PUBLIC VIRTUAL CHARTER SCHOOL APPLICATION

MAINE VIRTUAL ACADEMY

Presented by

Maine Learning Innovations

Presented to

Maine Charter School Commission
111 Sewall Street, 5th Floor
182 State House Station
Augusta, ME 04333-0182

December 2, 2013

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State Charter School Commission

Executive Summary

(Exhibit A)

Applicant Instructions (*All relevant information must be provided as indicated*)

Name of proposed Public Charter School ____**MAINE VIRTUAL ACADEMY (MEVA)**__

Name of entity that will hold the charter ___**Maine Learning Innovations**_____

Primary contact ____**Amy Carlisle**_____

Title/Relationship to entity ____**President**_____

Mailing Address _____**149 Falmouth Road**_____

_____**Falmouth, Maine 04105**_____

Telephone (Primary) __**(207) 671-3096**___ Telephone (Secondary) _____

Email address ____**amyc@maine.rr.com**_____

Education Service Provider (if applicable) ____**K12 Virtual Schools LLC**_____

Partner Organization (if applicable) _____**NA**_____

Physical address of school __**MEVA is considering an office in the Hampden area for the Chief Executive Officer and other employees of the school.** _____

School administrative unit in which the school will be located **NA (Statewide virtual school)**

Intended opening date __**September 2, 2014**__

Proposed grades and initial enrollment _**MEVA will serve students in grades 7-12 beginning in Year 1. Year 1 projected enrollment is 300 students.**_____

School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature _____ Date Nov. 22, 2013

Printed Name _____**Amy Carlisle**_____ Title (Position)__**President**_____

School Description

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Maine Virtual Academy (MEVA) will be a full time public virtual charter school serving grades 7-12. Our mission: develop each student's full potential with research-based curriculum and technology applications; meaningful teacher/student/parent involvement; engaging, individualized learning plans; and continuous assessment of learning growth.

Instruction will occur through online applications; weekly direct synchronous lessons and frequent one-on-one synchronous sessions with highly qualified teachers; and numerous school meetings and events.

Each student will have an Individual Learning Plan (ILP) with specific learning goals. Students will receive course content, instruction, assignments, assessments and supplemental materials online as well as hands-on materials provided by the school. Middle school students will study Language Arts/English, Mathematics, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages. High school students will have access to over 150 courses in Math, English, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages in multiple levels, remediation and credit recovery courses, and electives.

The MEVA Board will contract with K^{12} Virtual Schools LLC ("K^{12}"), the largest U.S. provider of individualized online education programs for students in kindergarten through high school, to provide curriculum and selected services.

Education Plan

A.1 Mission, Vision,
Students, Community

A. Education Plan

The Education Plan should define what students will achieve; how they will achieve it and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment and outcomes

A.1 Mission, Vision, identification of targeted student population and the community the school hopes to serve

State the school's mission and briefly present your vision for how the school will operate. A mission statement defines the core purpose and key values of the school and informs the public about the students the school intends to serve. The vision statement is a statement of how the public charter school will look once it is operating. The vision and mission statements should be succinct and easy to understand. The mission statement should be reflected throughout all sections of the application.

Mission

It is the mission of the Maine Virtual Academy (MEVA), a high-quality, full-time online public charter school, to develop each student's full potential with research-based curriculum and technology applications; meaningful teacher/student/parent involvement; an engaging, individualized learning plan for the student's pace and style; and continuous assessment of learning growth.

Vision

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be ready for college or other post-secondary career training opportunities.

Describe the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that explains why you have chosen to use this approach with your anticipated student population.

MEVA will serve the purposes of a public charter school stated in Maine's charter school law (20-A.M.R.S.A. § 2402):

- to improve pupil learning by creating more high-quality schools with high standards for pupil performance;
- to close achievement gaps between high-performing and low-performing groups of public school students;
- to increase high-quality educational opportunities within the public education system;
- to provide alternative learning environments for students who are not thriving in traditional school settings;
- to create new professional opportunities for teachers and other school personnel;

- to encourage the use of different, high quality models of teaching and other aspects of schooling; and
- to provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

We will provide MEVA students and teachers with world-class, award-winning curriculum provided by K12 Inc. ("K12"). The K12 curriculum was rated as "Exemplary" by the District of Columbia Public Charter School Board in their October 2011 Program Development Review Report of CAPCS Online Public Charter School which also uses this curriculum, to provide students with an exceptional learning experience. Each course includes online and offline lessons and teaching tools to serve varied learning styles. Using individualized, online learning approaches, MEVA staff will use K12 curriculum and technology systems to ensure MEVA students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K12 curriculum covers both the core subject areas and a catalogue of electives. Based on decades of education research, the K12 curriculum packages high-quality lessons with assessments that ensure students achieve mastery at each level.

K12 provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

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

In 2010, the U.S. Department of Education released *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies*, the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes two important findings (while also encouraging the creation of new models to study):

> • *Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.*
> • *The effectiveness of online learning approaches appears quite broad across different content and learner types.*

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to review and synthesize cognitive science research and work with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula. We provide great detail about the research basis of our education program in the following section, **A.2 Academic Program.**

The MEVA academic program will combine online technology with traditional instruction and materials. Instruction will be provided by certified teachers who will work in conjunction with learning coaches (usually parents or guardians but can be any caring adult that the parent or guardian selects) to ensure student success. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings.

Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

Middle school teachers will provide weekly synchronous in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' Individualized Learning Plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The teacher will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas.

High School students will attend weekly synchronous instruction in all core content areas. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

A key part of the MEVA education program is the Individualized Learning Plan (ILP). The Individualized Learning Plan designed for each grade 7-8 child ensures a customized program that fits each child' unique strengths, weaknesses, learning styles and aptitudes. The Individualized Learning Plan developed for each high school student also maps out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals.

The development of the ILP is a collaborative team process involving all parties—the high school student, parent, teachers, guidance counselor, and advisor.

For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a web-based conferencing platform like *Blackboard Collaborate* where the student and teacher are working together at the same time, detailed use of Scantron's Performance Series, Study Island benchmark assessments for identification of standards needing remediation, instruction of study skills, and other interventions. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 43)**. Public facilities, such as libraries, may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction.

Students in grades 7 through 12 will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (science lab experiments, art supplies, musical instruments, etc.).

Each MEVA Middle School *family*, with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web-based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

Describe the student population to be served within the catchment area, both geographically and demographically. Discuss the community need that the school will meet by describing the characteristics, population and unmet educational needs of the community where the proposed public charter school will be located. Include in detail, any objective market research, surveys, or other measures of local demand for the proposed educational program.

