serve as a member or employee of a governmental regulatory commission that regulates any business with Florida Virtual Academy.
- May not appear before the Public Service Commission, the Florida Dairy Commission or the Florida Insurance Commission in rate or price-fixing matters.
- May not enter into contract with a governmental agency or department which is to be paid in whole or part out of governmental funds, unless the contract has been awarded through a process of public notice and competitive bidding.

- May not offer or give gifts or promises to members or employees of a governmental regulatory agency or department that regulates a business they are associated with.
- In cases where a potential conflict of interest exists, individuals shall take such steps as the Ethics Commission shall prescribe to remove oneself from the potential conflict of interest.

DRAFT

BOARD MEMBER CONFLICT OF INTEREST

Issued (insert date)
Revised (insert date)

Purpose: To establish the basic structure for determining board member conflict of interest.

A board member may provide services or sell products to Florida Virtual Academy provided all transactions are in accordance with the Florida Law.

If, in the discharge of official responsibilities, a board member is required to take an action or make a decision which affects his/her economic interest or the economic interest of a member of his/her immediate family or an individual with whom he/she is associated, the board member must prepare a written statement outlining the conflict and give it to the Chairperson of the Board. The board member must also be excused from deliberating or voting on the matter. The minutes of the meeting should reflect the disqualification and reasons for it.

A board member may vote on matters in which he/she has no greater interest than does any other member of the class to which the board member belongs. For example, a board member may vote on a budget that includes a salary schedule for all employees, even if the board member has a family member employed by the School. However, the Board member may not vote on the contracts of a family member.

A board member may not participate in an action relating the discipline of his/her family member.

A board member may not receive pay as an employee of Florida Virtual Academy.

Head of School (HOS)

Summary: Directs and coordinates activities concerned with the operation and management of schools by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

The Head of School will be responsible for the operation and management of the school. The Head of School will manage the staff at the school which includes all administrative staff and all teachers. The Board will designate the Head of School the responsibility of ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. Additionally, the Head of School will help manage the relationship between the school, K12 Inc., and the appropriate school and non-profit boards.

The ideal candidate will possess a strong desire to improve the education options for children. He/She will have experience in running a business and/or a school with multi-tier management. This person will work with cross-functional teams to manage projects and improve processes for the school and K12 Inc.

Additionally, some responsibilities include:

- Academic Achievement – responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for the school meeting its education goals and objectives for student progress and performance. . Able to implement programs to ensure academic success for a diverse group of students.
- Management – Supervises the staff of the school. Creates policies and procedures in accordance with K¹² in regards to performance management, succession planning, staffing requirements, etc. Must be able to have close relationship with K¹² senior leadership, the staff, and the School's charter board (or agency).
- Finance – Work with the business and finance managers to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with K¹² School Finance to meet financial obligations.
- Marketing– Promote the school throughout the community and develop relationships within the charter school network. Work closely with K¹² teams on enrollment and retention programs. Actively participate in community events.
- Government Affairs / Public Relations – work with lobbyist and K¹² Gov. Affairs team to educate and inform community leaders and legislative committees. Attend local and state meetings as needed and represent K¹² as well as the school from a legislative perspective.
- Compliance – Manage all reporting needs required by the state. Responsible for the appropriate administration of grants.
- Facilities Management - Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature. Assume responsibility for the health, safety, and welfare of students, employees and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters.

Qualifications for a HOS include:

- Masters degree or equivalent work experience
- Professional certificate as a school principal and related experience
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Academic Administrator

The Academic Administrator reports to the Head of School and works closely with the Operations Manager. Responsibilities include:

- Coordinate all academic aspects of the school
- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Responsible for Educational Policy Development
- Manage teaching staff:
 - recruitment/hiring
 - new teacher orientation
 - annual professional development calendar & sessions
 - teacher evaluation
- Manage Master and Lead Teachers and programs
- Work with Director of Exceptional Students and Operations Manager to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
- Coordinate with teachers and K¹² Enrollment regarding disciplines and withdrawals
- Coordinate student placement during enrollment/re-enrollment efforts
- Research and implement non-K¹² curriculum resources to meet state standards
- Promote the school and its interests with political, education, and civic leaders across the state
- Develop and maintain relationships with districts, Education Service Centers, and the state

In addition to the above school-specific responsibilities, the Academic Administrator may be asked to assist with national K¹² efforts including: participation in special projects and/or task forces, development of policies and procedures, training, and curriculum enhancements.

Requirements for Academic:

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Masters degree in Business or Education preferred
- Minimum of five years work experience
- Great organizational and time management skills
- Flexible schedule
- Very proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Operations Manager

Summary: Manages a variety of general operational activities by performing the following duties

The key role of the operations manager is to establish the policies and procedures necessary to meet the legal requirements of operating a school in this state. This includes all reporting obligations to the state, district, and K¹², coordinating the enrollment process of families, and overseeing state testing. The operations manager reports to the Head of School. Additionally this person will be responsible for:

Operations Support:

- Act as point of contact for family escalations relating to materials and processes
- Serve as an information resource and provide problem solving and ongoing support
- Develop, document, disseminate and maintain project management and operational best practices
- Coordinating and overseeing annual state testing.
- Manage school employee files (as permitted)
- Identify and conduct analyses to support cost savings or revenue growth opportunities
- Facilitating all logistics for state testing

Supply Chain:

- Coordinate and handle materials logistical support and trouble shooting
- Manage all aspects of order and re-order process including order entry and delivery specifications
- Monitor and ensure accurate annual and monthly forecasting

Account Management:

- Manage stakeholder reporting (K¹² as well as district, federal, state, and local government agencies)
- Act as point of contact for auditors and district finance personnel
- Ensure accounts, payable and receivable, are registered and forwarded for action
- Manage attendance of students

Enrollment

- Help process enrollments and manage local enrollment team (if applicable)
- Process withdrawals and deactivations
- Manage student information database and changes
- Prepare school policies related to enrollment and operations
- Order and troubleshoot all computer ordering issues

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Experience:

Master's degree (M.A.) in Business or Education and minimum five years related experience and/or training; or equivalent combination of education and experience.

Language Ability:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

Math Ability:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability:

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Word Processing software; Spreadsheet software; Inventory software; Internet software and Database software.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include Close vision and Depth perception. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to reach with hands and arms.

Elementary Teacher

Teachers are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide guidance, instruction, and support, manage the learning process, and focus on students' individual needs. Teachers monitor student progress through K¹²'s interactive lessons and daily assessments, and they work actively with students and parents to advance each child's learning.

As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Planning and Preparation

- Learn the curriculum in its entirety for assigned grade levels.
- Demonstrate knowledge of the state standards and how both align with the K¹² curriculum.
- Understand overall diversity of assigned families and individual characteristics of students/parents

Instruction and Student Achievement

- Support parents with student curricular and instructional issues.
- Responsible for student academic progress and attendance.
- Conduct conferences with parents/responsible adults and students.
- Individualize instruction to help each student achieve K¹² curricular objectives.
- Collect and review work samples. Grade work, as appropriate.
- Alert administrators to any concerns about student performance and progress.
- Maintains regular contact with students and families

Classroom Environment

- Implement school policies and procedures.
- Organize social and educational activities for students and families, including sponsorship of one virtual club.
- Establish and maintain a positive rapport with students
- Support parents and students through basic computer troubleshooting.

Professional Responsibilities

- Collaboration with peers.
- Build community by contributing to school message boards, newsletter and events.
- Travel to and participate in staff meetings and professional development sessions.
- Support the school administration with student recruitment activities.
- Support the national network of teachers in K¹².

Additional responsibilities for teachers assigned to Middle School students:

- Interact regularly with students via phone and email communication.

- Provide subject-specific support to parents and students including study halls, ClassConnect and Office Hours.
- Initiate and coordinate student clubs or teams.

Grade K-6 Requirements

- 3+ years teaching experience
- Appropriate state certification K-6 or 1-6 certification, ESOL endorsed
- Meets state's NCLB's Highly Qualified Teacher requirements
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Experience using search engines (Internet)
- Strong written/verbal communication skills
- Very self-motivated
- Flexible schedule
- Experience coordinating academically-oriented clubs and extracurricular activities
- The ideal teacher candidates will also have:
 - Experience working with the proposed age groups
 - An ability to learn new technology tools quickly (e.g., database and web-based tools)
- An ability to support and guide adults as well as students

Middle and High School Teacher

We are looking for educators who want the opportunity to join a network of like-minded professionals dedicated to providing all students with the quality education they deserve. We are seeking highly qualified and motivated teachers to work in an innovative environment. Our teachers should therefore share the school's entrepreneurial spirit and passion to provide students with a world class educational program that blends virtual with face to face instruction.

As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Instruction and Student Achievement Responsibilities:

- Adheres to and follows K¹²'s managed curriculum
- Develops weekly lesson plans that reflect alignment with state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by state law and K¹².
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content
-
- Learn the K¹² curriculum for assigned grade levels and courses
- Able to teach in an environment with multiple teachers working with students on different subjects
- Proactive in assessing and addressing students' individual needs and creating a learning plan
- Demonstrate knowledge of state standards and testing requirements
- Assess student academic progress, performance and attendance in the K¹² Online School
- Provide students and parents with regular feedback regarding student performance and progress
- Support students with special needs, including participation on IEP teams as needed
- Prepare students for standardized tests and proctor site-based exams

Professional Responsibilities

- Build community by contributing to school message boards, newsletter and events
- Participate in staff meetings and professional development sessions

Qualifications:

- Highly qualified with 5-9 or 6-12 certification in a content area (Math, Social Studies, English or Science), ESOL endorsed
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle school students
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite
- Experience using interactive whiteboards in the classroom
- Knowledge of NGSSS and CCSS

Special Education Teacher

Special Education Teachers are highly qualified and state certified teachers responsible for delivering specific course content in a unique environment. We provide specially designed instruction to all special education students to meet individual needs. The Special Education Teacher must possess a strong educational background and a firm understanding of how best practices in special education can be applied in this model.

Responsibilities:

- Provide focused academic support to the student on a schedule determined by the IEP but no less than one time per week through phone conferencing, virtual real-time interaction and/or face to face support
- Provide weekly focused support to the parent on accommodations and interventions to promote the attainment of IEP goals through phone conferencing, virtual real-time interaction and/or face to face support
- Collect data and work samples to support documentation of IEP goals
- Provide weekly focused support to all supplemental programs being used by the special needs student to ensure participation and progress
- Make modifications and accommodations to K¹² lessons and assessments as specified by the IEP
- Develop the student's IEP meeting all annual review timelines and notification requirements
- Ensure the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state
- Ensure that all reevaluations are completed within specific timelines as defined by state agency
- Attend all required professional development
- Collaborate with general education Teachers to ensure full inclusion and success of student in the general education classroom
- Collaborate with the general education Teachers on all progress, semester and grade reports
- Collaborate with general education Teachers regarding "at-risk" students to support the development and implementation of interventions within the general classroom
- Maintain all required reports as assigned by the Director of Exceptional Students including student progress reports
- Ensure that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP
- Serve as proctors for site-based proctored exams
- Participate in the school's self-evaluation programs
- Support the school administration in the enrollment of special education students

Qualifications:

- 3+ years of teaching experience
- Appropriate state certification as HQT Special Education Teacher, ESOL endorsed
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficiency in Microsoft Excel, Word and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong communication skills with general education teachers and parents

FLORIDA VIRTUAL ACADEMIES

DRAFT INSTRUCTIONAL PERSONNEL EVALUATION PLAN

iPEP



FLORIDA
VIRTUAL ACADEMIESSM

EVALUATION PROCEDURES

FOR

ALL INSTRUCTIONAL PERSONNEL

(Classroom Teachers, Instructional Support Personnel: ESE Specialists, Instructional Coaches, Guidance and Family Counselors, Media Specialists, Speech and Language Pathologists, Occupational, and Physical Therapists, Social Workers, School Psychologists, Teachers on Special Assignment, etc.)

Florida Virtual Academies prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation.

Revised 7/18/2013

Table of Contents

| | |
|---|----|
| Table of Contents..... | 2 |
| Glossary of Terms..... | 3 |
| Mission Statement..... | 5 |
| We believe... .. | 5 |
| Introduction | 6 |
| Core of Effective Practices | 6 |
| Collaboration..... | 7 |
| Target Groups | 7 |
| Performance Criteria..... | 8 |
| Training for Stakeholders..... | 10 |
| Training Plan | 11 |
| Evaluation Process | 11 |
| Required Evaluations | 11 |
| Data Collection..... | 12 |
| Observations New (0-2 Years) Teachers:..... | 12 |
| Evaluation Ratings..... | 13 |
| Part 1: Instructional Practices | 13 |
| A) Instructional Practice Status Score | 13 |
| B) Instructional Practice Deliberate Practice Score | 14 |
| Part 2: Student Growth Measures | 14 |
| Determining Employee iPEP Ratings..... | 15 |
| Teacher Evaluation Calculations | 16 |
| Rating Key Strategies | 16 |
| Attachment A: Marzano’s iObservation Forms | 18 |
| Attachment B: FEAPS Correlation to Marzano Observation System | 39 |
| Appendix C: Marzano Action Research..... | 69 |

Glossary of Terms

The following definitions shall be used in this form:

“Common language of instruction” means the Department’s core set of terms and definitions to be used uniformly in evaluation and professional development systems by districts and the Department,

“Contemporary research” means large scale professional research studies and meta-analyses based on populations of sufficient size and composition to reveal the impact of instructional and leadership practices on student learning growth and on teacher and school administrator proficiency. Research findings are considered “contemporary” when conducted within the last ten years or where the continued validity of findings is supported by research conducted within the last ten years.

“Core standards and expectations” means the core standards for effective educators described in the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., and the core expectations for effective school administrators described in the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C.

“Deliberate practice” means the research-based cause and effect relationships between specific professional learning behaviors and highly effective performance, which are measured during an evaluation period.

“Domains” means the broad distinguishable areas of professional knowledge and responsibility that are priorities for a performance evaluation.

“Evaluation” means an assessment of an individual's performance over a period of time based on evidence from multiple measures that reflect the performance level of the individual’s work on student learning, practice, and job responsibilities.

“Evidence” means the employee’s observed practices, behaviors, and data and of those impacted by the employee’s work performance that represents an individual’s performance on the measures and indicators in the evaluation system.

“High effect size strategies” means the research-based instructional and school leadership strategies that have a significantly higher probability of impact on student learning growth than other practices. They are components within the core standards and expectations described in the FEAPs (Rule 6A-5.065, F.A.C.) and FPLS (Rule 6A-5.080, F.A.C.). A listing of these high effect size strategies are posted on www.fldoe.org/profdev/pa.asp.

“Indicators” means the descriptions of the expectations for quality practice that are included in observation and evaluation instruments.

“Newly hired” means the first year in which instructional personnel are employed by the charter school in a full-time instructional position. Such personnel are “newly hired” for their first year

of employment in a district regardless of their prior work experience elsewhere.

“Observation” means the monitoring actions in evaluation systems that contribute evidence on performance or the impact of performance on others. Evidence collected through observation is used for formative feedback and contribute to the summative evaluation rating. Observations may be formal or informal, and announced or unannounced. Observations may be contributed by supervisors, mentors, or peers, and through walkthroughs, conferences, collegial professional learning processes, and artifacts or records relevant to evaluation elements.

“Performance levels” means the summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. There are four performance levels: highly effective; effective; needs improvement, or, for teachers in the first three years of employment, developing; and unsatisfactory.

“Proficiency levels” means the formative judgments of performance on indicators or clusters of indicators in the instructional or leadership practice component of an evaluation process.

“Rubric” means a set of criteria used to distinguish between performance or proficiency levels.

Mission Statement

It is the mission of Florida Virtual Academy to provide students and families with high-quality innovative public, virtual charter school education choice using digital learning to meet the individual needs of students. FLVA will develop and enrich all of its students by fostering their desire to be lifelong learners to reach their full potential in life.

We believe...

- In individualized learning through mass customization instead of mass production of education.
- In decades of scientific research regarding how brains really work and how learning happens.
- That Big Ideas + Consecutive Down Payments + Practice = Mastery.
- That mastery of concepts and skills should be for all kinds of children—not just the "best and brightest."
- In giving parents meaningful ways to be involved in their children's education if they choose.
- In being directly accountable and responsive to all of our customers.
- In outstanding teacher engagement.
- In rich, engaging content that gets kids into learning so learning gets into them.
- That profitability yields invention, responsiveness, and responsibility.
- In using 21st-century tools to prepare 21st-century students.
- In books, digital media, and dirt—because a mix of teaching tools maximizes learning.
- Those children should be introduced to humankind's legacies which create our common culture as humans.
- That raw, unyielding passion is our most important quality.