Student Population To Be Served

Any student residing in Maine in the appropriate grade will be eligible to attend MEVA subject to space limitations, including students from diverse backgrounds such as students with disabilities, students attending low performing schools as measured by the Maine School Performance Grading System, those who are struggling academically and in need of an alternative choice for their public school education, gifted and talented students and students pursuing significant athletic or artistic pursuits in need of a flexible environment. We believe students will choose this type of learning environment for a variety of reasons including but not limited to: flexible schedule, relief from an environment of bullying, relief from an environment that intensifies student anxiety, a placement for students with medical needs that impact their ability to attend school more individualized learning opportunity, parents wanting a more active role in their child's education, more robust course offerings for rural students, students working at their own pace, etc. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). An enrollment of 300 students is projected in Year 1 growing to 750 students in Year 5. In **Tab 20,** we have provided a Projected Enrollment Table for the first five years of the charter. MEVA's admission policies will prohibit discrimination on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability. We expect students will range from entering years behind, to being on grade level, to, in some cases, being advanced in some subjects.

Based on the most current data available on the Maine Department of Education Data Warehouse website, we have projected that 44% of our students will be economically disadvantaged which is equal to the overall proportion of economically disadvantaged students in the state in the 2012-2013 school year. We also predict that our "at risk" student population will meet or exceed the state average and require an intervention model to be included as a part of their Individual Learning Plan. MEVA will have no restrictions upon enrolling students with any type of disability, regardless of the severity of that disability once they submit all required general education documents for enrollment. We have projected Students with Special Needs (15%) and English Learner populations (2.6%) approximating the same proportion of these groups of students who were enrolled in Maine public schools in the 2012-2013 school year. We predict special education services will be provided across all disability categories – low and high incidence. By direction of the Maine Department of Education, we have assumed that 5% of our student population will be gifted and talented.

Statewide Need

The voices of Maine families tell us that there is a need for the Maine Virtual Academy. MEVA has reached out to and received support from 124 families who support the authorization of the MEVA charter and indicated their interest in enrolling their children in the proposed school (see

Tab 43). In addition to this strong indication of need and support, there is documentation of the need for MEVA from many sources.

According to *Education Indicators Report for Maine*, published by Educate Maine, in 2013 only 38% of Maine 8th graders were proficient in reading and only 40% were proficient in math; only 48% of Maine's High School students—less than half--graduated high school proficient in reading and math. As a result, students are graduating from high school unprepared for college and career. Maine employers face a lack of highly skilled employees, and consistently spend their resources on training and retraining their workers. Students are also unprepared for post-secondary education, and many require remediation before entering college-level courses. The report establishes, "these numbers reveal that significant changes are needed for Maine's education system. We must do better to prepare our students for success in college and career."[1]

One of Maine's primary reform efforts is Proficiency Based Learning (PBL), a system of instruction and assessment based on mastery of the knowledge and skills students are expected to learn before advancing to the next level. It is a student-centered approach where teachers strive to customize lessons to a student's interest, needs and progress. MEVA's educational model aligns with the PBL as it is mastery based and grounded in the Individualized Learning Plan which customizes to fit each individual student's strengths, weaknesses, learning styles and aptitudes, as well as maps out multi-year personalized learning strategies for each student to reach his or her academic and future goals.

Across the country, more students are taking online and blended courses than ever before. *Keeping Pace*, a report published for the past ten years, in part sponsored by iNACOL (International Association for K–12 Online Learning), and recognized for its timely online education policy information, estimates 310,000 students attended fully online schools in SY 2012-2013.[2] *Keeping Pace* recognizes 31 states including Washington DC with at least one fully online statewide school. The report goes state by state across the country reporting on the "state" of online learning in each one. About Maine, *Keeping Pace* says "*Online learning has been limited in Maine, as the state has no major statewide online programs. LD1553 (2011) allows charter schools in Maine for the first time, including virtual charter schools; however, none has been approved as of SY 2012-2013.*" The report then graphically rates the state of online learning in Maine in the following way:

[1] [1] Educate Maine. (2013). *Education Indicators for Maine.* Retrieved from educatemaine.org

[2] Evergreen Education Group. (201 3). *Keeping pace with K-12 Online and Blended Learning*. Retrieved from http://kpk12.com/

The table above[3] makes a clear statement that online learning options, in particular full time online learning options, are lacking in Maine. MEVA will ably provide such an option for Maine families. MEVA will enroll students from across the state of Maine in Grades 7-12 beginning in the 2014-2015 school year (see catchment area in **Tab 1**). Data provided to Maine Learning Innovations by our proposed Educational Services Provider, K^{12} Virtual Schools LLC ("K12"), documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. While inquiries have come from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Auburn (Androscoggin County), and Augusta (Kennebec County). Please see Assessment of Community Demand in **Section B.6** for detailed market research, surveys, and other indicators of local demand for MEVA.

To quantify the condition of Maine's current "Educational Pipeline," the Maine Association for Charter Schools (MACS) provides the following data on their website (http://www.mainecharterschools.org/):

In Maine, for every 100 ninth grade students:

- *76 students graduate from high school four years later*
- *41 students immediately enter college*
- *31 students are still enrolled in college in their second year*
- *22 students graduate with either an associate's degree within three years or a bachelor's degree within six years.*

Maine educators such as Dr. Lynne Miller, Professor of Educational Leadership and Executive Director of the Southern Maine Partnership at the University of Southern Maine, have pointed out the "disconnects" between the aspirations of Maine students and their readiness for college and careers. Dr. Miller has long advocated that there is a widespread need for Maine students who aspire to college to have a course of study that adequately prepares them for college level work without remediation. She also writes and speaks about serving the education needs of those whose aspirations are to go from Maine high schools to a career. MEVA provides a way to fix the disconnect between student aspirations and their readiness to fulfill them.

[3] Ibid

Training a prepared and educated workforce with 21st century knowledge and skills is the key to a successful and productive economy and society. MEVA will provide a Career Pathways program designed to achieve high academic performance that meets the rigorous Maine Learning Results, Common Core Standards, and Next Generation Science Standards as well as prepares all Maine students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical skills they need in a rapidly changing workplace and society. MEVA's Career Pathways program is modeled on the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. MEVA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards. To read a full description of the Career Pathways program, please refer to the following section, **A.2 Academic Program**.

Explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

We see MEVA as an integral part of implementing Maine's developing strategic plan "Education Evolving: Maine's Plan for Putting Learners First" and we applaud this state education reform initiative. The plan's purpose ("to build an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers, and civic life") and the school's mission and vision are in synch. In particular, MEVA fits perfectly in Core Priority Area 3 of the plan: Multiple Pathways for Learner Achievement, as MEVA embraces the four tenets of an education "system that fully recognizes multiple pathways for a student to achieve":

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- "Anytime, anywhere" learning

Students are often "lost" because their current learning environment does not match their learning needs. MEVA seeks to assist Maine in reaching academic excellence by providing additional opportunities to improve student learning through increased options in learning environments and implementing a variety of teaching strategies. Too many students in both Maine and the nation are not graduating from high school at all, or are graduating unready for the expectations of higher education or meaningful careers. This reality, central to the school's mission, is not receiving the type of innovative solutions it deserves. More of the same is not going to produce the breakthroughs required. To help meet this challenge, our governing board believes that we as a state need additional instructional models, increased learning opportunities for students, new ideas and approaches to innovative teaching methods, and a reaffirmed commitment to ensure our students are college and career ready. We believe the Maine Virtual

Academy will provide this type of innovative model for the students we serve, and will provide an example for other public schools to learn from. Charter schools can and should be places for research and development. The model we are proposing has been tested in thirty-three states and the District of Columbia with our partner, K^{12} Virtual Schools LLC. We will work with all stakeholders to ensure high levels of accountability and transparency.

Our application is submitted in the spirit of creating options and increasing the learning opportunities for the students in Maine starting in 2014 and into the future. The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of individualized learning. The common denominator among parents who will choose MEVA for their children and the staff selected to work with us will be a shared belief that not all children learn the same way and that individual students and families should have access to an array of high quality public education options. We will be recognized as a student-centered school that looks at each student as an individual and matches teaching methods to individual learning styles and student performance.

Our students will define, plan, and work towards achieving their academic and non-academic goals. Students, teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations. We will demonstrate best practices: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices. MEVA within its model will provide new opportunities for teachers through leadership roles that still allow our best teachers to teach while taking on some administrative roles in developing the school. The instructional practices in our public charter school will be models for school districts in Maine to replicate especially in the areas of creating individualized learning plans (ILPs), parent engagement, mastery of standards, focus on college and career readiness skills, web-based and in-person professional development, a detailed instructional model, creating value-added measures of student achievement, and providing successful intervention for students who are struggling. Like all high-performing charter schools, MEVA is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations. Finally, the Board has determined that our chosen education service provider, K12, is uniquely situated to help us succeed in this quest. K12 has more than 12 years of experience providing not only the end-to-end curriculum and learning system but also associated administrative and technology services necessary to deliver that curriculum.

Required Tab

1. **Map showing outline of catchment area**

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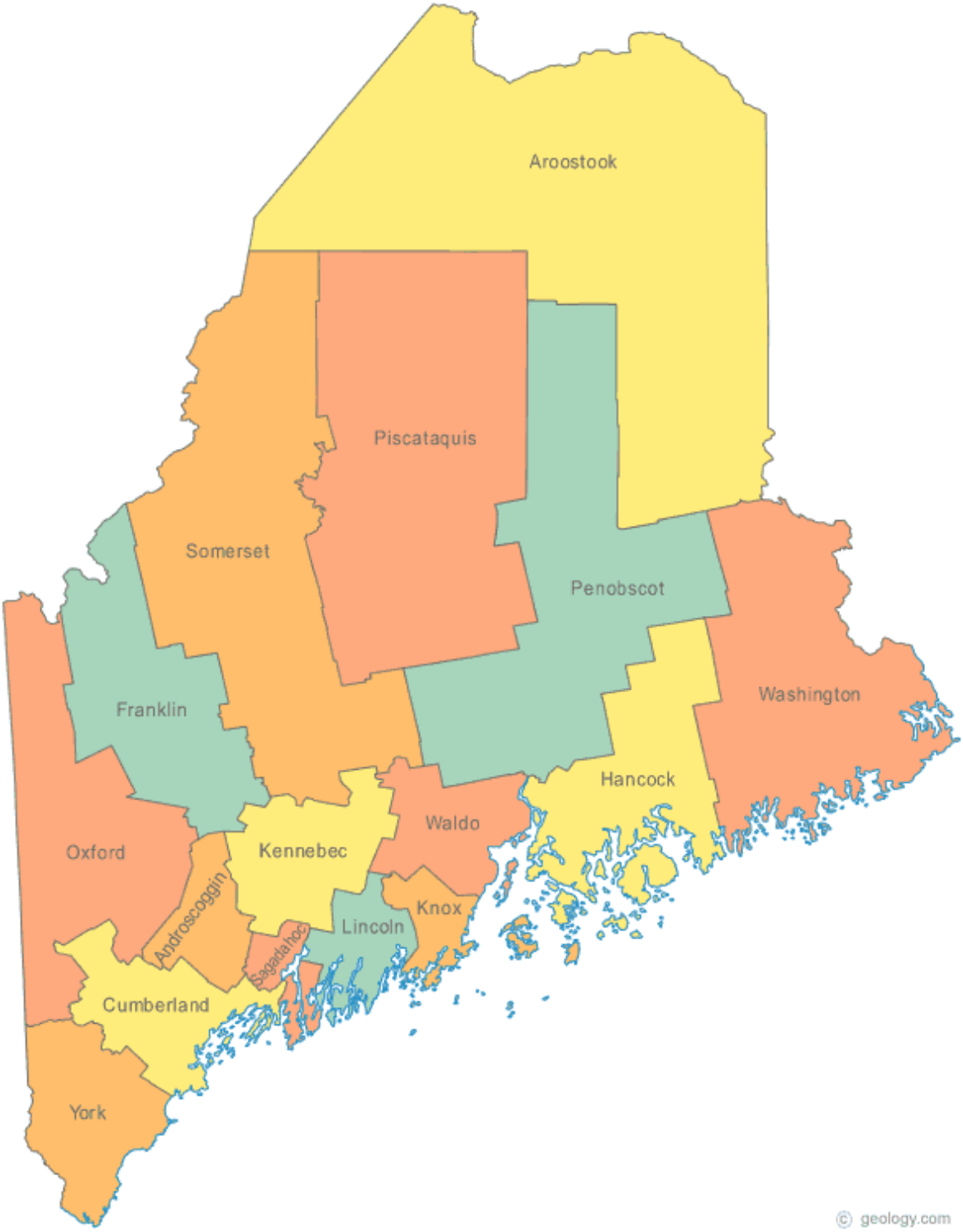
Tab 1 Catchment Area

TAB 1

MAINE VIRTUAL ACADEMY CATCHMENT AREA



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A.2 Academic Program

Provide a description of the curriculum to be used by the school that reflects the needs of the school's target population, including measurable objectives and subject area content and skills for each grade level, and a curriculum outline.

Curriculum Description

MEVA will offer K12's extensive and award-winning curriculum of grades 7 through 12 courses (see **Tab 44**). It should be noted that in 2011, K12 was approved by the Maine Department of Education as a Maine Online Learning Provider on the basis of K12's demonstrated experience in the operation and management of online learning programs and courses. As an approved Maine Online Learning Provider, each K12 course offered for a unit of credit must correlate with applicable state-adopted academic standards prior to being offered.