Introduction

Florida Statute 1012.34 (1)(a) states *“For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative and supervisory personnel employed by the school district.”*

The focus of this instructional evaluation system is to improve the quality of instruction impacting student performance through collaborative conversations and professional development. This purpose can best be achieved by establishing an evaluation system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences. This evaluation system is based on the research of Dr. Robert Marzano. The Marzano Evaluation Model was approved by the Florida Department of Education (DOE) as a model that districts can use or adapt as their evaluation model.

In accordance with Florida State Statutes, Florida Virtual Academies has modified the Florida State adopted model to create an instructional personnel evaluation system that combines student growth measures with the evaluation of the delivery of core effective practices. For the 2013-2014 school year, 60% will be based on the state approved Marzano Evaluation Model for continuous growth and improvement of teaching pedagogy AND 40% of the evaluation of teachers will be based upon student growth using the FLDOE value added model. In subsequent school years, these parts will count equally (provided that three years of data are available) and will be combined to identify an overall rating. The Marzano Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator’s Accomplished Practices, as evidenced in the crosswalk provided in Appendix A. It is the expectation of the Head of School that anyone involved in observing or giving input to a teacher evaluation will be trained to employ these core effective practices.

Core of Effective Practices

The underlying constructs of the Marzano Evaluation Model are:

1. Teachers can increase their expertise from year to year which can produce year to year gains in student learning.
2. A common language of instruction and evaluation is a key school improvement strategy.
3. The common language must reflect the complexity of teaching and learning.
4. Focused feedback and focused practice using a common language provides opportunities for teacher growth.

5. The Marzano Evaluation Framework is a causal model. When applied with fidelity (at the appropriate time and in the appropriate way) teacher efficacy will improve and student learning will follow.

The evaluation model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The framework for evaluation includes observation instruments with indicators of effective practice, a clear connection to each of the Florida Educator Accomplished Practices as revised in December, 2010, and procedures for how the same core is used for all who are conducting evaluations.

Collaboration

iPEP was cooperatively developed starting in August 2012 with a committee that comprised of the Head of School, teachers, and K12 Regional Team. Final revisions were completed July 2013. This evaluation plan is currently pending Board approval.

Target Groups

The following persons, groups, departments, and offices are responsible for implementing components of the iPEP:

a. **Academic Administrators** - The academic administrators implement iPEP activities at the school level. He or she is responsible for evaluating all Instructional Personnel and ensuring that each instructional employee is oriented. He or she may delegate some data collection activities to other trained observers in the school such as master teachers who engage in teacher support and evaluation.

b. **Virtual Teachers and Instructional Personnel** - Teachers and instructional personnel participate in the orientation program, review procedures, review criteria, and request assistance related to their performance, as needed. In addition, they may participate in professional educator development activities organized for the iPEP.

c. **Head of School** - The Head of School will notify the Local Educational Agencies and/or Department of Education of any instructional personnel who receive two (2) unsatisfactory

annual evaluations within any three year period or three [3] annual evaluations rated as “needs improvement” or lower within a four year period and who have been given written notice by the Florida Virtual Academies that their employment is being terminated or is not being renewed or that the School Board intends to terminate, or not renew, their employment.

Performance Criteria

iPEP recognizes performance through a variety of means such as observations, student growth data, and artifacts. Performance criteria provides for parent input as required in accordance with F.S. 1012.34. Within thirty (30) days after the start of each school year, parents will be notified in writing by school administration of their right to provide input into employee performance assessments when appropriate. The IPES is based on the Florida Educator Accomplished Practices:

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses diagnostic student data to plan lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

- f. Applies technology to organize and integrate assessment information.
- (b) Continuous Improvement, Responsibility and Ethics.
- 1. Continuous Professional Improvement. The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
 - 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

Training for Stakeholders

Evaluators and observers will receive intensive training through Learning Sciences International. All evaluators must be trained and certified to evaluate teachers in the system. FLVA will monitor teacher evaluations for consistency between Performance Scores and Student Growth Scores, and where discrepancies exist, additional training will be provided to the evaluator.

Florida Statute 1012.34(3)(b) requires that all personnel are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. FLVA provides an evaluation manual for all instructional personnel in the school. This manual will be available to all instructional employees within the 4 weeks of hire date.

All teachers will be introduced to the evaluation system during pre-planning. The information will be available afterward on FLVA's Performance Manager website for all personnel.

Throughout the school year teachers will be provided follow up training developed by the Academic Administrators to support the implementation of the evaluation system. The majority of the follow up sessions will occur virtually using Blackboard Collaborate Tools.

Training Plan

| | FLVA Administration | Master Teacher | Instructional Personnel |
|---|--------------------------------|---------------------------|------------------------------------|
| Understanding Florida's State Teacher Evaluation Model | June 18, 2013 | August/September 2013 | August/September 2013 |
| Marzano Observation System: Domain 1 | September 2013 | September 2013 | September 2013 |
| Marzano Observation System: Domains 1-4 | September 2013 | September 2013 | September 2013 |
| iObservation | October 2013 | October 2013 | October 2013 |

Evaluation Process

Required Evaluations

Evaluations will be conducted by the academic administrator, head of school, master teachers, and/or other designated personnel. All employees must be oriented to the iPEP System each year. Newly hired personnel must be oriented within four (4) weeks of hire date.

Evaluation of New (0-2 Years) Teachers

Evaluation of new employees who have 0-2 years of teaching experience within FLVA's virtual environment will be conducted twice in his/her first year of employment in the school. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed prior to the final week of the employee's assigned calendar. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. Observations, documentation, and conferences completed for these employees supports the completion of the evaluation form required for the iPEP.

Evaluation of Experienced (3+ Years) Teachers

Employees who have at least 3 or more years of teaching experience with FLVA's virtual environment will be evaluated once annually prior to the last week of the school year. The evaluation conference will be conducted by the academic administrator, head of

school and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

Evaluation of Non-classroom Teachers

All teachers who do not have direct supervision of students or who are not defined as “classroom” teachers will use an evaluation instrument designed for their particular needs. This will include, but is not limited to, instructional coaches, psychologists, social workers, and media specialists and other school related personnel.

Data Collection

The following techniques are used to gather data on employee performance. Evaluators use multiple techniques to understand actual performance and develop performance ratings.

Observations: A variety of classroom observation techniques based on Dr. Robert Marzano’s system are incorporated into the system. Although observations are typically initiated by the principal, designee, or other trained evaluator, the employee may request additional observations.

Informal classroom observations: Informal observations are made periodically by the principal, designee, or other trained evaluator. Such observations may be announced or unannounced.

Formal classroom observations: Formal observations are primarily initiated by the principal, designee, or other trained evaluator. Employees may, however, request a formal observation and all such requests will be honored. These are not less than 30 minutes in duration. Formal observations may be announced or unannounced.

Targeted Observations: Targeted observations may be announced or unannounced. Such observations may occur inside or outside the classroom for three (3) to ten (10) minutes. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Observations New (0-2 Years) Teachers:

New teachers will receive a minimum of two formal observations. Student performance data will be discussed as a regular part of the observation process. Types of student performance data that may be included in the data discussions: previous FCAT data, FAIR, as well as other FLVA appropriate assessments of student performance such as Study Island and Scantron. New teachers will receive feedback on their performance after each formal observation and after any informal observation in which concerns are noted. No modified observation instrument will be used for first year teachers.

Evaluation Ratings

Part 1: Instructional Practices

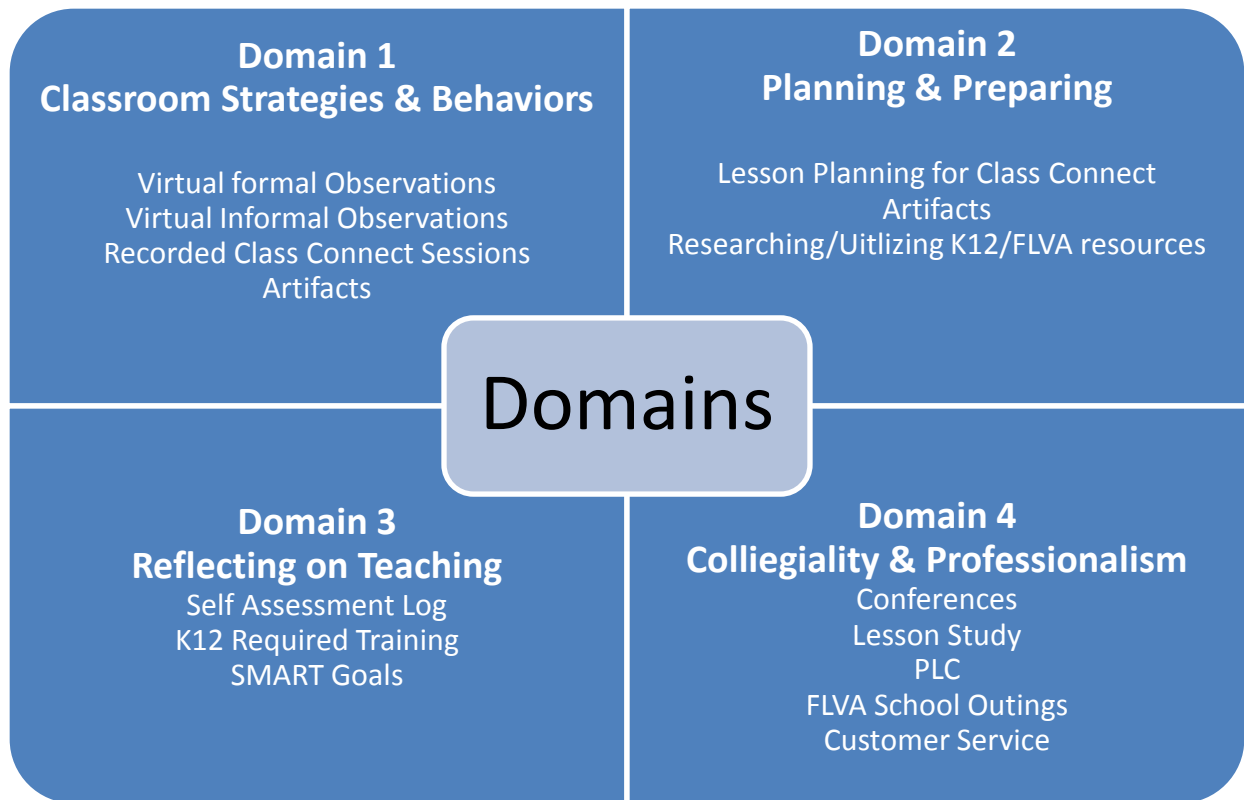
Classroom teachers and other instructional personnel evaluation ratings are based upon the following components: Instructional Practice which includes a combined score of what Florida refers to as a Status score and Deliberate Practice score. Status scores represents Marzano's *Art and Science of Teaching Framework* that include 4 Domains that include 60 indicators. Teachers will be evaluated on how effectively they demonstrate each indicator. Deliberate Practice is those activities and actions in which one engages to become a master at their work. The Status Score plus the Deliberate Score produce the overall Instructional Practice Score. The second component is referred to as the student growth model which focuses on the growth of students.

1. Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices. These include evaluation criteria included on IPES conference, observation and summative evaluation instruments. The final Instructional Practice Rating is determined in the manner described below in compliance with Florida Statutes. Observed instructional practices are based on the Robert Marzano model and are divided into four domains. Each domain is further divided into key strategies on the summative evaluation form. Below are the domains with the number of key strategies in parentheses:
2. Three (3) years of student learning growth data, if available, for students assigned to employee classrooms, specific schools, or district-wide. Or, learning growth may be based on a combination of student learning growth data and other measureable student outcomes that are specific to assigned instructional positions and meet the statutory requirements. The district complies with guidelines as provided by the Florida Department of Education and factors in student learning performance as required and shown below.

A) Instructional Practice Status Score

Domains will be incorporated into the iPEP in stages. Domain 1 will be incorporated into the iPEP at the start of the 2013-2014 school year. The remaining domains will be fully incorporated into the iPEP no later than the 2014-2015 school year.

- 1. Domain One: Classroom Strategies and Behaviors (41)**
- 2. Domain Two: Planning and Preparation (8)**
- 3. Domain Three: Reflecting on Teaching (5)**
- 4. Domain 4: Collegiality and Professionalism (6)**



Please see Appendix B which details the Teacher Evaluation Rubric in its entirety.

B) Instructional Practice Deliberate Practice Score

Deliberate Practice is a way for teachers to grow their expertise through a series of planned activities, as well as through reflection and collaboration. These planned activities include setting personal goals, focused practice, observing and discussing teaching and monitoring personal practice. Teachers identify their personal goals based on student growth and achievement and collaborate with their principals on these goals. Principals, in turn, monitor and support teachers in their growth through focused feedback. A score will be derived annually based on each teacher’s growth on identified goals.

Part 2: Student Growth Measures

For school year 2013-2014, the student assessments listed in the chart below will be used as the student data.

| | |
|--|---|
| FCAT Reading & Mathematics Classroom Teachers 4 th -10 th Grade | FCAT Reading and/or Mathematics Scores (State Value-Added Model) |
|--|---|

| | |
|---|---|
| Indirect FCAT Teachers (Teachers who teach and/or work with students who take FCAT courses from a different teacher, such as Guidance, Media, Art, PE, Elective Courses, Foreign Languages, Science, Language Arts, etc) | Student Growth for FCAT Reading and Mathematics Scores for their assigned students in their school (school average) |
| Non-FCAT Teachers (Teachers who do not teach any student who takes FCAT course such as 1 st , 2 nd , 11 th , 12 th , Coaches, Social Workers, Occupational and Physical Therapists, Itinerant Teachers, Psychologists, Teachers on Special Assignment, etc). | Student Growth for FCAT Reading and Mathematics Scores for their assigned students in their school (school average) |
| End-of-Course (EOC) and Advanced Placement Teachers | Teachers of Advanced Placement classes and/or classes with an EOC will receive a value-added score based on student proficiency scores. |

Summative Evaluation Chart

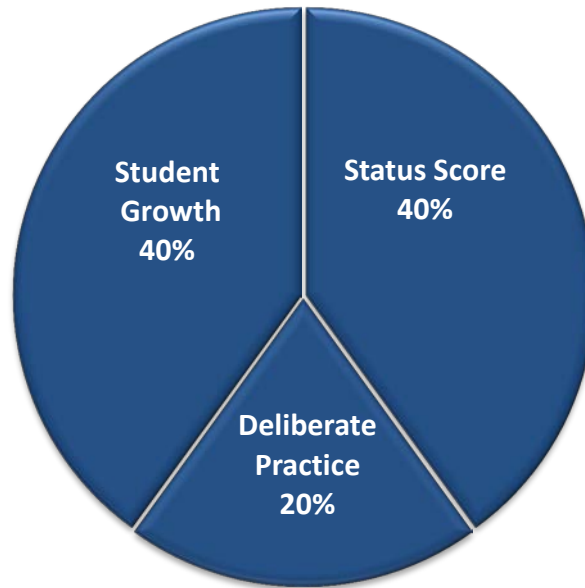
| | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------------|--|--|--|
| FCAT Teachers | 60% Instructional Practice 40% Student Growth | 60% Instructional Practice 40% Student Growth | 50% Instructional Practice 50% Student Growth |
| Indirect FCAT Teachers | 60% Instructional Practice 40% Student Growth | 60% Instructional Practice 40% Student Growth | 50% Instructional Practice 50% Student Growth |
| Non-FCAT Teachers | 60% Instructional Practice 40% Student Growth | 60% Instructional Practice 40% Student Growth | 50% Instructional Practice 50% Student Growth |

Determining Employee iPEP Ratings

Employee ratings are determined by a multiple step process in the specific order listed below. The Instructional Practice Rating is comprised of the status score and the Deliberate Practice Score. The Status Score addresses overall proficiency as it relates teachers' mastery of the 4 domains and accounts for 40% of the Instructional Practice Rating in 2013-2014. The Deliberate Practice Score brings focus to the improvement of specific professional skills and practices. During the course of an evaluation period, evaluators agree to assist employees improve targeted professional practices through regular feedback, observation, professional development and other formal and informal assistance. The Deliberate Practice score accounts for 20% of the Instructional Practice Rating. The weighted combination of the Status Score and the Deliberate Practice Scores provides the Instructional Practice Score which accounts for 0% of the overall evaluation during the 2013-2014 school year. This computation determines the employee's

Final Proficiency Level, which combines with the appropriately measured and weighted student learning growth (worth 40% of the overall evaluation) and produces the Final iPEP Rating for the evaluation period.

Teacher Evaluation Calculations



Rating Key Strategies

In accordance with the Student Success Act, the key strategies are rated as:

Highly Effective: Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points.

Effective: Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points.

Needs Improvement: Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area on an inconsistent basis (less than 60 percent of the time). This rating is valued at two (2) points.