MEVA has chosen to "adopt" the Maine Learning Results, the Common Core State Standards (CCSS), and Next Generation Science Standards through the selection of the K12 curriculum. Our students' academic achievement in each subject area for each grade level will be measured against these standards. K12 has documented how their courses are aligned to the Maine Learning Results, the Common Core State Standards (CCSS), and the Next Generation Science Standards (for representative examples see **Tab 45**). The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has positioned K12 core Math and English Language Arts curriculum to be fully aligned to the Common Core standards. K12 actively monitors each state's review and adoption of the NGSS standards which, for many states, is still in the very early stages. As they have done with the Common Core standards, K12 is committed to fully supporting the NGSS standards and is currently updating its science courses to meet this goal. K12 is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the Maine Academic Standards and the Next Generation Science Standards, as a measure of its success.

Measurable Objectives

It is the belief of MEVA that students should be assessed regularly to determine and ensure mastery of content. Assessments should include state required assessments, teacher developed assessments and formative assessments throughout the school year that are tied to both the curriculum and the state standards. Therefore, many of our objectives are based on this belief. Each year the Board, along with the administrative staff, will review progress on meeting objectives, assess student data and determine if adjustments need to be made. The Student Achievement Improvement Process (SAIP), described below in the **Section A.4 Assessment**, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Both teachers and administrators will be decision-makers in the SAIP process, which should result in a highly productive and respectful relationship. MEVA believes that the objectives below are obtainable and are based on the need to ensure students make learning gains throughout their educational journey with MEVA. However, the Board will seek to revise and improve the goals based on data from fall pre-assessments of students and other data as the

school grows. Goals and measurable objectives must be reviewed and revised on a continuous basis and MEVA is committed to doing that. Therefore, MEVA views the objectives below as a baseline from which to start but is aware that they will need to go through a full revision once actual data is available on the students enrolled in the school. For more detailed information on the measurable objectives, see **Tab 10 Maine Charter School Commission Performance Indicators for MEVA.**

STUDENT ACADEMIC PROFICIENCY

Measurable Objective 1: Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics in NECAP/SBAC will be 90% by 2022. An annual improvement projection will be set according to the baseline established by the percent of students who are proficient in Year 1.

Measurable Objective 2: For students in grades 10, 11, and 12 who have been enrolled for a full academic year, MEVA will show at least a 2% increase in the average/mean scale score in ELA and Math on the PSAT/SAT (MHSA).

Measurable Objective 3: Students in grades 7 and 8 will master 90% of the curriculum in Language Arts, Mathematics, History, and Science. A minimum of 70% of students in grades 9-12 will pass their Language Arts and Mathematics courses.

STUDENT ACADEMIC GROWTH

Measurable Objective: The average gain will exceed the norm group gain in grades 7, 8, 9, and 10 in both Reading and Mathematics on Scantron Performance Series assessments.

ACHIEVEMENT GAPS IN PROFICIENCY AND GROWTH BETWEEN MAJOR STUDENT SUBGROUPS

Measurable Objective 1: In Year 1, a Comprehensive Needs Assessment will be completed as part of the School Improvement Process. Measurable goals, objectives, and strategies for gap closure will be identified and aligned.

Measurable Objective 2: The School Improvement Plan including the gap closure measurable goals, objectives and strategies will be implemented, evaluated, and updated on an on-going basis.

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STUDENT ATTENDANCE

Measurable Objective 1: Average daily attendance rate will be 93%.
Measurable Objective 2: Students will have no more than 10 unexcused absences annually. An escalation and remediation process will begin with 5 unexcused absences.

RECURRENT ENROLLMENT FROM YEAR TO YEAR

Measurable Objective 1: Year 1 percentage of student re-registration will be 80%.

Measurable Objective 2: Year 2 and beyond will see a 2% improvement each year.

POSTSECONDARY READINESS (FOR HS)

Measurable Objective 1: Baseline data will be collected during Year 1 and graduation rates will be set for Years 2-5 based on 4, 5, 6 year cohorts with a 5% improvement target each year.

Measurable Objective 2: Baseline data from Year 1 will be collected and performance projections will be set for the percentage of students demonstrating success in and completion of dual enrollment courses.

Measurable Objective 3: Baseline data will be collected on students who have been enrolled for a full academic year. Students will show at least a 2% improvement in reaching the state average or scoring above the state average on all measures defined by the SAT/ACT in reading, writing, and mathematics.

Measurable Objective 4: In Year 1, 60% of graduates will pursue a post-secondary education, 10% will enter the military, and 30% will enter the workforce. Each year thereafter, graduates will meet or exceed the Maine state averages in pursuing a post-secondary education, entering the military, and entering the workforce.

Measurable Objective 5: Using the Individualized Learning Plan which combines students' interests, goals, and abilities to form a path so that as they matriculate from high school they can enter the post-secondary option of their choice. Of the 40% who will not go on to a post-secondary education in Year 1, ~25% will go on to the military and ~75% will go into the workforce. Each year thereafter, graduates will meet or exceed the Maine state average.

SCHOOL SOCIAL AND ACADEMIC CLIMATE

Measurable Objective 1: The school will maintain the same state and federal reporting requirements as for public schools. 100% of staff will be trained in cyber-bullying prevention, and there will be semiannual sessions presented to students and families on cyber-bullying.

Measurable Objective 2: The school will participate in state student climate surveys. Baseline data will be gathered in Year 1, and there will be a 2% improvement on parent satisfaction percentages from the previous year.

PARENT AND COMMUNITY ENGAGEMENT

Measurable Objective 1: 100% of students will be meaningfully connected to at least one outside of school activity, and MEVA will develop a portfolio of meaningful corporate and community partners for students to engage with.

Measurable Objective 2: 100% of staff, students, and families will utilize the kmail communication and documentation system.

Measurable Objective 3: Middle school and high school parents will participate in the School Improvement Team and the Parent Advisory Committee.

Measurable Objective 4: 100% of families will meet with teachers to develop and monitor Individualized Learning Plans.

Measurable Objective 5: 100% of learning coaches will log in to the Online School.

Measurable Objective 6: Targets for parent and family participation in school-sponsored activities, including volunteer and fundraising activities will be established in the contract and noted in the school handbook for families and students.

Measurable Objective 7: A plan for parent conferences will be established, and records of attendance at conferences held will be maintained.

Summaries of the core curriculum for middle school and high school below describe the subject area content and skills for the range of grade levels of students who will attend MEVA. We have also provided more detail in **Tab 46,** which includes representative middle school course scope and sequences to further illustrate the curriculum subject area content and skills.