Unsatisfactory: Collected evidence supports this rating when the employee regularly fails to implement the professional practice or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point.

| | | |
|--------------------------|-------------------|--|
| High Effective | 3.5 – 4.0 | Performs above expectations |
| Effective: | 2.5. – 3.4 | Meets expectations |
| Needs Improvement | 1.5 – 2.4 | Does not consistently meet expectations |
| Unsatisfactory | 1.0 – 1.4 | Does not meet expectations |

Attachment A: Marzano's iObservation Forms

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|--|---|--|--|--|
| Providing clear learning goals and scales (rubrics) | Adapts and creates new strategies for unique student needs and situations. | Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance. | Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|---|---|---|---|---|
| Providing clear learning goals and scales (rubrics) | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations? | In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students | How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance? | How can you begin to incorporate some aspects of this strategy into your instruction? |

| | | | | | |
|--|--|--|---|--|--|
| | | | understanding of the learning goal and the levels of performance? | | |
|--|--|--|---|--|--|

| |
|--|
| 2. Tracking Student Progress |
| The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment. |
| <p>Teacher Evidence</p> <input type="checkbox"/> Teacher helps student track their individual progress on the learning goal <input type="checkbox"/> Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal |
| <p>Student Evidence</p> <input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric <input type="checkbox"/> Students systematically update their status on the learning goal |
| <p>Scale Levels: <i>(choose one)</i></p> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable |

| |
|---|
| 3. Celebrating Success |
| The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal. |
| <p>Teacher Evidence</p> <input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success <ul style="list-style-type: none"> • Show of hands • Certification of success • Parent notification • Round of applause |
| <p>Student Evidence</p> <input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress |
| <p>Scale Levels: <i>(choose one)</i></p> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable |

| |
|------------------------------|
| 4. Student Interviews |
| Student Questions: |

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

Marzano Protocol: Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|--|--|--|--|
| Identifying critical information | Adapts and creates new strategies for unique student needs and situations. | Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information. | Signals to students which content is critical versus non-critical. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|--|--|--|
| Identifying critical information | What are you learning about your students as you adapt and create new | How might you adapt and create new strategies for identifying critical | In addition to signaling to students which content is critical versus non- | How can you signal to students which content is critical versus non- | How can you begin to incorporate some aspect of this strategy in |

| | | | | | |
|--|-------------|---|--|-----------|-------------------|
| | strategies? | information that address unique student needs and situations? | critical, how might you monitor the extent to which students attend to critical information? | critical? | your instruction? |
|--|-------------|---|--|-----------|-------------------|

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

- Teacher Evidence**
- Teacher has established routines for student grouping and student interaction in groups
 - Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

- Student Evidence**
- Students move to groups in an orderly fashion
 - Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: *(choose one)*
 Innovating Applying Developing Beginning Not Using Not Applicable

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|---|--|--|
| Organizing students to interact with new knowledge | Adapts and creates new strategies for unique student needs and situations. | Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing. | Organizes students into small groups to facilitate the processing of new knowledge. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|--|--|--|
| Organizing students to interact with new knowledge | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations? | In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes? | How can you organize students into small groups to facilitate the processing of new knowledge? | How can you begin to incorporate some aspect of this strategy in your instruction? |

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be

addressed and facilitates these linkages.

Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|-------------------------------|--|---|---|--|--|
| Previewing new content | Adapts and creates new strategies for unique student needs and situations. | Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages. | Engages students in learning activities that require them to preview and link new knowledge to what has been addressed. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|-------------------------------|---|--|--|--|--|
| Previewing new content | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for previewing new content that address unique student needs and situations? | In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages? | How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed? | How can you begin to incorporate some aspect of this strategy in your instruction? |

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|--|--|--|--|
| Chunking content into digestible bites | Adapts and creates new strategies for unique student needs and situations. | Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate. | Breaks input experiences into small chunks based on student needs. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|--|---|--|
| Chunking content into digestible bites | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations? | In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate? | How can you break input experiences into small chunks based on student needs? | How can you begin to incorporate some aspect of this strategy in your instruction? |

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content

- Group members ask each other and answer questions about the information
- Group members make predictions about what they expect next

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|-----------------------------------|--|---|--|--|--|
| Processing new information | Adapts and creates new strategies for unique student needs and situations. | Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding. | Engages students in summarizing, predicting, and questioning activities. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|-----------------------------------|---|--|--|---|--|
| Processing new information | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for processing new information that address unique student needs and situations? | In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding? | How can you engage students in summarizing, predicting, and questioning activities? | How can you begin to incorporate some aspect of this strategy in your instruction? |

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

Student Evidence

- Students volunteer answers to inferential questions
- Students provide explanations and "proofs" for inferences

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---------------------------------------|--|--|--|--|--|
| Elaborating on new information | Adapts and creates new strategies for unique student needs and situations. | Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught. | Engages students in answering inferential questions. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---------------------------------------|---|--|--|---|--|
| Elaborating on new information | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations? | In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught? | How can you engage students in answering inferential questions? | How can you begin to incorporate some aspect of this strategy in your instruction? |

12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content

Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|-------------------|-----------------|-------------------|------------------|------------------|
|--|-------------------|-----------------|-------------------|------------------|------------------|

| | | | | | |
|---|--|---|--|--|--|
| Recording and representing knowledge | Adapts and creates new strategies for unique student needs and situations. | Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding. | Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |
|---|--|---|--|--|--|

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|---|---|--|
| Recording and representing knowledge | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations? | In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding? | How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways? | How can you begin to incorporate some aspect of this strategy in your instruction? |

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|------------|----------|------------|-----------|-----------|
|--|------------|----------|------------|-----------|-----------|

| | | | | | |
|-------------------------------|--|---|--|--|--|
| Reflecting on learning | Adapts and creates new strategies for unique student needs and situations. | Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort. | Engages students in reflecting on their own learning and the learning process. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |
|-------------------------------|--|---|--|--|--|

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|-------------------------------|---|--|---|---|--|
| Reflecting on learning | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations? | In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort? | How can you engage students in reflecting on their own learning and the learning process? | How can you begin to incorporate some aspect of this strategy in your instruction? |

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

- Teacher begins the lesson with a brief review of content
- Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence

- When asked, students can describe the previous content on which new lesson is based
- Student responses to class activities indicate that they recall previous content

Scale Levels: (choose one)
 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--------------------------|--|--|---|--|--|
| Reviewing content | Adapts and creates new strategies for unique student needs and situations. | Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content. | Engages students in a brief review of content that highlights the critical information. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|--------------------------|---|---|--|--|--|
| Reviewing content | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for reviewing content that address unique student needs and situations? | In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content? | How can you engage students in a brief review of content that highlights the critical information? | How can you begin to incorporate some aspect of this strategy in your instruction? |

15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Scale Levels: (choose one)
 Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|--|--|--|
| Organizing students to practice and deepen knowledge | Adapts and creates new strategies for unique student needs and situations. | Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning. | Organizes students into groups to practice and deepen their knowledge. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|--|---|--|
| Organizing students to practice and deepen knowledge | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations? | In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning? | How can you organize students into groups to practice and deepen their knowledge? | How can you begin to incorporate some aspect of this strategy in your instruction? |

16. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Teacher Evidence

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|-----------------------|--|---|---|--|--|
| Using homework | Adapts and creates new strategies for unique student needs and situations. | When appropriate (as opposed to routinely) assigns homework that is | When appropriate (as opposed to routinely) assigns homework that is | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

| | | | | | |
|--|--|---|---|--|--|
| | | designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework. | designed to deepen knowledge of informational content or, practice a skill, strategy, or process. | | |
|--|--|---|---|--|--|

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|-----------------------|---|--|--|--|--|
| Using homework | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for assigning homework that address unique student needs and situations? | In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning? | How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process? | How can you begin to incorporate some aspect of this strategy in your instruction? |

17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

| |
|--|
| |
|--|

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|--|--|--|
| Examining similarities and differences | Adapts and creates new strategies for unique student needs and situations. | When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge. | When content is informational, engages students in activities that require them to examine similarities and differences. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|---|--|--|
| Examining similarities and differences | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations? | In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge? | How can you engage students in activities that require them to examine similarities and differences? | How can you begin to incorporate some aspect of this strategy in your instruction? |

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence

When asked, students can describe errors or informal fallacies in information

When asked, students can explain the overall structure of an argument presented to support a claim

Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--------------------------------------|--|--|--|--|--|
| Examining errors in reasoning | Adapts and creates new strategies for unique student needs and situations. | When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge. | When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|--------------------------------------|---|---|---|--|--|
| Examining errors in reasoning | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations? | In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge? | How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them? | How can you begin to incorporate some aspect of this strategy in your instruction? |

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process

- Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

Students perform the skill, strategy, or process with increased confidence

Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|---|--|--|
| Practicing skills, strategies, and processes | Adapts and creates new strategies for unique student needs and situations. | When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency. | When content involves a skill, strategy, or process, engages students in practice activities. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|---|--|---|--|
| Practicing skills, strategies, and processes | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create practice activities that increase fluency and address unique student needs and situations? | In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency? | How can you engage students in practice activities when content involves a skill, strategy, or process? | How can you begin to incorporate some aspect of this strategy in your instruction? |

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

Student Evidence

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---------------------------|--|---|---|--|--|
| Revising knowledge | Adapts and creates new strategies for unique student needs and situations. | Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding. | Engages students in revision of previous content. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---------------------------|---|--|---|--|--|
| Revising knowledge | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for revising content that address unique student needs and situations? | In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding? | How can you engage students in the revision of previous content? | How can you begin to incorporate some aspect of this strategy in your instruction? |

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Teacher Evidence

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

Scale Levels: *(choose one)*

- Innovating
- Applying
- Developing
- Beginning
- Not Using
- Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|--|--|--|--|--|
| Organizing students for cognitively complex tasks | Adapts and creates new strategies for unique student needs and situations. | Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses. | Organizes students into groups to facilitate working on cognitively complex tasks. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|--|---|--|---|---|--|
| Organizing students for cognitively complex tasks | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for organizing students to complete cognitively complex tasks? | In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses? | How can you organize students in groups to facilitate working on cognitively complex tasks? | How can you begin to incorporate some aspect of this strategy in your instruction? |

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale Levels: *(choose one)*

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|---|--|--|
| Engaging students in cognitively complex tasks involving hypothesis generation and testing | Adapts and creates new strategies for unique student needs and situations. | Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses. | Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation). | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|--|--|---|--|
| Engaging students in cognitively complex tasks involving hypothesis generation and testing | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for organizing students to complete cognitively complex tasks? | In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses? | How can you engage students in cognitively complex tasks involving hypothesis generation and testing? | How can you begin to incorporate some aspect of this strategy in your instruction? |

23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: (choose one)

Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|--|---|--|--|--|
| Providing resources and guidance | Adapts and creates new strategies for unique student needs and situations. | Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources. | Acts as a guide and resource provider as students engage in cognitively complex tasks. | Uses strategy incorrectly or with parts missing. | Strategy was called for but not exhibited. |

Reflection Questions

| | Innovating | Applying | Developing | Beginning | Not Using |
|---|---|---|--|---|--|
| Providing resources and guidance | What are you learning about your students as you adapt and create new strategies? | How might you adapt and create new strategies for providing resources and guidance? | In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources? | How can you act as a guide and resource provider as students engage in cognitively complex tasks? | How can you begin to incorporate some aspect of this strategy in your instruction? |

Student Interviews**Student Questions:**

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

Attachment B: FEAPS Correlation to Marzano Observation System



Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

| INSTRUCTIONAL DESIGN AND LESSON PLANNING | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|--|----------------------------------|---|
| 1a Aligns instruction with state-adopted standards at the appropriate level | 2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer | | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

| INSTRUCTIONAL DESIGN AND LESSON PLANNING | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|---|--|----------------------------------|---|
| 1b Sequences lessons and concepts to ensure coherence and required prior knowledge | 2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success | | |
| 1c Designs instruction for students to achieve mastery | 2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer | Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

| INSTRUCTIONAL DESIGN AND LESSON PLANNING | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|--|----------------------------------|---|
| | <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | | | |
| <p>1d Selects appropriate formative assessments to monitor learning</p> | | <p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

| INSTRUCTIONAL DESIGN AND LESSON PLANNING | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|--|--|---|---|
| <p>1e Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons</p> | <p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Routine Events RE 2 Tracking student progress RE 3 Celebrating success</p> | <p>3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units</p> | <p>4.1 Promoting a Positive Environment 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents</p> |
| | | <p>Content C 11 Homework</p> | <p>3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p> | <p>4.2 Promoting Exchange of Ideas and Strategies 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies</p> |
| | | <p>Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p> | <p>3.2 Developing a Professional Growth Plan 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan</p> | <p>4.3 Promoting District and School Development 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p> |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

| INSTRUCTIONAL DESIGN AND LESSON PLANNING | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|---|----------------------------------|---|
| <p>If Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies</p> | <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Content</p> <p>C 2 Organizing students to interact with new knowledge</p> <p>C 10 Organizing students to practice and deepen knowledge</p> <p>C 16 Organizing students for cognitively complex tasks</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|--|--|----------------------------------|---|
| 2a Organizes, allocates, and manages the resources of time, space, and attention | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Routine Events</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>RE 5 Organizing the physical layout of the classroom</p> <p>Enacted on the Spot</p> <p>EOS 13 Understanding students' interests and backgrounds</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 15 Displaying objectivity and control</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|--|----------------------------------|---|----------------------------------|--|
| 2b Manages individual and class behaviors through a well-planned management system | | Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge | | |
| 2c Conveys high expectations to all students | | Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|--|----------------------------------|---|----------------------------------|--|
| | | Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students | | |
| 2d Respects students' cultural, linguistic and family background | | Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|---|---|----------------------------------|---|
| | | Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students | | |
| 2e Models clear, acceptable oral and written communication skills | 2.1 Planning and Preparing for Lessons and Units 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|----------------------------------|---|----------------------------------|---|
| | | Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures | | |
| 2f Maintains a climate of openness, inquiry, fairness and support | | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|--------------------------|----------------------------------|--|----------------------------------|--|
| | | <p>Content</p> <p>C 1 Identifying critical information</p> <p>Enacted on the Spot</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|--|--|----------------------------------|---|
| 2g Integrates current information and communication technologies | <p>2.2 Planning and Preparing for Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> | | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|---|----------------------------------|--|
| 2h Adapts the learning environment to accommodate the differing needs and diversity of students | 2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom | | 4.2 Promoting Exchange of Ideas and Strategies 4.2.2 Mentoring other teachers and sharing ideas and strategies |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--------------------------|----------------------------------|--|----------------------------------|---|
| | | <p>Content C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|--------------------------|--|---|----------------------------------|--|
| | <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures</p> <p>EOS 12 Acknowledging adherence to rules and procedures</p> <p>EOS 13 Understanding students' interests and backgrounds</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

| THE LEARNING ENVIRONMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|--|--|--|----------------------------------|--|
| <p>Zi Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals</p> | <p>2.2 Planning and Preparing for Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> | | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|---|---|----------------------------------|---|
| 3a Delivers engaging and challenging lessons | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> | <p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating Success</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>Content</p> <p>C 1 Identifying critical information</p> <p>C 3 Previewing new content</p> <p>C 4 Chunking content into "digestible bites"</p> <p>C 5 Processing new information</p> <p>C 7 Recording and representing knowledge</p> <p>C 9 Reviewing content</p> <p>C 10 Organizing students to practice and deepen knowledge</p> <p>C 12 Examining similarities and differences</p> <p>C 13 Examining errors in reasoning</p> <p>C 14 Practicing skills, strategies, and processes</p> <p>C 15 Revising knowledge</p> <p>C 16 Organizing students for cognitively complex tasks</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|--|----------------------------------|---|
| <p>3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p> | <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>C17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C18 Providing resources and guidance</p> <p>Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|--|---|----------------------------------|--|
| <p>3c Identifies gaps in student's subject matter</p> <p>3d Modifies instructions to respond to preconceptions or misconceptions</p> | | <p>EOS 18 Probing incorrect answers with low expectancy students</p> | | |
| <p>3e Relates and integrates the subject matter with other disciplines and life experiences</p> | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> | <p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>RE 5 Organizing the physical layout of the classroom</p> | | <p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p> |

Florida Department of Education Support for Local Education Agencies
FEAPS Crosswalk to Marzano Art and Science of Teaching
a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|--|---|----------------------------------|---|
| | <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p> | | |
| <p>3f Employs high order questioning techniques</p> | | <p>Content</p> <p>C 1 Identifying critical information</p> <p>C 5 Processing new information</p> <p>C 6 Elaborating on new information</p> <p>C 7 Recording and representing knowledge</p> <p>C 8 Reflecting on learning</p> <p>C 9 Reviewing content</p> <p>C 12 Examining similarities and differences</p> <p>C 13 Examining errors in reasoning</p> <p>C 14 Practicing skills, strategies, and processes</p> <p>C 15 Revising knowledge</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|---|--|----------------------------------|---|
| | | Enacted on the Spot EOS 3 Managing response rates EOS 7 Using friendly controversy | | |
| 3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding | 2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|---|--|----------------------------------|---|
| <p>3h Adapts the learning environment to accommodate the differing needs and diversity of students</p> | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Enacted on the Spot</p> <p>EOS 13 Understanding students' interests and backgrounds</p> | | |

Florida Department of Education Support for Local Education Agencies
FEAPS Crosswalk to Marzano Art and Science of Teaching
a) Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

| INSTRUCTIONAL DELIVERY AND FACILITATION | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|---|----------------------------------|---|
| 3i Supports and encourages immediate feedback | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> | <p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>Content</p> <p>C 1 Identifying critical information</p> <p>C 3 Previewing new content</p> <p>C 4 Chunking content into "digestible bites"</p> <p>Enacted on the Spot</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p> <p>EOS 12 Acknowledging adherence to rules and procedures</p> | | |
| 3j Utilizes student feedback to monitor instructional needs and to adjust instruction | <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 3 Managing response rates</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 8 Provide opportunities for students to talk about themselves</p> <p>EOS 13 Understanding students' interests and backgrounds</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

| ASSESSMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|---|---|----------------------------------|---|
| <p>4a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process</p> | <p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> | <p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures</p> | | |
| | <p>2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> | <p>Content C 2 Organizing students to interact with new knowledge C 3 Managing response rates C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

| ASSESSMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|---|--|----------------------------------|---|
| | <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 2 Using academic games</p> <p>EOS 3 Managing response rates</p> <p>EOS 4 Using physical movement</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 7 Using friendly controversy</p> <p>EOS 8 Provide opportunities for students to talk about themselves.</p> <p>EOS 9 Presenting unusual or intriguing information</p> <p>EOS 10 Demonstrating "wit/hitness"</p> <p>EOS 13 Understanding students' interests and backgrounds</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p> | | |
| <p>4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery</p> | <p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> | <p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

4. Assessment. The effective educator consistently:

| ASSESSMENT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|--|---|----------------------------------|---|
| 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains | | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success | | |
| 4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge | 2.3 Planning and Preparing for Special Needs Students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling | Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds | | |
| 4e. Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s) | | Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success Enacted on the Spot EOS 3 Managing response rates | | |
| 4f. Applies technology to organize and integrate assessment information | 2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer | | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

| CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|--|---|--|--|--|
| 1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs | <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p> | <p>Routine Events</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>Content</p> <p>C 11 Homework</p> <p>Enacted on the Spot</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> | <p>3.1 Evaluating Personal Performance</p> <p>3.1.1 Identifying specific areas of pedagogical strength and weakness</p> <p>3.1.2 Evaluating the effectiveness of individual lessons and units</p> <p>3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p> <p>3.2 Developing a Professional Growth Plan</p> <p>3.2.1 Developing a written growth plan</p> <p>3.2.2 Monitoring progress relative to the professional growth plan</p> | <p>4.1 Promoting a Positive Environment</p> <p>4.1.1 Promoting positive interactions with colleagues</p> <p>4.1.2 Promoting positive interactions with students and parents</p> <p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.1 Seeking mentorship for areas of need and interest</p> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p> <p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures</p> <p>4.3.2 Participating in district and school initiatives</p> |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

| CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM |
|---|----------------------------------|--|----------------------------------|--|
| 1b Examines and uses data-informed research to improve instruction and student achievement | | | | |
| 1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement | | | | |
| 1d Engages in targeted professional growth opportunities and reflective practices | | | | |
| 1e Implements knowledge and skills learned in professional development in the teaching and learning process | | | | |

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

| PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT | DOMAIN 2: PLANNING AND PREPARING | DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS | DOMAIN 3: REFLECTING ON TEACHING | DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM |
|---|----------------------------------|--|----------------------------------|--|
| 2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida | | <p>Enacted on the Spot</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> | | <p>4.1 Promoting a Positive Environment</p> <p>4.1.1 Promoting positive interactions with colleagues</p> <p>4.1.2 Promoting positive interactions with students and parents</p> <p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures</p> <p>4.3.2 Participating in district and school initiatives</p> |

Appendix C: Marzano Action Research

The Marzano Evaluation Model is supported by the Florida Department of Education (DOE). The Model is based on a number of previous, related works found in appendix that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). The Marzano model does not require a new set of skills or strategies; instead it embeds the Orange County Public Schools initiatives that are a part of the Framework for Teaching and Learning such as Professional Learning Communities, Response to Intervention, Lesson Study, and the Florida Continuous Improvement Model.

The Marzano Evaluation Model was designed using thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Research documents that were provided to the FLDOE are: *Research Base and Validation Studies on the Marzano Evaluation Model (2011)*, *Instructional Strategies Re-port: Meta-Analytic Synthesis of Studies Conducted at Marzano Re-search Laboratory on Instructional Strategies (August, 2009)*. Additional information is provided at www.marzanoevaluation.com

FLVA Teacher Evaluation Rubric to be Inserted Here:



2013-2014 Application Package Instructions/Checklist

Based on your student(s) grade and applicable circumstances, complete one enrollment package and review the information below to determine what you should submit for each student seeking admission to the Florida Virtual Academies (FLVA). You can fax, scan and email, or mail the required paperwork.

Important Note: Please send copies, do not mail the original documents

Fax (preferred):
1-855-204-7670

Scan and Email:
flvafax@k12.com

Mail:
Florida Virtual Academies
2300 Corporate Park Drive
Ste 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 | Two of the following: Current utility bill showing service address OR Mortgage Statement/Rental contract including signature page OR recent tax statement | Provided by you |
| | Immunization Record | Current Immunization Record on the Florida Form 680 | Provided by you |
| | Student Emergency Contact | Please complete this form and sign. | Provided in this packet |
| | 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 |
| | Report Card | The most recent Report Card, except for students always homeschooled. | Provided by you |

Student Information Form

Required for each student applying to FLVA. (Questions? Call 1-855-753-7143)

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

Social Security Number: _____ **Home Phone:** _____

Is your student Hispanic or Latino origin? Yes No

What is the single ethnicity that best describes your child? White Black or African American Asian
 Native Hawaiian or other Pacific Islander American Indian or Alaskan Native

What race(s) do you consider your child? (check all that apply): White Black or African American Asian
 Native Hawaiian or other Pacific Islander American Indian or Alaskan Native

Is a language other than English used in the home? _____

Did the student have a first language other than English? _____

Does the student most frequently speak a language other than English? _____

Schooling Information

Current Grade Level (please check): K 1 2 3 4 5 6 7 8 9

Grade Level Applying For (please check): K 1 2 3 4 5 6 7 8 9

Type of Previous School: District school Private school Home school Charter school
 Preschool Part-time public school/home school Not in school/other

Name of most recent school attended: _____

Address of most recent school attended: _____
street

city state zip

When did the student enroll in the school listed above? _____
month year

Did the student withdraw from the school before the end of the school year? Yes No **If yes, please specify month:** _____

School of Residence: _____

School District of Residence: _____

Name of School Attended on October 1, 2012: _____

Name of District Attended on October 1, 2012: _____

Student has been expelled from school? Yes No

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:** _____

What is the primary language spoken in your home: _____

Primary Adult Working with Student

FLVA 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 students you currently have enrolled in FLVA: _____

Please list the name of each student applying to FLVA for the 2013-2014 school year: _____



Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171

Ph. 855.753.7143
Fx. 855.204.7670
<http://www.k12.com/flva/>

Enrollment Acceptance

Statement of Education Equality

FLVA 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 ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability, race, color, religion, sex, 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:

Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171
Ph. 877-753-7143

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 Florida public school with attendance requirements of 180 days of school. Attendance hours must be supervised by the primary teaching adult.
- I understand that public school enrollment includes participation in the required state testing program in addition to school testing requirements.
- I understand that I am expected to become knowledgeable about the K12[®] curriculum and all other school policies.
- I will follow the guidance and support of a certified teacher in implementing the K12[®] program with my student.
- I understand that regular attendance and progress is a requirement of FLVA and that I will be responsible for logging accurate attendance and progress daily. 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 all conferences scheduled with my student's teacher(s) during normal work hours and that I will submit work samples as requested by administration and my teacher.
- I understand that FLVA is a full-time public school and that my student may not be enrolled or participate in any other Florida public school or public school activities that are not considered extra-curricular or take place during the school day.
- I have the legal authority to make school choice decisions for this student.
- I understand failure to comply with any school policy may result in removal from FLVA.

Please accept this signed and completed document to enroll _____ (student's name) in the Florida Virtual Academies 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: _____

Student's Name: *Florida Virtual Academy at Clay County*

Student's Home Phone: _____

915



Agreement for Use of Instructional Property

Responsible Party is the parent or legal guardian of the Student, who is enrolling at FLVA beginning with the 2013–2014 academic year.

FLVA 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 FLVA.

Responsible Party hereby agrees to the following:

1. Use of Instructional Property. FLVA and K12 shall permit the Student and the Responsible Party to use the Instructional Property listed on the attached Appendix 1–Instructional Property Schedule. FLVA 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, FLVA 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 FLVA 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 FLVA. 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 FLVA of any loss or damage to the Instructional Property from any cause whatsoever within three (3) days of the loss or occurrence of damage. FLVA 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 FLVA 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 FLVA and not for the benefit of any other person or for any other purpose, (ii) all Instructional Property shall be used in accordance with FLVA 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 FLVA 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 FLVA, 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 FLVA 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 FLVA. 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 FL.

Responsible Party's Name: _____
last first middle

Responsible Party's Signature: _____ **Date:** _____



Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171

Ph. 855.753.7143
Fx. 855.204.7670
<http://www.k12.com/flva/>

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.

Florida Virtual Academies (FLVA) 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 FLVA and/or K12 Inc. identify as necessary to providing education services

To best serve the student, FLVA 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 FLVA can best meet my student’s education needs.

Parent/Guardian’s Signature: _____ **Date:** _____

| | | |
|---|----------------------------------|---|
| Student’s Name: <i>Florida Virtual Academy at Clay County</i> | Student’s Home Phone: <i>918</i> | 7 |
|---|----------------------------------|---|



Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171

Ph. 855.753.7143
Fx. 855.204.7670
<http://www.k12.com/flva/>

Release Information

Student Directory

Do we have your permission to publish the parent's 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 Florida Virtual Academies (FLVA) 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 FLVA or K12 Inc. publications, local newspapers, school website and/or homerooms, advertising, at FLVA 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 FLVA/K12 Inc. to use pictures/video of my student.
 I do NOT give my consent for FLVA/K12 Inc. to use pictures/video of my student.

Parent/Guardian's Signature: _____ **Date:** _____



Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171

Ph. 855.753.7143
Fx. 855.204.7670
<http://www.k12.com/flva/>

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: _____

School's Fax: _____

Sign and Date below

Name of Parent or Legal Guardian: _____
first last

Parent/Guardian's Signature: _____ Date: _____

SCHOOL OFFICIALS ONLY:

Send student records to: **Florida Virtual Academies
2300 Corporate Park Drive
Ste 200
Herndon, VA 20171**

STUDENT INFORMATION & EMERGENCY CONTACT UPDATE / Actualización de Información y Contacto de Emergencia para el Estudiante
PLEASE PRINT / Por favor escriba en letra de molde

Date / Fecha _____ School / Escuela _____ Bus # _____ Locker # _____

Student's legal Name _____ DOB _____ Male Female Grade _____
 Nombre legal del estudiante Last/ Apellido First/ Nombre Middle/Nombre intermedio Fecha de nacimiento Masculino Femenino Grado

Student's Social Security No. (optional) _____ ID# _____ Student's Driver's License # (if applicable) _____
 N° de Seguro Social del Estudiante (opcional) N° de Licencia de Conducir del Estudiante (si tiene)

Residential Address* _____ FL _____ Phone _____
 Dirección de residencia No. Street/Calle Apt.# City/Ciudad Zip/Código Postal Teléfono

*** NOTE: IF ADDRESS CHANGE, PROVIDE TWO (2) PROOFS OF RESIDENCY. / NOTA: SI CAMBIÓ DE DIRECCIÓN, PROPORCIONE DOS (2) PRUEBAS DE RESIDENCIA.**

List below the parent/guardian with whom the student lives: *Anote a continuación los padres/tutores con quien vive el estudiante:*

Parent/Guardian Full Name _____ Relationship _____
 Nombre Completo del Padre/ tutor Parentesco

Phone: Work _____ Ext. _____ Cell/Other _____
 Teléfono del Trabajo Teléfono celular/otro

Parent/Guardian Full Name _____ Relationship _____
 Nombre Completo del Padre/ tutor Parentesco

Phone: Work _____ Ext. _____ Cell/Other _____
 Teléfono del Trabajo Teléfono celular/otro

Brother(s)/Sister(s) at this school: *Hermano(s)/Hermana(s) en esta escuela:*

| <u>Name/Nombre</u> | <u>Grade/Grado</u> | <u>Name/Nombre</u> | <u>Grade/Grado</u> |
|--------------------|--------------------|--------------------|--------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

List two emergency contacts, (if the parent/guardian cannot be reached), authorized to pick-up and assume responsibility for student: *Enumere a dos personas a contactar en una emergencia (si el padre/tutor no se puede localizar), que estén autorizadas para buscar y asumir la responsabilidad del/de la estudiante:*

| <u>Name/Nombre</u> | <u>Relationship/Parentesco</u> | <u>Home Phone/Teléfono de la casa</u> | <u>Work Phone/Teléfono del Trabajo</u> | <u>Cell Phone/Teléfono celular</u> |
|--------------------|--------------------------------|---------------------------------------|--|------------------------------------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

PARENT/GUARDIAN SIGNATURE / Firma del Padre/Tutor _____ DATE / Fecha _____

| THIS SECTION IS FOR DISTRICT USE ONLY / ESTA SECCIÓN ES SÓLO PARA USO DEL DISTRITO | |
|--|--|
| 1. PROOF OF RESIDENCE <input type="checkbox"/> Mortgage doc., rental/lease agree., property tax docs. <input type="checkbox"/> Current Utility bill or <input type="checkbox"/> 30 day extn. to date <input type="checkbox"/> Income tax records <input type="checkbox"/> Proof of receipt of government benefits <input type="checkbox"/> Notarized statement signed by owner of the home in which the parent resides with two (2) supporting documents from the owner as listed above. | 1a.EXCEPTIONS: <input type="checkbox"/> Homeless Individual <input type="checkbox"/> Migratory agricultural worker <input type="checkbox"/> Military personnel active duty <input type="checkbox"/> Other _____ Input by _____ Date _____ |