Demonstrate how the school provides instruction of all students in all eight content areas of the system of Maine Learning Results and provides a structure that allows and requires all students to achieve proficiency in the state standards in all content areas of the system of learning results.

Middle School Curriculum

In 7th and 8th grade, courses are categorized into six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music (see Grades 7-8 catalog in **Tab 44** and curriculum descriptions below). In addition, through a joint venture with Middlebury College, called Middlebury Interactive, MEVA will offer multiple levels of World Languages in Spanish, French, Latin, German, and Chinese. Courses in Health and Physical Education, and Career and Education Development will also be offered to meet the standards of the eight Maine Learning Results. The curriculum includes all of the courses that students need to complete their core 7th and 8th grade education—in more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the Grades 7-8 curriculum include a variety of innovative solutions. MathCast is a video that mimics the real teacher instruction in a face-to-face classroom by capturing the natural voice and handwriting of an expert mathematics teacher. The key to MathCast is its ability to show worked examples of the typical problems students may encounter in their math classes. As cognitive science and instructional design research has shown, learners benefit from hearing and seeing the thought process of an expert problem solver, and worked problems are one of the most efficient ways to learn mathematics. Furthermore, students learn better when visuals are explained with narration. Virtual Labs are another important innovation – they recreate a traditional laboratory setting that provide students with hands-on experience in exploring key concepts they have learned, while acquiring new scientific skills such as creating hypotheses, analyzing data, developing lab equipment and procedural knowledge. The Virtual Labs are designed to meet each student's need, and are but one component of a richly textured lesson experience. Virtual labs are conducted in addition to hands-on experiments conducted using materials supplied as part of middle school science courses.

MATH*:* MEVA's math curriculum emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic as well as more advanced skills. Online games and animations motivate students and help illustrate abstract concepts, while challenge problems help develop critical thinking skills. These exciting, research-based courses focus on computational fluency, conceptual understanding, and problem solving. The engaging approach features colorful new graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed. The math curriculum provides a thorough mathematic grounding for MEVA students.

SCIENCE: MEVA will offer real science for each grade level. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, MEVA science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

LANGUAGE ARTS/ENGLISH: Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining literature, composition, grammar, usage, mechanics and vocabulary, The Language Arts/English program emphasizes developing written and oral communication skills, interpreting literary works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Students

HISTORY: With integrated topics in Geography, Civics, and Economics, the History curriculum opens young adult minds and imaginations to far-off lands, distant times, and diverse

cultures as they explore the broad themes and big ideas of human history and the contemporary world. It emphasizes the *story* in history—a story that includes not only great men and women but also everyday people. Students explore major themes and topics in greater depth through survey and advanced level courses in American and World History, focusing on change over time, including the development of religion, philosophy, the arts, science and technology. They also practice map reading skills, document and art analysis, conduct research, write in a variety of formats, and look at how historians draw conclusions about the past Lessons for state specific history requirements are embedded throughout each grade level history course. MEVA history curriculum will include instruction in American history, Maine studies and Maine Native American history as outlined in Title 20-A MRS 4706:

1. **American history.** American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship

2. **Maine studies.** Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage Maine Native American studies, and Maine Native American studies:
   A. Maine tribal governments and political systems and their relationship with local, state, national and international governments;
   B. Maine Native American cultural systems and the experience of Maine tribal people throughout history;
   C. Maine Native American territories; and
   D. Maine Native American economic systems.

ART: Following the timelines in the History lessons, MEVA Art introduces students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, and yarn etc. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists, from Rembrandt to Warhol, and learn about different artistic movements such as Impressionism and Cubism. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

MUSIC: MEVA Music teaches basic music fundamentals and concepts, including theory, history, and genres at different levels, so that all music students have a consistent understanding of the essential concepts governing Western music. The curriculum builds quickly, incorporating classical forms of music and modern traditions such as gospel, soul, blues, and rock and roll in a structured, comprehensive way. Students study classical composers and their music, including Beethoven, Mendelssohn, Mozart, Vivaldi, Corelli, as well as modern music composers such as Copeland and Prokofiev. Students expand their knowledge of musical scales, rhythm, beat, harmony, form, and expression; and they practice recognizing musical pieces and patterns. The concepts in the lessons are critical to fostering music comprehension, which is taught in stages as students move through their years at MEVA. Much more than simple music appreciation, this is

an approach that will help students train their own ears, voices, and bodies in the fundamental building blocks of music.

WORLD LANGUAGES: The offering in world languages, Middlebury Interactive Languages and Aventa, gives students a choice of five World Language courses (Spanish, French, German, Latin, and Chinese) and helps students to read, write, speak, and listen for meaning in the languages they choose to study. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the courses represent 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, diverse multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. Courses prepare students to generate language incorporating the vocabulary and patterns they have learned. Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

HEALTH EDUCATION AND PHYSICAL EDUCATION: Health and PE focus 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 courses help students build the skills they need to protect, enhance, and promote their own health and the health of others. They are also designed to engage students in activities that reinforce basic physical skills and improve overall fitness levels. Each PE lesson provides a schedule of instructions for five days of activities.

CAREER AND EDUCATION DEVELOPMENT: The mission of the MEVA Career Pathways program is to not only achieve high academic performance that meets rigorous state standards, but also to prepare MEVA students for college, career, and citizenship by providing them with the vision, attributes, and the practical and technical skills they need for success in a rapidly changing workplace and society. The Career Pathways program supports the state's education reform plan: "Education Evolving: Maine's Plan for Putting Learners First" in the core priority areas of effective learner-centered education, great teachers and leaders, multiple pathways for learner achievement, and comprehensive school and community supports. MEVA's Career Pathways program is modeled after the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. The basic framework of this program includes multiple, mutually reinforcing components including the Individualized Learning Plan, the starting point for identifying and selecting a career pathway. While formulating their ILPs, students are first introduced to the Career Pathways Program. Those who choose to pursue this program can enroll in the applicable

exploratory course depending on their grade level. These customized courses are unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. The exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers weekly seminars and assemblies with guest speakers focusing on specific clusters and pathways. These courses enable students to explore their education and career interests, define goals, and create a path for high school that that will get them there.

High School Curriculum

MEVA will be able to offer more than 150 K12 high school courses designed to help students earn their high school diploma and find their own path to post-high school success—whether that's in college or in the workforce. K12 high school curriculum offers Math, English, Science, and History courses in multiple levels—Core, Comprehensive, Honors, and Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners (see K12 grades 9-12 catalog in **Tab 44** and curriculum descriptions above). Students can take up to five years of Spanish or French (including AP courses), up to four years of German and up to two years of Latin, Chinese, and Japanese. Students have a variety of physical education and art course options to choose from to fulfill graduation requirements. In addition, a large variety of electives, including Anthropology, Web design, and Entrepreneurship will be provided. The program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent students from being "locked in" to one level of a particular subject, and account for natural progress and growth.