| | Start-Up Budget | Total FY15 | | FY16 Plan Total | FY16 Plan % of Rev | FY17 Plan Total | FY17 Plan % of Rev | FY18 Plan Total | FY18 Plan % of Rev | FY19 Plan Total | FY19 Plan % of Rev |
|---|-----------------|-------------------|-----------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
| | | Total FY15 Budget | Budget % of Rev | | | | | | | | |
| Managed Enrollments | | | | | | | | | | | |
| K-8 | - | 50 | | 55 | | 61 | | 57 | | 51 | |
| HS | - | - | | 5 | | 11 | | 26 | | 40 | |
| Ending Enrollment (Avg. for Totals) | - | 50 | | 60 | | 72 | | 83 | | 91 | |
| Funding Sources | | | | | | | | | | | |
| Basic Formula Funding - K-8 and HS | \$ - | \$ 227,181 | | \$ 272,470 | | \$ 326,964 | | \$ 375,938 | | \$ 413,609 | |
| Total Funding | \$ - | \$ 227,181 | 100.0% | \$ 272,470 | 100.0% | \$ 326,964 | 100.0% | \$ 375,938 | 100.0% | \$ 413,609 | 100.0% |
| Instruction - Teachers | | | | | | | | | | | |
| Salary - Regular | \$ - | \$ - | 0.0% | \$ - | 0.0% | \$ 37,823 | 11.6% | \$ 77,536 | 20.6% | \$ 79,475 | 19.2% |
| Salary - Special Ed | - | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Salary - Part-Time Regular | - | 90,000 | 39.6% | 92,250 | 33.9% | 75,645 | 23.1% | 58,152 | 15.5% | 59,606 | 14.4% |
| Salary - Part-Time Special | - | 20,000 | 8.8% | 20,500 | 7.5% | 21,013 | 6.4% | 21,538 | 5.7% | 22,076 | 5.3% |
| Benefits | - | - | 0.0% | - | 0.0% | 8,321 | 2.5% | 17,058 | 4.5% | 17,484 | 4.2% |
| Bonus | - | 5,500 | 2.4% | 6,794 | 2.5% | 8,153 | 2.5% | 9,374 | 2.5% | 10,314 | 2.5% |
| Travel | - | 1,500 | 0.7% | 1,853 | 0.7% | 2,224 | 0.7% | 2,557 | 0.7% | 2,813 | 0.7% |
| Phone | - | 1,080 | 0.5% | 1,334 | 0.5% | 1,601 | 0.5% | 1,841 | 0.5% | 2,025 | 0.5% |
| ¹ Instructional Materials | - | 6,505 | 2.9% | 7,646 | 2.8% | 9,268 | 2.8% | 10,657 | 2.8% | 11,725 | 2.8% |
| ² Curriculum Delivery | - | 13,170 | 5.8% | 15,795 | 5.8% | 18,955 | 5.8% | 21,794 | 5.8% | 23,977 | 5.8% |
| ³ K12 Charges-3rd Party Teacher | - | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Teacher Laptops | - | 7,500 | 3.3% | 9,265 | 3.4% | 11,118 | 3.4% | 12,783 | 3.4% | 14,064 | 3.4% |
| Non-Instructional Materials & Supplies | - | 750 | 0.3% | 926 | 0.3% | 1,112 | 0.3% | 1,278 | 0.3% | 1,406 | 0.3% |
| Conf., Teacher Training & Prof. Dev. | - | 600 | 0.3% | 741 | 0.3% | 889 | 0.3% | 1,023 | 0.3% | 1,125 | 0.3% |
| Printing, Mailing, Postage | - | 300 | 0.1% | 371 | 0.1% | 445 | 0.1% | 511 | 0.1% | 563 | 0.1% |
| ISP | - | 1,080 | 0.5% | 1,334 | 0.5% | 1,601 | 0.5% | 1,841 | 0.5% | 2,025 | 0.5% |
| Total Instruction - Teachers | \$ - | \$ 147,985 | 65.1% | \$ 158,810 | 58.3% | \$ 198,167 | 60.6% | \$ 237,943 | 63.3% | \$ 248,679 | 60.1% |
| Instruction - Students | | | | | | | | | | | |
| Proctored Exams & Test Administration | \$ - | \$ 3,752 | 1.7% | \$ 4,635 | 1.7% | \$ 5,562 | 1.7% | \$ 6,395 | 1.7% | \$ 7,036 | 1.7% |
| ⁴ Curriculum Delivery | - | 86,160 | 37.9% | 103,336 | 37.9% | 124,003 | 37.9% | 142,577 | 37.9% | 156,864 | 37.9% |
| ⁵ Instructional Materials | - | 58,487 | 25.7% | 70,146 | 25.7% | 84,176 | 25.7% | 96,784 | 25.7% | 106,482 | 25.7% |
| ⁶ Computer, Peripherals, & Software | - | 13,883 | 6.1% | 16,651 | 6.1% | 19,981 | 6.1% | 22,973 | 6.1% | 25,275 | 6.1% |
| ISP | - | 3,327 | 1.5% | 4,110 | 1.5% | 4,932 | 1.5% | 5,670 | 1.5% | 6,239 | 1.5% |
| ⁷ K12 Charges Other | - | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Dual-Enrollment Tuition Expenses | - | - | 0.0% | - | 0.0% | - | 0.0% | 785 | 0.2% | 2,158 | 0.5% |
| Total Instruction - Students | \$ - | \$ 165,609 | 72.9% | \$ 198,878 | 73.0% | \$ 238,653 | 73.0% | \$ 275,185 | 73.2% | \$ 304,054 | 73.5% |
| Student and Family Services | | | | | | | | | | | |
| Special Ed Contracted Svcs & Other Related Exp. | \$ - | \$ 4,502 | 2.0% | \$ 5,562 | 2.0% | \$ 6,674 | 2.0% | \$ 7,674 | 2.0% | \$ 8,443 | 2.0% |
| Field Trips | - | - | 0.0% | 1,000 | 0.4% | 1,025 | 0.3% | 1,051 | 0.3% | 1,077 | 0.3% |
| Total Student and Family Services | \$ - | \$ 4,502 | 2.0% | \$ 6,562 | 2.4% | \$ 7,699 | 2.4% | \$ 8,725 | 2.3% | \$ 9,520 | 2.3% |
| School Administration & Governance | | | | | | | | | | | |
| ⁸ Educational Services | \$ - | \$ 34,077 | 15.0% | \$ 40,870 | 15.0% | \$ 49,045 | 15.0% | \$ 56,391 | 15.0% | \$ 62,041 | 15.0% |
| Oversight/Sponsor Fee | - | 11,359 | 5.0% | 13,623 | 5.0% | 16,348 | 5.0% | 18,797 | 5.0% | 20,680 | 5.0% |
| Legal Services | - | 3,000 | 1.3% | 3,706 | 1.4% | 4,447 | 1.4% | 5,113 | 1.4% | 5,267 | 1.3% |
| Auditing - External | - | 5,000 | 2.2% | 6,177 | 2.3% | 7,412 | 2.3% | 8,522 | 2.3% | 8,778 | 2.1% |
| Board Development & Training | - | 1,000 | 0.4% | 1,235 | 0.5% | 1,482 | 0.5% | 1,704 | 0.5% | 1,756 | 0.4% |
| Administrator Travel | 1,400 | 2,400 | 1.1% | 2,965 | 1.1% | 3,558 | 1.1% | 4,091 | 1.1% | 4,213 | 1.0% |
| Administrator Phone | 240 | 1,440 | 0.6% | 1,779 | 0.7% | 2,135 | 0.7% | 2,454 | 0.7% | 2,528 | 0.6% |
| Admin Computer, Peripherals, & Software | 3,750 | 1,750 | 0.8% | 2,162 | 0.8% | 2,594 | 0.8% | 2,983 | 0.8% | 3,072 | 0.7% |
| Consultants | - | 5,000 | 2.2% | 6,177 | 2.3% | 7,412 | 2.3% | 8,522 | 2.3% | 8,778 | 2.1% |
| Total School Administration & Governance | \$ 5,390 | \$ 65,026 | 28.6% | \$ 78,694 | 28.9% | \$ 94,433 | 28.9% | \$ 108,577 | 28.9% | \$ 117,113 | 28.3% |

| | Start-Up Budget | Total FY15 | | FY16 Plan Total | FY16 Plan % of Rev | FY17 Plan Total | FY17 Plan % of Rev | FY18 Plan Total | FY18 Plan % of Rev | FY19 Plan Total | FY19 Plan % of Rev |
|---|-------------------|-------------------|-----------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| | | Budget | Budget % of Rev | | | | | | | | |
| Technology | | | | | | | | | | | |
| ⁹ Technology Services | \$ - | \$ 15,903 | 7.0% | \$ 19,073 | 7.0% | \$ 22,887 | 7.0% | \$ 26,316 | 7.0% | \$ 28,953 | 7.0% |
| Total Technology | \$ - | \$ 15,903 | 7.0% | \$ 19,073 | 7.0% | \$ 22,887 | 7.0% | \$ 26,316 | 7.0% | \$ 28,953 | 7.0% |
| Insurance / Facilities / Other | | | | | | | | | | | |
| Rent | 1,750 | \$ 21,000 | 9.2% | \$ 25,942 | 9.5% | \$ 31,130 | 9.5% | \$ 35,793 | 9.5% | \$ 36,867 | 8.9% |
| Maintenance/Repair Facility | 104 | 1,250 | 0.6% | 1,544 | 0.6% | 1,853 | 0.6% | 2,131 | 0.6% | 2,194 | 0.5% |
| Water & Electric | 208 | 2,500 | 1.1% | 3,088 | 1.1% | 3,706 | 1.1% | 4,261 | 1.1% | 4,389 | 1.1% |
| Telephone | 292 | 3,500 | 1.5% | 4,324 | 1.6% | 5,188 | 1.6% | 5,966 | 1.6% | 6,144 | 1.5% |
| Copier / Fax Lease | 150 | 1,800 | 0.8% | 2,224 | 0.8% | 2,668 | 0.8% | 3,068 | 0.8% | 3,160 | 0.8% |
| Outside Copying | 21 | 250 | 0.1% | 309 | 0.1% | 371 | 0.1% | 426 | 0.1% | 439 | 0.1% |
| Office Postage and Shipping | 29 | 350 | 0.2% | 432 | 0.2% | 519 | 0.2% | 597 | 0.2% | 614 | 0.1% |
| Office supplies and equipment | 208 | 2,500 | 1.1% | 1,199 | 0.4% | 3,706 | 1.1% | 4,261 | 1.1% | 4,389 | 1.1% |
| General Liability Insurance | 884 | 10,611 | 4.7% | 13,108 | 4.8% | 15,730 | 4.8% | 18,086 | 4.8% | 19,898 | 4.8% |
| Bank fees | 58 | 700 | 0.3% | 865 | 0.3% | 1,038 | 0.3% | 1,193 | 0.3% | 1,229 | 0.3% |
| Non-K12 Other | 340 | 4,094 | 1.8% | 5,058 | 1.9% | 6,069 | 1.9% | 6,978 | 1.9% | 7,187 | 1.7% |
| Total Insurance / Facilities / Other | \$ 4,045 | \$ 48,555 | 21.4% | \$ 58,093 | 21.3% | \$ 71,978 | 22.0% | \$ 82,759 | 22.0% | \$ 86,512 | 20.9% |
| Total School Expenditures This Period | \$ 9,435 | \$ 447,580 | 197.0% | \$ 520,109 | 190.9% | \$ 633,817 | 193.8% | \$ 739,504 | 196.7% | \$ 794,831 | 192.2% |
| K12 Balanced Budget Credits¹⁰ | \$ - | \$ 227,215 | 100.0% | \$ 255,814 | 93.9% | \$ 316,663 | 96.8% | \$ 374,844 | 99.7% | \$ 393,630 | 95.2% |
| Surplus (Deficit)¹¹ | \$ (9,435) | \$ 6,815 | 3.0% | \$ 8,174 | 3.0% | \$ 9,809 | 3.0% | \$ 11,278 | 3.0% | \$ 12,408 | 3.0% |

Footnotes:

1. Teacher Instructional Materials: fees for K12 books, supplies and other teaching tools that teachers use for instruction.
2. Teacher Curriculum Delivery: fees for teachers to access and utilize the K12 online system.
3. K12 Charges 3rd Party Teacher: fees for non-salaried teachers assisting with instruction.
4. Student Curriculum Delivery: fees for students to access and utilize the K12 online system.
5. Student Instructional Materials: fees for K12 books, supplies and other learning tools.
6. Student Computer, Peripherals, & Software: fees for computers and peripherals provided to the students.
7. K12 Charges Other: fees for other student software licenses and services utilized by and paid for through K12.
8. Management Fee: fee for K12 administrative services including business management, financial management, maintenance of student records, compliance, etc.
9. Technology Fee: fee for K12 technology services including setting up and training staff on systems, providing onsite and telephone support, software installation, computer purchasing and setup, etc.
10. Balanced Budget Credits: credits to K12 fees to maintain solvency and a 3% fund reserve for the school.
11. Each year's surplus will be reserved for the fund balance.

| | START-UP EXPENSES | | | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | Total |
|---|-------------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Apr-14 | May-14 | Jun-14 | Jul-14 | Aug-14 | Sep-14 | Oct-14 | Nov-14 | Dec-14 | Jan-15 | Feb-15 | Mar-15 | Apr-15 | May-15 | Jun-15 | | FY15 | |
| Beginning Cash | \$ - | \$ 9,435 | \$ 7,365 | \$ (0) | \$ 1,126 | \$ 2,102 | \$ 2,885 | \$ 4,013 | \$ 5,391 | \$ 6,764 | \$ 8,135 | \$ 9,509 | \$ 10,887 | \$ 9,351 | \$ 8,815 | | \$ (0) | |
| Funding Sources | | | | | | | | | | | | | | | | | | |
| Basic Formula Funding - K-8 and HS | \$ - | \$ - | \$ - | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 227,181 |
| K12 Advance | 9,435 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Funding | \$ 9,435 | \$ - | \$ - | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 18,932 | \$ 227,181 |
| Instruction - Teachers | | | | | | | | | | | | | | | | | | |
| Salary - Regular | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Salary - Special Ed | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Salary - ICs / Advisors / Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Salary - Title | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Salary - Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Salary - Part-Time Regular | - | - | - | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 | 90,000 |
| Salary - Part-Time Special | - | - | - | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 |
| Salary - Part-Time ICs / Advisors / Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Bonus | - | - | - | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 458 | 5,500 |
| Travel | - | - | - | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 1,500 |
| Phone | - | - | - | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 1,080 |
| Instructional Materials | - | - | - | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 28 |
| Curriculum Delivery | - | - | - | - | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 56 |
| K12 Charges-3rd Party Teacher | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teacher Laptops | - | - | - | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 7,500 |
| Non-Instructional Materials & Supplies | - | - | - | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 750 |
| Conf., Teacher Training & Prof. Dev. | - | - | - | 50 | 50 | 56 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 600 |
| Printing, Mailing, Postage | - | - | - | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 300 |
| Tuition reimb. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| ISP | - | - | - | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 1,080 |
| Non-K12 Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Instruction - Teachers | \$ - | \$ - | \$ - | \$ 10,695 | \$ 10,700 | \$ 10,705 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 10,699 | \$ 128,393 |
| Instruction - Students | | | | | | | | | | | | | | | | | | |
| Proctored Exams & Test Administration | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,000 | \$ 1,000 | \$ 1,752 | \$ - | \$ 3,752 |
| Curriculum Delivery | - | - | - | - | 30 | 34 | 34 | 34 | 36 | 37 | 37 | 37 | 37 | 36 | 36 | 13 | 13 | 367 |
| Instructional Materials | - | - | - | - | 108 | 27 | 15 | 14 | 18 | 19 | 15 | 12 | 10 | 10 | 1 | 1 | 1 | 249 |
| Computer, Peripherals, & Software | - | - | - | - | 7 | 6 | 6 | 5 | 6 | 6 | 6 | 6 | 5 | 5 | 1 | 1 | 1 | 59 |
| ISP | - | - | - | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 277 | 3,327 |
| Total Instruction - Students | \$ - | \$ - | \$ - | \$ 277 | \$ 422 | \$ 344 | \$ 332 | \$ 332 | \$ 337 | \$ 339 | \$ 336 | \$ 332 | \$ 1,329 | \$ 1,329 | \$ 2,044 | \$ - | \$ 7,754 | |
| Student and Family Services | | | | | | | | | | | | | | | | | | |
| Special Ed Contracted Svcs & Other Related Exp. | \$ - | \$ - | \$ - | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 4,502 |
| Field Trips | - | - | - | - | - | 250 | 250 | - | - | - | - | - | 250 | (750) | - | - | - | - |
| Total Student and Family Services | \$ - | \$ - | \$ - | \$ 375 | \$ 375 | \$ 625 | \$ 625 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 375 | \$ 625 | \$ (375) | \$ 375 | \$ - | \$ 4,502 | |
| School Administration & Governance | | | | | | | | | | | | | | | | | | |
| Educational Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 15 | \$ 145 |
| Oversight/Sponsor Fee | - | - | - | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 947 | 11,359 |
| Legal Services | - | - | - | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 |
| Auditing - External | - | - | - | - | - | - | - | - | - | - | - | - | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 5,000 |
| Board Development & Training | - | - | - | 333 | 333 | 333 | - | - | - | - | - | - | - | - | - | - | - | 1,000 |
| Administrator Travel | - | 700 | 700 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2,400 |
| Administrator Phone | - | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 1,440 |
| Admin Computer, Peripherals, & Software | - | 1,250 | 2,500 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 146 | 1,750 |
| Non-K12 Administrative Staff Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-K12 Administrative Staff Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-K12 Administrative Staff Bonus | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Consultants | - | - | - | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 |

| | START-UP EXPENSES | | | BUDGET | | | | | | | | | | | | Total FY15 | | |
|---|-------------------|-------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-------------------|-------------------|------------------|------------------|
| | Apr-14 | May-14 | Jun-14 | Jul-14 | Aug-14 | Sep-14 | Oct-14 | Nov-14 | Dec-14 | Jan-15 | Feb-15 | Mar-15 | Apr-15 | May-15 | Jun-15 | | | |
| Temporary employees | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-K12 Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total School Administration & Governance | \$ - | \$ 2,070 | \$ 3,320 | \$ 2,412 | \$ 2,412 | \$ 2,427 | \$ 2,094 | \$ 2,094 | \$ 2,094 | \$ 2,094 | \$ 2,094 | \$ 2,094 | \$ 2,094 | \$ 3,760 | \$ 3,760 | \$ 3,760 | \$ 31,094 | |
| Technology | | | | | | | | | | | | | | | | | | |
| Technology Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 68 |
| Total Technology | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 8 | \$ 68 |
| Insurance / Facilities / Other | | | | | | | | | | | | | | | | | | |
| Rent | \$ - | \$ - | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 1,750 | \$ 21,000 |
| Maintenance/Repair Facility | - | - | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 1,250 |
| Water & Electric | - | - | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 2,500 |
| Telephone | - | - | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 3,500 |
| Copier / Fax Lease | - | - | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 1,800 |
| Outside Copying | - | - | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 250 |
| Office Postage and Shipping | - | - | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 350 |
| Office supplies and equipment | - | - | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 2,500 |
| General Liability Insurance | - | - | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 884 | 10,611 |
| Bank fees | - | - | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 700 |
| Non-K12 Other | - | - | 340 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 341 | 4,094 |
| Total Insurance / Facilities / Other | \$ - | \$ - | \$ 4,045 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 4,046 | \$ 48,555 |
| Total School Expenditures This Period | \$ - | \$ 2,070 | \$ 7,365 | \$ 17,806 | \$ 17,956 | \$ 18,148 | \$ 17,804 | \$ 17,553 | \$ 17,559 | \$ 17,561 | \$ 17,558 | \$ 17,554 | \$ 20,468 | \$ 19,467 | \$ 20,933 | \$ 220,367 | | |
| Reserve Balance | \$ 9,435 | \$ (2,070) | \$ (7,365) | \$ 1,126 | \$ 976 | \$ 784 | \$ 1,127 | \$ 1,378 | \$ 1,373 | \$ 1,371 | \$ 1,374 | \$ 1,378 | \$ (1,536) | \$ (536) | \$ (2,001) | \$ 6,814 | | |
| Ending Cash | \$ 9,435 | \$ 7,365 | \$ (0) | \$ 1,126 | \$ 2,102 | \$ 2,885 | \$ 4,013 | \$ 5,391 | \$ 6,764 | \$ 8,135 | \$ 9,509 | \$ 10,887 | \$ 9,351 | \$ 8,815 | \$ 6,814 | \$ 6,814 | | |

**Florida Virtual Academy at Clay County
Balance Sheet
Based on 100% of Projected Enrollments
FY2015**

| | |
|---|---|
| ASSETS Current Assets Cash <u>9,435</u> Total Current Assets <u>9,435</u> | LIABILITES Current Liabilities AP - K12 Advance <u>9,435</u> Total Current Liabilities <u>9,435</u> EQUITY Retained <u>-</u> Total Equity <u>-</u> Total Liabilities & Equity <u><u>9,435</u></u> |
| Total Assets <u><u>9,435</u></u> | |



July 23, 2013

To Whom It May Concern:

**RE: Insurance Coverage for Florida Virtual Academy at Clay County
Broker of Record – Arthur J. Gallagher & Co.**

We are pleased to provide insurance services for Florida Virtual Academy at Clay County. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Florida as required by law. Our program utilizes the following carriers which are admitted in the State of Florida: The Hartford, AIG, Philadelphia Insurance Company, and Scottsdale Insurance Company.

On behalf of Florida Virtual Academy at Clay County, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

| Coverage | Limit |
|--|--|
| General Liability (include corporal punishment and Athletic Liability) | \$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit |
| Workers Compensation Workers' Compensation Part II (Employers' Liability) | As specified by Florida Statutes \$1,000,000 |
| Employee Benefits Liability | \$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit |
| Automobile/Bus Liability including non-owned and hired; underinsured as needed | \$1,000,000 combined single limit |
| Employment Practices Liability | \$1,000,000 per claim/annual aggregate dedicated limit |
| Educators Legal Liability (School Leaders E&O and/or Professional Liability) | \$2,000,000 per claim/annual aggregate dedicated limit |
| Directors & Officers | \$1,000,000 per claim/annual aggregate dedicated limit |
| Sexual Abuse and Misconduct Liability | \$1,000,000 dedicated limit \$3,000,000 aggregate limit |
| Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required) | \$500,000 - \$1,000,000 limits as needed and based on cash flow of the school |
| Property/Lease and Boiler Machinery Coverage | Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft) |

Student Accident Coverage (Athletics) - Primary \$25,000 & CAT at \$5,000,000 both optional

Umbrella / Excess Liability above primary program (GI, Auto, Abuse, D&O, EPLI, ELL, EBL) Options up to \$25,000,000

Additional Insureds:

As requested, all required additional insureds and loss payees can be added upon review to these policies. This will include the Sponsor, and their respective members, officers, employees, officials and agents. We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Florida Authorizers.

| Coverage | Annual Premium Indication |
|---|---------------------------|
| General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O | \$ 5,000 |
| Directors & Officers / Employment Practices / Fiduciary | \$ 3,436 |
| Property (Assuming leasing only \$100k contents) excluding wind in FL | \$ 750 |
| Excess \$10 million Limits (follow form over all underlying) | \$ 525 |
| Workers Compensation | \$ 900 |
| Total Annual Premium | \$ 10,611 |

Exposures: Based on 1st year projections of 50 students, 5 employees, \$110,000 payroll, \$14k Contents

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

| Coverage | Timeline |
|---|---|
| Directors and Officers /Educators Legal Liability | As soon as board is formed and making school based decisions (contracts) |
| Employment Practices Liability | Before first employee is hired |
| Workers Compensation | When first employee is hired or board is formed. |
| General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage). | When lease agreement is signed or property is purchased (landlord will require General Liability coverage). |
| Property/Flood | As soon as you acquire contents/school equipment |

Please let me know if you have any questions; I can be reached at: (630) 285-4344.

Sincerely,



Tom Boobar, MS, MBA, REHS, CSP
Area Vice President
Arthur J. Gallagher Insurance
License #0726293



July 23, 2013

Mr. Larry Williams, Board Chair
Northeast Florida Virtual Charter School Board, Inc.
200 West College Avenue
Tallahassee, FL 32301

Dear Mr. Williams:

We have reviewed the Educational Products and Services Agreement between Northeast Florida Virtual Charter School Board, Inc. and K12 Florida, LLC. (the "Parties") dated July 23, 2013.

The parties acknowledge their intent to assure the financial solvency of the Florida Virtual Academy at Clay County. Moreover, the Financial Matters section of the agreement (Section 4) specifically addresses the process in any fiscal year which the Program concludes the fiscal year in a "Negative Net Asset Position", as defined in the agreement. The agreement provides for the issuance of "Balanced Budget Credits" by K12 Florida, LLC to eliminate the negative net asset position.

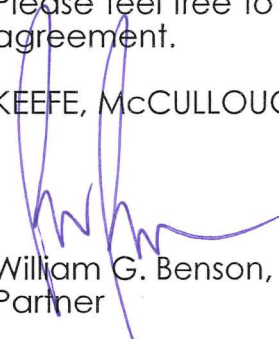
We have been asked to clarify the proper accounting treatment for previously issued "Balanced Budget Credits" which have not been remitted in prior periods. This obligation would be considered a contingent liability which would be disclosed in the financial statement footnotes to inform a reader of the potential obligation which would only be paid in future periods if a Positive Net Asset Position is attained.

The amount of issued but unremitted Balance Budget Credits does not meet with the accounting test to "recognize" or record the obligation since Section 4.2(b) provides that "balanced budget credits will not be due until the School is in a Positive Net Asset Position, if ever."

We have also been asked to clarify whether the existence of issued but unremitted Balance Budget Credits would cause a deteriorating financial condition, as defined in Florida Statute 1002.345. The issued but unremitted credits would not cause a deteriorating financial condition since the repayment is contingent upon the entity having a positive net asset position in future accounting periods.

Please feel free to contact me directly with any comments or questions regarding the agreement.

KEEFE, McCULLOUGH & CO., LLP


William G. Benson, C.P.A.
Partner



K¹² Incorporated

Fiscal Policies and Procedures, School Accounting, Security and Monthly Financial Reporting

Contents

Document Purpose

Overview of K12 Managed Schools

DRAFT – K¹² Managed School FISCAL POLICIES & PROCEDURES

Appendixes:

Appendix A:

School Inputs

Appendix B:

K12 Managed School Sample Payment Process Documentation

Appendix C:

Month End Check List

Appendix D:

Monthly Financial Pack

Appendix E:

W-9 and Vendor Set-Up Form

Document Purpose

Shared Services provides accounting and financial reporting services for K12 managed schools, Virtual Academies. The level of daily processing support services provided for the schools varies as different business models have developed with the expansion of new schools and programs. This guide intends to provide an overview of the basic accounting, financial reporting and SOX Compliance processes that is then customized for each school's requirements based upon the service agreement and often influenced by the regulations and process requirements of the State in which the school operates.

Other documents that complement this reference are:

- Draft K12 School Fiscal Policies and Procedures
- Sample Payables Process documentation (Appendix A)
- Month End Checklist (Appendix B)
- Monthly Reporting Pack (Appendix C)

Overview of K12 Managed Schools

K12 provides management services to some of the Virtual Academies. These services include accounting processing and financial reporting, among other school management functions.

Many of the Virtual Academies are Charter Schools, as allowed by the resident states, and are 501c3 entities, or in the application stage. Others are programs sponsored by a school district or other entity as allowed by their resident jurisdiction. They may or may not be a separate legal entity from the host/sponsor. Other variations in operations are pure "virtual academies" versus "hybrid" or brick and mortar models where students may attend a physical school site location for part or all of their schooling.

From a K12 entity perspective, some of the Virtual Academies are K12 consolidating entities in which these schools transactions are booked directly into K¹² Corporate books but most are non-consolidating schools' where the financial results will impact K12's balance sheet and income statement through the schools' operating deficit/surplus.

Shared Services Overview

Daily Transaction Processing

The accounting service provided by Shared Services varies by school. In many cases, K12 Shared Services provides all of the daily transaction processing for a Virtual Academy. In some cases a third party (i.e. local accounting firm, host district) provides the daily transaction processing for a school and provides accounting information (in summary or detail) at month end only. In some cases, books are set up to mirror the 3rd party books, in summary or detail, by Shared Services for the purposes of financial reporting.

Regardless of the level of detail that Shared Services maintains, common components are inputs for all schools in terms of revenue recognition, accrual accounting and financial reporting.

Currently, Shared Services maintains the accounting and financial reporting in Oracle for the Consolidating schools and in Quickbooks for the Non-consolidating schools.

DRAFT



Florida Virtual Academy

FISCAL POLICIES & PROCEDURES

For a K12 Managed School

Internal controls are the methods and procedures used to provide reasonable assurance to:

- 1 Safeguard assets
- 2 Ensure validity of financial reports and records
- 3 Promote adherence to policies, procedures, regulations and laws
- 4 Promote effectiveness and efficiency of operations
- 5 Ensure financial systems are secure and backed up as needed.

CONTROL PRINCIPALS

Segregation of Duties: Duties are divided so that no one person has complete control over a key function or activity.

Authorization and Approval: Proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws.

Custodial and Security Arrangements: Responsibility for custody of assets is separated from the related record keeping.

Review and Reconciliation: Records are examined and reconciled to determine that transactions were properly processed and approved.

Physical Controls: Equipment, inventories, and other assets are secured physically, counted periodically and compared with amounts shown on control records.

INTERNAL CONTROL PRACTICES

Banking – Dependent on BOD Approval

Authorization and Approval:

- Board Authorizes the opening of a bank account
- Bank Signatory Authority – the Head of School - HOS and the Operations Manager (or Board Member where applicable) are the signatory/agents for all FLORIDA VIRTUAL ACADEMY bank accounts. Two signatures are required for expenditures > \$5,000.
- The cash balance may not be reduced below zero.

- Checks outstanding and unpaid for a period of two or more years shall be declared void, included as receipts and removed from the outstanding check listing.
- Any adjustments to cash, such as the write-off of old outstanding checks, must be approved by the HOS or Operations Manager.
- Check signers will be reviewed twice annually for updates / changes
- Should the relationship change with an authorized signer, banking documents will be updated immediately.
- Debit cards are no longer allowed to be obtained

Segregation of Duties:

- Bank Reconciliations
 - The HOS opens the monthly bank statements and reviews the activity. Prior to sending a copy to K¹² Shared Services Group the HOS dates the statement to indicate that it has been reviewed. If the HOS has questions or would like to see more detail on any of the transactions, the HOS indicates his request on the statement.
 - Should the bank statement be obtained by the Shared Services Group, a copy of the bank statement accompanied with the bank reconciliation will be included in the monthly financial pack and sent to the HOS for approval.
 - K¹² Shared Services follows up on any questions the HOS may have and performs the monthly bank reconciliation. The bank reconciliation must include the beginning cash balance, a listing of all cleared checks/payments and deposits/credits, a listing of all un-cleared checks/payments and deposits/credits and the ending cash balance.

Review and Reconciliation:

- Bank Reconciliations
 - The HOS and Board Treasurer review and approve the bank reconciliations prepared by K¹² Shared Services prior to the board adopting the bank reconciliation resolution. As part of the review, the HOS and Board Treasurer should note that check sequence was maintained from the prior month. This process varies on a school by school basis. It is per the Board's recommendation to be included in this part of the process.

Custodial and Security Arrangements:

- K¹² Incorporated – Shared Services maintains the majority of the Academies check stock. In addition, a board member maintains the starter check stock. Access to the check stock is separated from those with the ability to write checks.
- A record of the check sequence supplied to K¹² Corp. Shared Services and the Board member holding the starter check stock is kept by the Board Treasurer.
- Checks voided for any reason are maintained. The signature section is marked out or removed and the reason the check was voided is noted on the check.
- No petty cash is maintained by the Academies
- Check stock maintained by Shared Services is located in a secure/locked area.

Revenue

Segregation of Duties:

- Direct Deposits: The deposits related to state student funding and federal grants will automatically be deposited into the FLORIDA VIRTUAL ACADEMY bank accounts. The Operations Manager will send a copy of all backup documentation for these direct deposits to K¹² Corp Shared Services for posting.

- Other Deposits: The Administrative Assistant will open all mail and keep a ledger of all checks and cash received for the Academy and forward to K¹² Corp. Shared Services to reconcile to the actual deposits made per the bank reconciliation. Any deposits in the form of cash or check will be deposited into the FLORIDA VIRTUAL ACADEMY bank account by the Operations Manager or HOS. The Operations Manager will send a copy of all backup documentation for these deposits to K¹² Corp. – Shared Services for posting.

Custodial and Security Arrangements:

- All cash and checks are kept in a fireproof safe until deposited. Deposits will be made no later than the business day following the receipt of funds and in the same form in which the funds were received.
- Any compensation, premium, bonus or product earned as a result of the purchase of goods or services by the school becomes the property of the school.

Review and Reconciliation:

- The Administrative Assistant will issue a receipt immediately upon receipt of cash or checks.
- The Operations Manager and K¹² Shared Services will reconcile the revenue accounts on a monthly basis to ensure that all deposits were recorded correctly. The deposit ticket or attached documentation must provide a detailed listing of the deposit, which includes at a minimum, check numbers and the corresponding names of the payers.
- The Operations Manager will maintain a listing of open accounts receivable. The listing will be reviewed and reconciled monthly. Any delinquent receivables should be reviewed and investigated. Any write-offs must be approved by the Board.
- The HOS will approve the revenue as a part of the monthly financial closing process.

Expenditures

Authorization and Approval:

- The HOS and Operations Manager are approved by the Board to approve and make expenditures on behalf of the FLORIDA VIRTUAL ACADEMY for the following purposes: insurance coverage as required to comply with FLORIDA VIRTUAL ACADEMY agreements; payroll expenses and payroll taxes or other required taxes; and for any payment required to comply with any agreement approved by the Board of the FLORIDA VIRTUAL ACADEMY, including sponsor-oversight fees and management/technology fees. Further, the Board has authorized the HOS in conjunction with the Operations Manager to approve and make expenditures for all FLORIDA VIRTUAL ACADEMY operational needs up to \$10,000. Any expenditure of greater than \$10,000 that does not meet the requirements defined in the previous paragraph will require Board approval in advance of payment.
- All purchase requisitions should be approved by the HOS or Operations Manager if under \$5,000. All purchase requisitions > \$5,000 should be approved by the HOS and Operations Manager.
- The Academy should get three quotes for purchases > \$10,000. Three competitive bids should be obtained for purchases > \$25,000.
- All service contracts should be supported by a current written contract.
- Loans to employees and Board members are prohibited.
- Compensation and any other payments for goods and services should not be paid in advance of receipt of goods or services.
- All invoices must be paid in a timely manner and within 30 days when possible. The Academy may not pay finance fees for late payment.
- For payment to be processed, there should be a fully itemized invoice, the invoice should be approved by the appropriate person as itemized below and matched to a purchase requisition, if required. Once approved, scan a copy of document the

Sr. Accountant at K¹² Corp assigned to the school for payment (only for those schools that utilized the Shared Services Dept. for accounting / reporting purposes. Any invoices paid by K¹² Corporate (not Shared Services), original documents will be required.

- If gift cards are purchased, documentation will be maintained including the purpose of the gift card and to whom the gift cards were provided.

Segregation of Duties:

K¹² Shared Services Sr. Accountants creates all checks and records the payment, but does not have signatory authority. Checks are generated only against approved expenses. If an invoice is presented for payment without approval or general ledger coding, it is returned.