Many science courses now include interactive Virtual Labs (vLabs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many textbooks, reference guides, literature readers, and lab manuals are now also offered as online books (a.k.a. eBooks), and are optimized for use with mobile devices. Plus, K12 has launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include "K12 Algebra I Study and Review" and "K12 Periodic Table," which students can use to reinforce course concepts.

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

- **Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area both for graduation as well as for potential admission into a wide range of colleges. Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong

study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

• **Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.

• **Honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. 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.

• **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. Twenty Advanced Placement courses that have been approved by the College Board are currently offered. These courses were officially approved through the AP Audit process in the early summer of 2013.

While most MEVA students will be prepared to enroll in one of four levels of core courses, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K12 also provides two levels of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

• **Remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to continue their studies at a high school level.

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

HISTORY: High school History emphasizes the narrative of History – a narrative that includes great men and women as well as everyday people, and the governments, arts, belief systems, and technologies they have developed over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student's needs. Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks published by K12 with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety

of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. MEVA high school history curriculum will include instruction in American history, Maine studies and Maine Native American history as outlined in Title 20-A MRS 4706:

1. **American history.** American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship

2. **Maine studies.** Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage Maine Native American studies, and Maine Native American studies:
   A. Maine tribal governments and political systems and their relationship with local, state, national and international governments;
   B. Maine Native American cultural systems and the experience of Maine tribal people throughout history;
   C. Maine Native American territories; and
   D. Maine Native American economic systems.

ENGLISH: High School English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses, in the core, comprehensive, and honors curricula offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

SCIENCE: MEVA will offer a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science. Most of these courses are offered at core, comprehensive, and honors levels, allowing students to select the level of rigor in keeping with their level of science achievement. AP courses are also available. All courses are academically rigorous, meeting and exceeding national and state science standards and provide valid, continuing assessment of student work. Each course is built around a series of Big Ideas developed in association with working scientists. Courses provide hand-on exploration of the sciences; courses have the option to use real materials to conduct scientific laboratory investigations at home. Options exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each high school science course prepares students for college science courses, not only by

providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firms anchoring students in scientific principles.

MATH: Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students the ability to interact with a structured, partially-completed problem. The offline textbooks provide reference information, more worked examples, and robust, well-sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics. Many courses are available in various levels including core, comprehensive, honors, and AP.

WORLD LANGUAGES: The offerings in high school world languages, Middlebury Interactive Languages (a joint venture with K12 and Middlebury College) and Aventa, give students a choice of six World Language courses (Spanish, French, German, Latin, Japanese and Chinese) in up to 5 levels depending on the language. These courses take students through a rigorous yet captivating journey of language learning with continuing emphasis on reading comprehension, speaking, reading and writing. Vocabulary and grammar topics are introduced and reinforced in an ongoing adventure story and supporting activities. Cultural lessons and activities are included as well. Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

HEALTH EDUCATION AND PHYSICAL EDUCATION: High school health and physical education are a comprehensive offering that develops a number of important skills and knowledge areas through online instruction, engaging group discussion, and numerous activities. Lessons focus on topics such as nutrition; hygiene; physical and mental health; the dangers of substance use and abuse; injury prevention and safety; growth and development; and community health resources. Students gain a thorough understanding of real-life issues through analyzing internal and external influences on their health-related decisions, as well as learn practical skills ranging from understanding food guidelines and health insurance to first aid and CPR. In PE, online instructional guidance supplements weekly student participation in cardiovascular, aerobic, muscle-toning, and other physical activities. The lessons help students build the skills they need to protect, enhance, and promote their own health and the health of others.

MUSIC: High school music introduces students to the history, theory, and genres of music. Through interactive lessons and activities, students explore the history of music, from the surviving examples of rudimentary musical forms to contemporary pieces from around the world. They cover early musical forms, classical music, and American jazz, as well as modern

traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. Students also explore 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. A student "performance practicum" may be included if appropriate. 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.

ART: The Arts curriculum 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. They are designed to broaden students' knowledge of a variety of art forms within historical and cultural contexts. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

CAREER AND EDUCATION DEVELOPMENT: As mentioned previously, MEVA will offer students the option of participating in a Career Pathways program. After creating an Individualized Learning Plan (the starting point for identifying and selecting a career pathway) and taking the applicable exploratory course, high school students who elect to follow a pathway may have opportunities such as General Education Courses, Pathway Foundation and Elective Courses, Concurrent Enrollment Courses (college credit), courses or training at a Maine 27 Career and Technical Education center, internships, and a diploma endorsement in their chosen pathway. A more detailed description of the Career Pathways program is provided later in this section of our application.

Curriculum Alignment

Maine Learning Results, Common Core State Standards, and Next Generation Science Standards

K12 has documented how their courses are aligned to the Maine Learning Results, the Common Core State Standards (CCSS), and the Next Generation Science Standards (for representative examples see **Tab 45**). The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has positioned K12 core Math and English Language Arts curriculum to be fully aligned to the Common Core standards. K12 actively monitors each state's review and adoption of the NGSS standards which, for many states, is still in the very early stages. As they have done with the Common Core standards, K12 is committed to fully supporting the NGSS standards and is currently updating its science courses to meet this goal. K12 is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the Maine Academic Standards and the Next Generation Science Standards, as a measure of its success.

The alignment process is overseen by K12's curriculum support and alignment department. K12 engaged alignment specialists to review and document the alignment between its curriculum and the standards. Alignment specialists identified where in the K12 curriculum the concepts are addressed and noted specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Maine Academic and Common Core Standards.

Alignments submitted in **Tab 45** of our application are based on the format of the standards to which the curriculum is compared. Common Core Math and English/Language Arts standards contain individual standards for grades 7 and 8 and then aggregate standards for high school. High school English/Language Arts standards are aggregated by two bands: grades 9 and 10 and grades 11 and 12; high school Math standards are aggregated across all of the high school grades. The English/Language Arts and Math alignments submitted in **Tab 45** of our application follow the standards' formats. Maine Social Studies standards are also written in aggregate. Performance indicators are written for grades 6-8 and then grades 9 to graduation. The Social Studies alignments submitted in **Tab 45** of our application follow the standards' format. Science alignments were based on the Next Generation Science Standards, which are written according to course and grade level and not written in an aggregate form.