- Payroll and benefits
 - Payroll and benefits are administered the assistance of the Operations Manager and the K12 Payroll Manager. Payroll is run twice per month and some bi-weekly.
 - A Master Salary spreadsheet is maintained by the Operations Manager. New hires, salary changes and terminations are all updated based on approved Board information.
 - A payroll spreadsheet is generated by the Operations Manager to capture all changes in payroll information from payday to payday, such as new hires, terms, changes, bonuses, hourly employee hours if applicable, etc. Once completed, the Operations Manager forwards the payroll spreadsheet to the K12 Payroll Manager and Shared Services for approval and any appropriate re-class required.
- Academy Expense reports (Not Corp Expense Reports)
 - The Operations Manager receives invoices, reviews them to make sure they are in compliance with the board approved Travel and General Expenses policy, in accordance with federal or state requirements if applicable and for complete backup documentation. Once reviewed and approved by the Operations Manager, copies of the invoices and any backup documents are sent to K¹² Shared Services for check writing.
 - K¹² Shared Services writes the checks and send them back to the school. The HOS reviews all supporting documentation, signs the checks, stamps the invoice paid to prevent paying the same invoice twice and forwards them to the Operations Manager. The Operations Manager photocopies the signed checks and files them with their respective invoices.
 - The HOS must approve the Operations Manager expense reports and the Regional VP must approve the HOS expense reports.
 - If the Operations Manager isn't available to approve the invoices, the HOS can approve invoices.
- K12 invoices
 - Management and technology fees
 - Management and technology fee invoices are reviewed by the HOS and Operations Manager to make sure that they are in compliance with the Board approved management agreement. Currently, management fees are 15% and technology fees are 7% of federal and state student revenue and grants. Once approved by the HOS and Operations Manager, the invoices are forwarded to K¹² Shared Services for check processing.
 - Student computer, On-line School (OLS) invoices and materials invoices are reviewed against student records and approved by the Operations Manager. In addition, the Board Treasurer and HOS must approve all student invoices prior to forwarding to K¹² Shared Services for check processing.

- Oversight fees
 - Oversight invoices are reviewed by the HOS and Operations Manager to make sure that they are in compliance with the Charter Agreement. Currently, oversight fees are on average 4% of federal and state student revenue (as per Master Service Agreement). Once approved by the HOS and Operations Manager, the invoices are forwarded to K¹² Shared Services to process the related check, unless netted out with the state funding.

- Internet Service Provider (ISP) payments
 - The Operations Manager processes ISP payments twice a year. Payments are processed in February for September through January services and in July for February through June services.
 - The Operations Manager downloads student and family information and completes a payment report based on approved enrollment dates and withdrawal dates, as well as the grade level students. Payments are pro-rated if students have not been enrolled during the entire service period. Students are reimbursed at the current approved rate
 - The HOS reviews and approves the payment document prior to sending to K¹² Shared Services which are then outsourced for check cutting, signing and mailing to the families designated on the approved listing.

- Other
 - Grant purchases and other one-time purchases
 - Purchase requisitions should be completed for all grant purchases and other one-time purchases. All purchase requisitions should show the amount of the purchase, if known, or if not known an estimate should be made. Prior to approving grant expenditures, the HOS and Operations Manager must be certain that the expenditures are in accordance with federal or state requirements. Approvals must be secured.
 - Prior to purchase. Quotes and/or other backup information should be attached to the purchase requisition. Items requiring purchase requisitions include but are not limited to the following: technology purchases such as computers, printers and software, fixed assets, furniture and equipment such as file cabinets, memberships and training or professional development costs.
 - All technology purchases should be approved by the Regional Technology Manager and either the HOS or Operations Manager.
 - All special education provider payments should be approved by the Operations Manager.
 - Checks are never written to cash.
 - General operating expenses
 - Normal monthly operating expenses, such as utilities, rent (the lease is the support document) and phone invoices should be approved by the HOS or Operations Manager prior to submitting to K¹² Shared Services for check processing.

Review and Reconciliation:

- In the event of overpayment to a vendor, a refund should be collected.
- The Sr. Accountant reconciles the payroll register to the general ledger on a monthly basis.
- All Balance Sheet accounts will be reconciled by K¹² Shared Services.

Fixed Assets & Inventory

Physical Controls:

An annual inventory must be performed by the K12 Regional Technology Manager. The physical inventory must be performed for all capitalized items, as well as, all computers that do not meet the capitalization threshold. The inventory is

performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset or inventory records.

- All fixed assets are tagged with a FLORIDA VIRTUAL ACADEMY fixed asset tag.

Review and Reconciliation:

- A fixed assets schedule must be maintained by the Operations Manager according to the Fixed Asset Policy. The fixed asset schedule should be updated monthly to include new purchases, retirements or transfers of assets. The Operations Manager should also reconcile the fixed asset schedule to the accounting records as part of the month-end financial reporting process.
- If an asset relates to a grant, the fixed asset tag must indicate the specific grant funds used to purchase the asset.

Segregation of Duties:

- Once the annual physical inventory is conducted by the K12 Regional Technology Manager, the Operations Manager should review and approve the results. As part of the reconciliation, the Operations Manager should compare the physical inventory to both the accounting books and the fixed asset schedule.
- The HOS must be contacted immediately if there is concern that assets may be missing.
- All fixed assets and inventory are secured in a safe location.

Accounting, Budgetary Control & Financial Closing

Review and Reconciliation:

- The FLORIDA VIRTUAL ACADEMY uses the accrual basis of accounting.
- Fund accounting is used to account for the financial activities of the Academy.
- The Academy uses the K¹² Inc. Chart of Accounts (or State Board of Accounts master chart of accounts if applicable).
- Budgets are prepared annually by the K12 finance group and HOS based on estimates of revenues and expenses. The annual budget is reviewed and approved by the Board of Trustees no later than September 30th each year.
- A financial reporting package is compiled by K¹² Shared Services on a monthly basis and forwarded to the K12 finance group and HOS by the 10th business day after the end of each month. The financial reporting package will include at a minimum the monthly bank reconciliation with supporting detail, unaudited financial statements, any journal entries made with supporting detail and the general ledger transaction detail (revenue and expenditures) by fund. The K12 finance group then compiles a budget to actual report and forwards the report, along with any questions to the Regional Finance group. Once all variances are reviewed and reconciled and no later than the 15th business day after the month end, the budget to actual report is approved by the HOS. The most recent budget to actual report is shared with the Board of Trustees at each board meeting. Written explanations of any overages greater than 5% must be investigated and included in the report.

Segregation of Duties:

- The monthly financial close is performed by K¹² Shared Services. K¹² Shared Services provides the first draft of the monthly financial packet to the HOS for review and approval. Once the reports are reviewed and approved by the HOS, K¹² Shared Services makes final adjustments, if needed, and issues the final financial reports to the HOS and K12 finance. K12 finance compiles the budget to actual report which is reviewed and approved by the HOS. Financials are provided to the Board of Trustees at each board meeting.

- Financial pack approvals are performed by the HOS and the approval is sent to the Sr. Accountant responsible for the school and saved. The approval is to have the following statement:

Attached please find your **FLORIDA VIRTUAL ACADEMY** Financial Pack for **MONTH/YEAR**.

Please note and act upon the important request below to review and acknowledge acceptance of the monthly reports.

Attached are the following:

- GL transaction level details for the month— please take time to review and let me know of any questions / concerns / issues. Things to be looking for include posting to what you believe to be an incorrect account, posting of an expense you do not recall being approved for payment, missing expenses, correct Fund, etc.
- Preliminary **MONTH Actual** results in the budget model format
- A listing of those entries affecting the financials for the quarter (broken out on tabs by month) outside of normal vendor invoices (general journal entries) - please take a few moments to review the memo line for each and let me know of any issues / concerns / questions regarding the basis for the entries.
- A preliminary Balance Sheet at **MONTH/DAY/YEAR**
- Bank reconciliation for **MONTH** and correlating Key Bank Statement.

In connection with our SOX compliance efforts for the fiscal year, you are being asked to acknowledge the **TRANSACTION LEVEL DETAIL BY ACCOUNT REPORT, JOURNAL ENTRY POSTING and BANK RECONCILIATION** have been reviewed and are acceptable. Please do so via email.

State Reporting and Annual Audit

Review and Reconciliation:

- An annual audit will be performed by an independent external auditing firm. The Board Treasurer will be involved in the audit entrance and exit meetings. The final audit report will be shared with the Charter Sponsor and all government agencies required by law.

Annual Review of Fiscal Policies and Procedures

Review and Reconciliation:

- The HOS and Operations Manager will monitor changes in authoritative guidance and regulations and make changes to the Academy's fiscal policies and procedures as necessary.
- The FLORIDA VIRTUAL ACADEMY Fiscal Policies and Procedures will be reviewed and updated by the Board annually.

FIXED ASSET POLICY

The FLORIDA VIRTUAL ACADEMY is required to establish a fixed asset accounting system that will contain sufficient data to permit:

- The preparation of fiscal yearend financial statements in accordance with Generally Accepted Accounting Principles (GAAP)
- Adequate insurance coverage
- Control, accountability and security

Criteria for Fixed Asset Capitalization:

- The asset has a useful life of one (1) year or more
- The cost of the asset is greater than \$1,000.00

Valuation:

Fixed assets are to be valued at historical cost.

Donated fixed assets shall be valued at the donor's estimated fair market value at the time of gifting.

Depreciation:

Assets will be depreciated using straight-line depreciation. Estimated life for fixed assets shall follow IRS guidelines.

Classifications:

Fixed assets shall be classified as follows:

- Furniture
- Equipment
- Transportation
- Software
- Structures and improvements
- Land
- Improvements other than buildings
- Construction in progress

Information:

The following information shall be maintained for all fixed assets:

- Description
- Asset classification

- Location
- Purchase price
- Vendor
- Date purchased or leased
- Accumulated depreciation
- Method and reason of disposal, if applicable

Fixed Asset Disposal:

Any fixed asset with a fair market value greater than or equal to \$5,000 must be approved by the board prior to retirement. When equipment has been purchased with Federal or State grant funds, grant rules and regulations must be adhered to.

For assets purchased with a fair market value of less than \$5,000, the Operations Manager and Head of School need to approve prior to retirement. The Fixed Asset Inventory will then be updated to include reason for retirement and date of write-off.

Examples of reasons for retirement:

- Asset is damaged beyond repair.
- Asset is damaged and the cost to repair it exceeds the current fair market value.
- Asset is not able to support current technology needs.

When appropriate and when an asset is damaged beyond repair or when an asset is damaged and the cost to repair it exceeds the fair market value, the asset is then stripped of useful components and stored as ready service spares for other assets.

Technology Systems

Physical security over technology equipment, peripherals and media

In order to ensure the overall performance of the technology systems, the equipment must be protected from harm, abuse, misuse and pilfering.

- Rooms or areas that house servers will be secured either by electronic door entry systems (card swipes or proximity cards) or by mechanical means (locks). Access to these areas should be restricted to authorized personnel only.
 - a. Keys or cards that allow access to the areas should be limited in number and accounted for regularly.
 - b. Review of the personnel who has access to these areas should be reviewed several times a year.
- Rooms or areas that house large amounts of computer or technology equipment (including server rooms, switch closets and computer labs) should have environmental controls to ensure the proper heating, cooling, ventilation, and dehumidification is provided. Environmental controls should be monitored with a system to report environmental alarms.
- All computer and technology equipment should be tagged and inventoried. Annually the equipment should be physically verified against the inventory log for existence and location verification.

- a. Verification should be made periodically to ensure that equipment is still located where the inventory record states. When equipment is moved, the inventory record should be updated.
 - b. Laptops and other portable pieces of equipment should be accounted for periodically by requiring the users to provide the piece for physical inspection.
 - c. Software can be used to track inventory of computer-based assets. Updates of software should be made on a regular basis.
 - d. Inventory should be kept of computer related parts, supplies, consumables, and peripherals.
 - e. School should track cost of replacement on all technology equipment valued above \$500.
- Cables and other locking mechanisms should be utilized when appropriate to secure individual pieces of equipment.
 - A master set of user manuals should be maintained and secured to ensure continuity of operations should other versions be destroyed. A master set of manuals should be held in another area, building, in a fire-rated cabinet or scanned and stored electronically in multiple locations
 - Media, such as disks, tape and other output should be protected in locked areas or cabinets. Media that is utilized for back-up of information, applications or systems should be held in another area, building or in a fire-rated cabinet. Aging media should be transferred to a current technology.

Security over data – Passwords and User accounts

In order to ensure the overall performance of the school via its technology systems and data.

- Password protection should be utilized for all network logons. Individual applications should also require users to have passwords.
 - a. Users should be reminded not share or write down passwords
 - b. Passwords should be “hardened” passwords and should be at least eight digits long, requiring upper and lower cases, numbers, and special characters. Passwords should not be “real” words or names of family, friends, pets, etc.
 - c. Passwords for network access should be forced to be changed periodically
 - d. Passwords for applications should be changed periodically.
 - e. Passwords should be user generated and not stored whenever possible, with only reset ability housed at the technology department level

- f. Passwords should not be repeated for network access and application access, particularly the student information system.
- User accounts should only be made for network access and individual application access as required for the completion of the staff duties or learning opportunities for students.
 - a. No user profiles should be created, changed or deleted without proper authorization. This should include a written (or electronic) request form that is authorized by central administration. This authorization should include the name of the individual, the applications and network services to be granted access to and the level of security in each.
 - b. Systems that employ automatic account/password creation should be monitored regularly to ensure software functionality.
 - c. Access to school wide public folders should be restricted based on user role.

Systems software and applications authorized for use in the school

The number, type and scope of individual applications should be monitored to maximize the efficiency of the technology while not creating an overly complex environment.

- Purchase and use of new applications, including those that are web hosted and not actually owned by the school should require approval of the Head of School. Among considerations should be any licensing issues, purpose of application, and compatibility of the new application with the current infrastructure. The need to expand the infrastructure as a result of the new application (for example, video sharing software may need additional storage).
 - a. Before new applications are purchased, there should be a determination of the needs of the school, a review of available solutions, a compatibility test with existing infrastructure and a determination of the needs satisfied by the application.
 - b. Before implementation of new applications, timelines and deliverables should be established. The deliverables would include what is expected of the application and the time frame for each.
 - c. Before installation of new applications, back-up of systems should be done in case of incompatibility and adverse reactions to the new software. Baseline information should be held.
 - d. Hardware requirements for the new application should be identified and purchased well in advance of installation of new applications, if needed. This allows for the proper testing of the new hardware.
- For existing applications and systems software, a listing should be created and maintained and submitted by the technology department for periodic review by central administration. The list should include:
 - a. Hardware utilized, including name of server or location of software or application
 - b. Summarized description of user

Appendix A

School Inputs

Revenue – Accounts Receivable/Deferred Revenue

- State Unrestricted
- State Restricted
- Federal

School Payables

- K12 Expenses
 - OLS/Curriculum
 - Materials
 - Computers
 - Management & Technology Fees
 - KEG Teachers
 - Pass-thru expenses
- Payroll / Benefits / Retirement
 - Payroll servicers
 1. UltiPro (K12)
 2. Administaff
 3. ADP
 4. Districts
 - Retirement
 - Bonuses
- Employee Expense Reimbursement
 - Teacher
 - K12 Administration
- Vendor Payables
 - W9s
 - Rent – Deferred Rent
 - SPED and contract providers
 - Telecommunications
 - Facility related
 - Credit Cards
 - Testing
 - School Events
 - Computer Expenses
 1. Teacher Laptops
 2. Computer
- ISP Payments to families

Month End Close

- Inputs
 - School Payables
 - Forecast
 - K12 Bills
- Month end journal entries and accruals
 - Payroll Related
 - Forecast Related
 - 1. General Fund Revenue accruals
 - 2. Revenue based Expenses – fees
 - Management Fees – K12
 - Technology Fees – K12
 - Oversight Fees – Sponsor
 - 3. Some Expenses
 - Teacher Bonus
 - ISP
 - Rent/Insurance/Others
 - Amortization & Depreciation
 - 1. Fixed Assets
 - 2. Deferred Rent
 - 3. Prepaid Expenses (Insurance, Legal, K12)
 - Restricted Funding Revenue Recognition
- Balance Sheet Reconciliations
 - Bank Account Reconciliations
 - 1. Manual Checks
 - 2. Credit Cards
 - K12 Prepaid Expenses
 - Prepaid Expenses
 - Other Receivables
 - Fixed Assets
 - Accounts Receivable
 - Deferred Revenue
 - Restricted Funds Analysis
 - Deferred Rent
 - Other Accrued Liabilities
 - Accounts Payable
 - 1. Unpaid K12 Invoice

Monthly Financial Pack

- What is in it
 - 1. Actuals in Budget Format
 - Quickbooks accounts mapped to Line Items
 - 2. Bank Reconciliation
 - 3. Transaction Detail by Account
 - 4. Journal Entry Posting
 - 5. Others
 - Restricted Fund Spend
 - K12 Unpaid Bills and Recommended Payment
- Who should receive
- Approvals - SOX
- See Appendix C
- Supplemental and Board Reporting

Sample Checklist of School Accounting Inputs

Sample Monthly Close Process Checklist

Appendix B

K12 Managed School Payment Process Documentation

Process Developed by Shared Services Intended Document Users: Head of School and Business Operations Manager

Summary of Payment Processes

Vendor Invoices Payment Processing

- Vendor invoices received by the School should be reviewed and approved by Head of School
 - *Date stamp when received by person opening mail/ printing email.*
 - *HOS/Bus Ops Manager Initials and dates when reviewed and approved.*
 - *Keep “open” unpaid bills in a file to send weekly (timing differently as needed) for payment processing.*
 - *Once approved invoices are sent for payment – move to Payment Pending File to be matched when checks are received.*

- Ultimately, all original Invoice and Supporting Documentation and check stubs are to be maintained in files by vendor at the School office for audit purposes.

- NEW Vendors: For all Vendors that are not a governmental entity or corporation, a W-9 should be completed by the vendor and sent with their first bill for payment processing (School will usually need to initiate this). This will provide their Tax ID needed for IRS reporting at calendar year end. A blank W9 will be sent to you to use to forward to new vendors. Once the W-9 is received by the Sr. Accountant responsible for completing the Vendor Set-up Form required to set- up the vendor in the accounting system (Appendix E).

- Sending Approved Vendor invoices to Shared Services for payment processing:
 - Enter the amount approved for each invoice, date, Description (nature of expense), approved amount, and date submitted on the Vendor Invoice Template
 - Scan a copy of all vendor invoices being sent in a batch (each initialed by HOS or some other notation indicating HOS has reviewed and approved the invoice and the GL/Fund coding). *The supporting documentation (for example: all the pages of the phone bill) does not need to be sent, as it has been reviewed and approved by the HOS. Shared Services will use the information on the Invoice Cover Page to enter into the Financial System. If the invoice cover page does not include all the needed information to code the expense to the correct accounts then the supporting invoice pages should be sent.*
 - Email the scan file of all approved and GL/Fund coded invoices and the vendor Invoice Summary Template to Sr. Accountant responsible for processing. If you cannot scan and email, then fax the copies of the expense reports to the assigned Sr. Accountant for that school and Email the template.

- Shared Services will enter all the approved and GL/Fund coded invoices and classify expenses based on the description provided on the Summary Template and invoice. The invoices will be matched to totals on the Summary template for

control totals. Questions may be asked of the HOS or Bus Ops Manager during processing to ensure expenses and amounts are correct. This is a control point to avoid duplicate payments or check for missing invoices.

- A check register (Listing of all checks issued showing bills being paid) will be emailed to the school with notification of when to expect checks (checks may be signed in Herndon if there is a signer at Corporate HQ). Checks are issued in alphabetical order in order to match the sorted template.

- Checks with copy of support will be sent via Fedex to School so payments can be mailed/ signed from the school. The package sent would typically be clipped together and be in the following order:
 - o Vendor Summary Template for the Batch,
 - o Transmittal emails that show approval for payment,
 - o Other emails related to batch,
 - o Check #101,
 - o Vendor Invoice paid by check #101,
 - o Check #102,
 - o Vendor Invoice paid by check #102, etc.

- The receipt and review of the Check register, the Checks and the Vendor Invoice is an important point of control check for HOS/Bus Ops Manager. Review that the proper amounts have been paid and expenses correctly classified by comparing the 3 documents (Check Register, Check, Expense Report/Invoice).
 - o The check is printed in a 3-part form:
 - The top 1/3 part is the actual check,
 - The middle part is a transmittal copy that goes to the Payee (vendor) that shows the specific invoices being paid by the check and includes the check number and dollar amount of check.
 - The bottom part is a duplicate of the middle part and is the School's copy of the transmittal document. This should be detached from the top 2/3s and matched and attached to the original vendor invoice and then filed in the School's files by vendor/employee.

- Once reviewed and matched checks can be mailed to vendors from the school.

Employee Expense Reports Payment Processing

- Expense reports are submitted for approval to Head of School with all supporting receipts and documentation.
 - o Expenses should be submitted monthly by employees (K12 policy is to submit all expenses no more than 60 days from date of expense).
 - o Schools have found it effective to set a “due date” to all staff to keep expenses submitted in a timely manner. A date such as the 20th of the month allows time for approval at the school and then submission by month end to Shared Services allows time to include in month end reporting.
 - o When staff have had significant travel expenses and need reimbursement sooner, expense reports can be submitted earlier as well.

- HOS reviews and approves as evidenced by signature on expense report. Review for validity of charges compared to receipts/documentation and also for expense type (ex. ISP, Phone, Travel, PD). If the employee has not provided all the documentation, the HOS should obtain before signing approval.

- All original Expense Reports and Supporting Documentation should be maintained in files by employee at FLORIDA VIRTUAL ACADEMY office.

- Sending Approved Expense Reports to Shared Services for payment processing:
 - o Enter the amount approved for each employee and date of expense report and date submitted on the Employee Expense Report Summary Template
 - o Scan a copy of the Expense Report Cover Sheet signed by employee and HOS for each employee’s expense report being submitted for payment in a batch. *The supporting documentation does not need to be sent, as it has been reviewed and approved by the HOS. Shared Services will use the information on the Employee Expense Report to enter into the Financial System, so the expense report should be matched to receipts to make sure expenses are properly classified during HOS review.*
 - o Email the scan file of approved expense reports and the Expense Report Summary Template to the Sr. Accountant responsible for the school for processing. Email should state something such as *“Attached are the copies of August Employee Expense reports and summary file approved for payment August 25th totaling \$xxx.”*
 - If you cannot scan and email, then fax the copies of the expense reports to the Sr. Accountant responsible for the school and Email the template.

- Shared Services will enter all the approved and GL/Fund coded expense reports and match to totals on the Summary template for control totals. Questions may be asked of the HOS or Bus Ops Manager during processing to ensure expenses and amounts are correct.

- A check register (Listing of all checks issued showing bills/expenses being paid) will be emailed to the school with notification of when to expect checks (checks may be signed in Herndon if there is a signer at Corporate HQ). Checks are issued in alphabetical order in order to match the sorted template.

- Checks with copy of support will be sent via Fedex to School so payments can be mailed from the school.
 - o The receipt and review of the Check register, the Checks and the Expense Report/Vendor Invoice is an important point of control check for HOS/Bus Ops Manager. Review that the proper amounts have been paid and expenses correctly classified by comparing the 3 documents (Check Register, Check, Expense Report/Invoice).

- The check is printed in a 3-part form:
 - The top 1/3 part is the actual check,
 - The middle part is a transmittal copy that goes to the Payee (employee) that shows the “Invoices/Expense Reports” being paid by this check and includes the check number and \$ amount of check.
 - The bottom part is a duplicate of the middle part and is the School’s copy of the transmittal document. This should be detached from the top 2/3s and matched and attached to the original expense report(s) and then filed in the School’s files by vendor/employee.

- Once reviewed and matched checks can be mailed / delivered in person to employees.

DRAFT

Appendix C

Month End Check List for Schools

Monthly Financial Reporting Checklist-Quickbooks

| Tasks | Month | | |
|--|----------|----------|----------|
| | School 1 | School 2 | School 3 |
| Throughout month receive and pay invoices | | | |
| Throughout month receive and pay staff expenses | | | |
| Receive summary of Debit Card transactions from Wells Fargo and receipts. Record as AP and summarize in Excel incl. Fund classification. Send file to HOS/Regional Finance for Fund Classification review and approval to pay. | | | |
| Receive Payroll Reports from Adminstaff (Tonya Allen) for 2 payrolls. Record as AP and then payment as DD | | | |
| On the business day following payroll, perform online payment for Retirement (not all schools) withholding and Employer Match. Record entries in QB thru Vendor AP and DD payment | | | |
| Enter deposits from school throughout month – Monthly allotment deposited on last business day of month. | | | |
| Pay K12 invoices as directed by Board | | | |
| Month-end | | | |
| JE to record depreciation per Capitalized Asset Schedule | | | |
| Record JEs for Deferred Rent per Schedule | | | |
| Record journal for ISP checks that cleared in the month. | | | |
| Reconcile and Review Prepaid Expenses & record expenses as needed (Rent, Insurance, Travel & other per 13720) | | | |
| Perform Bank reconciliation, record additional entries as required | | | |
| Delete last few rows of Bank Rec | | | |
| Receive Monthly K12 invoices | | | |
| Receive Monthly K12 invoices - M&T | | | |
| Enter K12 invoices into K12 Matrix for Acct 13710 (Prepays) | | | |
| Record JE to amortize Upfront OLS and Computers, re-classing from 13710 | | | |
| Enter K12 invoices into AP | | | |
| Enter K12 invoices into AP - M&T | | | |
| Run "Unpaid Bills Detail" report for K12 vendors and send to Billing to confirm AR-AP balance reconciles. | | | |
| Send AP-AR balance to Billing | | | |
| Confirm AP-AR balance with Billing | | | |
| Record Revenue for K-12 based on monthly forecast | | | |
| JEs to accrue Management Fee | | | |
| JE to accrue Tech fee | | | |

| | | | |
|---|--|--|--|
| JE to accrue Oversight fee | | | |
| JE to accrue ISP | | | |
| JE to accrue Teacher Bonus based on Forecast | | | |
| Reconcile Balance Sheet Subsidiary Ledgers and record additional entries as required: | | | |
| - Detailed Fixed Assets | | | |
| - Deferred Rent | | | |
| - Prepaid K12 13710 | | | |
| - Other Receivables 13540 | | | |
| - Prepaid Expenses 13720 | | | |
| - Accrued Expenses 21100 | | | |
| - 19500 – Deposits | | | |
| - 20000 AP | | | |
| - 11000 Due To/From K12 | | | |
| After all accounts reconciled and entries made for month, run P&L by fund and record JEs to record monthly Spend by fund to Deferred Revenue (each fund has separate account) and Revenue for each Fund | | | |
| Prepare Restricted Fund Tracking schedule | | | |
| Run P&L and prepare budget format and Monthly Reporting Package and Supplementary Package | | | |
| Send Reporting Pack out | | | |
| Journal into Oracle | | | |
| File Pack approval email | | | |

Appendix D:

Overview of Monthly Financial Reporting Pack

User: Presented by Shared Services to HOS and Business Ops Managers

Monthly Financial Pack

- What is included:
 1. Actuals in Budget Format
 2. Transaction Detail by Account
 3. Journal Entry Posting
 4. Balance Sheet
 5. Bank Statement and Bank Reconciliation
 6. Others types of Reports:
 - Restricted Fund Spend

K12 Unpaid Bills and Recommended

Appendix E

Vendor Set-up Form



New Supplier Form

Mandatory Fields are Highlighted in Green

| | |
|------------------|--|
| Requestor | |
| Date | |
| Phone | |
| Email | |

| | |
|--|--|
| Supplier Information | |
| Supplier Name | |
| Alias | |
| Phone # | |
| Fax # | |
| Email Address | |
| Contact Name | |
| Contact Phone | |
| Contact Fax | |
| Contact Email | |
| URL (include http://) | |
| Multiple Sites (if yes, fill out separate form for each site) | |
| Operating Unit for this Site | |
| Inventory Supplier | |

| | |
|--|--|
| Address for Orders/Correspondence | |
| Address Name | |
| Addressee | |
| Address | |
| | |
| | |
| City | |

| | |
|---------------------|--|
| State | |
| ZIP | |
| Country (if not US) | |
| Address Purpose | |

| Remittance Address (if different) | |
|-----------------------------------|--|
| Address Name | |
| Addressee | |
| Address | |
| | |
| | |
| | |
| City | |
| State | |
| ZIP | |
| Country (if not US) | |

| Invoice Information | |
|---|--|
| Currency (if not USD) | |
| Terms (if other than net 30) | |
| Terms Basis (if other than invoice receipt) | |

| Tax Information (W-9 Must be attached) | |
|--|--|
| W-9 Must Accompany this Form | Link to W-9 Form |
| Tax Country (if not US) | |
| Taxpayer ID # | |
| 1099 Supplier | |
| If 1099 Supplier, Indicate Type | <input type="text" value="If Other, Enter Type:"/> |
| Tax Exempt | |

| Special Instructions |
|----------------------|
|----------------------|

Florida Virtual Academy Addendum

Home Office Expenses

Home Office Set Up Policy

FLVA will reimburse teachers up to \$250 for home office set up including phone and internet installation fees. FLVA will not reimburse teachers for furniture or equipment expenses. Please contact the school's operations manager if you are uncertain about what constitutes furniture or equipment. All computer and telephone-related purchases must be pre-approved by the school's technology manager. FLVA requires that teachers use Vonage as the home office phone/internet provider if available. Teachers need to notify the operations manager if Vonage is not an option. Supplies should be ordered through the Phoenix office via Office Max. Teachers will not be reimbursed for supplies unless the teacher seeks and receives approval in advance from the operations manager. Teachers may pick up supplies from the local office, whichever is more convenient.

Computer and Printer/Copier/Fax

FLVA will provide each teacher with a laptop computer and all-in-one printer to use while employed with the academy. The computer and printer will be maintained by FLVA. Staff members will not be reimbursed for purchasing new equipment. Costs associated with computer maintenance must be pre-approved by the operations manager and assistant director.

Post Office Box

All K-8 teachers are required to obtain a post office box at the local US post office for distribution to families. Post office boxes from private mail facilities must be pre-approved by the operations manager. Private post office boxes will only be approved for areas where a local US post office is not available.

Employee Meals and Mileage Reimbursement

Meals

Employees are eligible for reimbursement for meals if they are on a school sponsored business trip lasting more than 8 hours, or require an overnight stay. Meals will not be reimbursed for trips that do not meet these requirements.

Mileage

Employees below the manager level are eligible for mileage reimbursement for school sponsored business trips in excess of 20 miles round trip. This includes lead and master teachers.

Administrative staff will be reimbursed for mileage in excess of 40 miles round trip with the exception of visits to the office. Admin staff will not get reimbursed for travel to the main office.

FLVA staff members will be reimbursed at the current federal guidelines per mile for travel required to perform his/her job. If a staff member lives more than 250 miles from the final travel destination required for his/her job, he/she may purchase an airline ticket if the cost of the ticket is less than the mileage reimbursement amount. If a staff member lives less than 250 miles from the final travel destination required for his/her job, he/she may purchase an airline ticket if the cost of the ticket is less than the mileage reimbursement amount with the permission of the operations manager received in advance. Airlines ticket purchases and mileage will be submitted by the staff member on the monthly expense reimbursement form pursuant to school policy.

Certification and Fingerprinting Expenses

Maintaining a valid teaching certificate and fingerprint clearance card are a condition of employment at FLVA. As such, these expenses are a regular part of continued employment and will not be reimbursed.

Expense Account Reimbursement Policies

Expense reports must be mailed to the operations manager to arrive by the last Friday of the month. In order to be GAAP compliant, expenses must be recorded in the month they are incurred. For audit purposes, it is extremely important that expense reports get turned in monthly with current expenses.

1. Use Standard Expense Report. Provide detailed descriptions so that expenses are correctly classified. Be very specific about the reason for your expense. Attach a receipt for every expense. Number receipts with the corresponding line item on the expense report and sign the expense report in ink. If you have any questions about where to code expenses, contact the operations manager.
2. Always enter mileage as a number not dollars and attach a Mapquest map for audit purposes. If you make repeat trips, the operations manager still needs a copy each month, again, for audit purposes. If you find that the Mapquest map doesn't adequately represent your mileage, note the exception on your expense report.
3. Supplies will not be reimbursed and should be ordered through the operations manager.
4. Technical supplies such as extension cords, USB cables and routers are the responsibility of the employee. Be sure to check with the technology manager before ordering or buying any computer equipment or phones.
5. Any other expense over \$25 needs to be pre-approved by an administrator or it may not be reimbursed.

Expense Report Procedures

Expense reports are processed by the operations manager monthly. To facilitate this process, it is important for employees to follow the following procedures when preparing individual expense reports.

- Properly categorize your expenses and code them to the correct accounts
- Attach receipts for all expenses (tape them to an 8 ½" x 11" sheet of paper).
- Double-check the math.
- Provide details regarding the expense in the expanded section at the bottom to include if the cost was related to professional development or testing, the names of guests and travel itinerary information for meals, entertainment, and travel expenses, as well as room to explain any other charges.

Below are some additional changes, tips, and reminders:

- Save all receipts and supporting data to verify expenses.
- If a receipt is unavailable, please indicate this in the detail column and include a brief written description of the charge as part of the supporting data.
- Purchasing of computer hardware, software, or office equipment is done by through the technology manager. If you have a need for specific hardware, software, or equipment, you must notify the technology manager. Purchasing this item on your own and submitting a reimbursement is not permitted.
- When expensing hotel bills, charges for Room and Room Tax ONLY should be shown under Lodging. Charges for phone, food, or other misc. charges on the hotel bill should be broken out and listed in the appropriate categories on the expense report.
- List each charge separately on the spreadsheet.
- When expensing charges for meals, entertainment and travel, use the expanded section at the bottom to include names of guests and travel itinerary information.
- Expense reports must be completed online using the Excel Expense Report template available on the partner school board and printed out.