All of the alignments will be thoroughly reviewed after charter approval and prior to school opening in fall 2014 to prepare teachers for student instruction. To further ensure alignment among the MEVA curriculum, the Maine Learning Results, and the Maine Comprehensive Assessment System, according to each student's grade level and course enrollment, after charter approval and prior to school opening in fall 2014, test blueprint alignments will be developed for WIDA ACCESS for ELL (grades 7-12), National Center State Collaborative (NCSC) alternate assessments (grades 7-8, 11), Maine High School Assessment (MHSA) science (third year high school), Smarter Balanced Assessment Consortium (SBAC) system of assessments (projected to replace grades 7-8 NECAP testing and high school SAT testing in the 2014-2015 school year) and Maine Educational Assessment (MEA) science (grade 8),

In addition to the grades 7-12 Common Core State Standards' English/Language Arts and Math alignments, we have provided examples of Middle School Science and High School Science and Social Studies/History course alignments to the Next Generation Science Standards and Maine Learning Results. We understand that, due to the hundreds of pages of curriculum alignments, all alignments are not required as part of the charter application process; however, the MEVA Governing Board feels that the curriculum alignments are exceptional and demonstrate the strength of the curriculum. MEVA would be willing to provide additional curriculum alignments upon request.

iNACOL National Standards for Quality Online Courses, version 2

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations can use these standards as a rubric for evaluating the quality of any online courses they wish to offer.

The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

K12's rigorous courses—aligned to national and state content standards—engage students in active and self-directed learning that requires progressively sophisticated thinking, reasoning, information literacy, and communication skills. K12's courses address the many ways students learn, including the varied capabilities offered by the online medium and supported by instructor-student and facilitated student-student interaction. The curriculum provides for multiple levels of mastery, teaching concepts and skills that will be retained over time and that provide a foundation for further study. Ongoing assessments verify students' progress and readiness for advancement. K12 conducts continuous and systemic internal audits of its courses to assess effectiveness.

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

AdvancED Accreditation

K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and Commission on International and Transregional Accreditation (CITA). K12 is the largest national kindergarten through grade 12 online school provider to be recognized by AdvancED. Online public schools using K12 curriculum have received accreditation from qualified accrediting organizations across the country including Middle States Association, NCA CASI (also now part of AdvancED), Northwest Association of Accredited Schools, and Western Association of Schools and Colleges.

AP Approved Courses

K12 currently offers 20 Advanced Placement courses that have been approved by the College Board. These courses were officially approved through the AP Audit process in the early summer of 2013. 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. AP and dual-credit courses may be a component of the MEVA Career Pathways program, where students have the opportunity to earn college credit while enrolled at MEVA. Agreements will be sought with local colleges to develop an articulated agreement for co-enrollment. Credits may be earned in a variety of ways, including: physically attending classes at MEVA or on the local college campuses; by taking credit-earning online classes in a supervised setting at MEVA; and by the school negotiating the right to have some of its coursework at the MEVA facility considered a co-enrolled credit course at a college.

NCAA Approved Courses

Since its inception, K12 has been committed to creating thoroughly researched, high quality curriculum that is aligned to state and national standards. The National Collegiate Athletic Association (NCAA) has traditionally found K12 courses as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. The courses eligible for blended and virtual schools managed by K12 Inc. were placed under Extended Review in July 2012; during this review, K12 courses will continue to be considered for NCAA eligibility. Each school under Extended Review is listed individually on the NCAA website. K12 and Aventa courses taught or administered by school district teachers may also be eligible for NCAA course credit, and each course must be submitted by the district for final approval.

Leading Sources Standards

K12 has developed courses that incorporate standards, parameters, and characteristics outlined by a host of leading sources including: the National Academy of Science; American Council on the Teaching of Foreign Languages; Chinese Language Teachers' Association; National Art Education Association; International Association for K–12 Online Learning; National Association for Sport and Physical Education; National Council on Economic Education; National Council for History Education; National Council of Teachers of English; National Council of Teachers of Mathematics; National Institute of Child Health and Human Development; and Partnership for 21st Century Skills. The quality of the K12 courses and learning management system along with a track record of academic success has been documented.

Discuss the school's instructional design, including the type of learning environment, such as classroom-based or independent study, project and performance-based, experiential, class size and structure, curriculum overview, teaching methods and research basis that will be relevant or necessary to successful implementation of the curriculum.

Innovation of the Academic Program

MEVA will be a full time virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, every administrator and counselor will be fully focusing their talents and efforts on the very specific task of making the school an innovative success. For the Governing Board, this school and its unique instructional model and operations will be their primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the MEVA community will be able to dedicate their time and talents in a focused manner. Our students and families will benefit from this focus.

Simply put, MEVA is innovative, unique, and increases learning opportunities in Maine because it is a full time virtual charter school—a choice for virtual instruction as a form of public education for full time students. MEVA will enroll any interested student and will offer a long-term, stable educational environment. As a public charter school, MEVA will operate under a

charter contract with the Maine State Charter School Commission which lays out a five year plan for the school including:

(1) The school's ability to directly enroll students who meet the eligibility requirements in grades 7 through 12. The Board is committed to enrolling every eligible student in Maine who seeks this public school option. The Board will not implement short enrollment windows or grade level caps. Enrollment will be quick and efficient to ensure students who want to enroll are serviced quickly and, once enrolled, are able to participate in activities throughout the year including the K12 Success Over Summer program.
(2) The charter school's commitment to consistently use a high quality curriculum and instructional model from a provider of individualized online education programs.
(3) The Board's singular commitment to this type of public school option and focus on providing high quality wrap around services for students and families.
(4) Extensive parental involvement in virtual learning programs and policymaking through the school board and community.
(5) MEVA's push to provide unique and new ways of meeting a student's individual needs. For example, developing and maintaining an Individualized Learning Plan (ILP) for each student, a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes.
(6) MEVA's innovative Career Pathways program offerings designed to motivate and guide students onto a path towards academic achievement as well as college and career readiness by providing direction, depth, and real-world practical and technical skills.
(7) MEVA's focus on ensuring strong parental involvement through various parent outreach services: K12 speaker series, parent coffee sessions, parent suggested training sessions, monthly meetings with the Chief Executive Officer (CEO) through ClassConnect and regular face to face opportunities with the CEO throughout the year. The parent/learning coach is an important role in this model and MEVA will take tremendous steps to ensure their success in working with their student.
(8) The benefit to MEVA parents, students, and the school by taking part in various pilots, research endeavors, and focus groups that are aimed at continual improvement in the curriculum and services provided to the entire family.
(9) Access to programs like the K12 National Math lab that is directly targeted to impact middle school math performance.

MEVA will be unique in that it will provide the consistency, continuity, and a continuum of education that some parents seek because it will best serve the needs of their children.

Most significantly, MEVA virtual charter school will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. More than being just part of an online academic delivery system, MEVA will be part of a network connecting similar virtual academies (in 33 states and the District of Columbia as of this year) to each other <u>and</u> the resources and experience of our Education Service Provider, K12. Being part of this network will be valuable to everyone associated with MEVA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements.

MEVA's curriculum and instructional design is based on more than fifty years of cognitive science research in the following areas:

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

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

MEVA's mission aligns perfectly with K12's curriculum philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

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

> For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich educational experience that is unlike any other.
>
> K12 curriculum utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

MEVA is a school and all that a school encompasses not only for the students but also for the teachers. As virtual academy teachers, the MEVA teachers will participate in task forces that will shape the curriculum and instructional model in the coming years. Virtual academy teachers participate regularly in K12 driven innovations that are focused on drawing on their teaching expertise and helping to make virtual teachers better at their job. The experience virtual academy teachers gain through working on these task forces is invaluable in their professional growth and it is experience they cannot get anywhere else. K12 has created opportunities for virtual academy teachers to gain certification in the use of Blackboard Collaborate through a variety of K12 and Blackboard Collaborate developed training courses. K12 has established relationships with colleges to provide courses for virtual academy teachers to gain graduate credit in the field of virtual learning.

MEVA teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. MEVA teachers will look for opportunities for their students to interact, socialize, engage with, and learn from each other and the community, such as participating in state history fairs, applying for student leadership opportunities and grants, guiding students that are interested in government affairs to apply for governors' school. Establishing a tight-knit school community by meeting not only the academic needs of the students, but also the students' desire to create clubs and other student-led experiences is one of the many keys to the success of a virtual academy.

Provide a description of a typical student day or week.

There will be as many descriptions of a "typical" MEVA student day or week as there are MEVA students since school for each MEVA student is based on that student's Individualized Learning Plan (ILP), a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The school and its education program are designed to fit the lifestyles of many different types of student and families. Students will "typically" spend 6-7 hours per day in grades 7-8, and 6-9 hours per day in high school. However, those hours will be scheduled according to each student's needs rather than according to a one-size-fits-all regimen. Given the diversity we expect among our students, we expect diversity in their daily and weekly

school schedules too. MEVA will provide the flexibility and self-paced approach to reaching each student's education goals that he/she has chosen based on his/her individual needs, for instance struggling students, advanced learners, working students, children of military families, medically homebound, and elite athletes and performers training for competitions or careers.

Instructional Design

To appreciate the innovation of our educational program, it is necessary, first, to understand our education program. The Maine Virtual Academy academic program will combine online technology with traditional instruction and materials. Instruction will be provided by certified teachers who will work in conjunction with learning coaches (usually parents or guardians, but can be any caring adult that the parent or guardian selects) to ensure student success. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings.

Instructional time will occur both during weekly live synchronous interactive sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

Middle school teachers will provide weekly synchronous instruction in all content areas and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas.

The teacher will provide direct instruction and support based on the students' individualized learning plan in "Class Connect" sessions using Blackboard Collaborate, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The frequency and specific use of Class Connect is based on the specific needs of students and the school instruction model. Schools are using Class Connect sessions as part of the implementation of the fall and spring testing of all students. Teachers are able to interact and build relationships with students, assess skill level and provide student specific instruction. Below is a list of possible uses.

- Standards based synchronous instruction for both large and small group
- Synchronous instruction using the OLS lessons
- Remediation for small group based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Activities that utilize higher order thinking skills

- Skill Assessments
- School Clubs
- Parent/Teacher conferences
- Parent Information Sessions
- Test taking skills
- Practice questions for state testing
- Classroom/Community Building Activities
- Science experiments
- Student and/or group projects
- Book Clubs
- Literature circles
- Writing workshops

The high school teacher will be responsible for conducting weekly live online sessions in all core courses and discussions using Class Connect, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

Parents (or another responsible adult designated by the parents), working in conjunction with the teacher, will serve as a "learning coach" to their grade 7-8 student, helping facilitate progress through the daily lessons and working to modify the pace and schedule according to the student's needs. Although parents play the role of learning coach for their students in managing the schedule and ensuring the student is completing work at a reasonable pace, teachers remain constantly involved to instruct, monitor progress, ensure mastery, and develop specific intervention plans when a child is struggling. The teacher manages all facets of the instructional experience. Learning coaches regularly communicate with their student's teachers.

Suggested lesson plans are provided to the student each week, which update automatically as the student progresses. The lesson plan can be varied to accommodate a student's pace or abilities: for instance, some students do better when they can concentrate their math studies for longer hours per day but fewer days per week. A student's favorite subject can be a reward to give the student a break periodically from tougher subjects.

In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student's education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly

High school courses will be taught by teachers specifically experienced in their respective subjects, so each student has a different teacher for each subject, just as they do in a traditional high school setting. They grade students' assignments and review assessments, respond to student questions via e-mail or phone, conduct online full-class discussions, as well as tutorial sessions to reinforce difficult topics, and offer online "office hours" to allow students to "drop in" with questions. These teachers are responsible for reviewing all student work and providing instructional feedback. The student is expected to move at a more consistent pace with her or his "class," in each subject, though there is room for flexibility. Learning coaches of high school students also communicate regularly with their student's teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate where the student and teacher are working together at the same time, detailed use of Scantron's Performance Series, Study Island benchmark testing, instruction of study skills, and other interventions. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 43)**. Public facilities such as libraries may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction.

All MEVA students will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Each MEVA *family,* with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet

charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web-based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

Middle School

Each middle school student will be instructed by a team including certified teachers and learning coaches or other designated responsible adults who are the students' learning coaches. A healthy working relationship between the student and the assigned teacher and between the learning coach and the teacher will be essential. A certified teacher will be assigned to each middle school student and will communicate with the parent through e-mail, telephone, online web meetings, and physical meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. They engage students in the coursework and continually motivate them through weekly live interaction. They also manage the student's Individualized Learning Plan, validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. Students learn from this feedback and then revise their efforts for future assignments. Teachers set the pace of the course through defining daily assignments and setting due dates, and support students through the use of asynchronous and synchronous methods. Each student will also have a homeroom teacher who addresses noncurricular questions.

A key part of the MEVA education program is the Individualized Learning Plan (ILP). An Individualized Learning Plan is designed for each middle school child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. An Individualized Learning Plan will be developed for each high school student also, mapping out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The ILP is also the starting point for the Career Pathways program; it introduces the program as an option and allows students to identify and select a career pathway, as well aligns appropriate resources and academic guidance according to the student's chosen pathway. The development of the ILP is a collaborative team process involving all parties—the middle school student, parent, teachers, guidance counselor, and advisor.

Lesson plans will appear daily for each grade 7 and 8 student in the student's online school. This will update daily as students progress and master the content in each course. Teachers will provide both weekly synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP

(VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of grades 7 and 8 students will be Maine teachers and will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High School

In the high school program, students will have one subject-specific teacher for each subject studied. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics. The teachers, trained by K12, will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

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

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

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the MEVA program, students will participate in weekly interactive, online teacher-monitored ClassConnect sessions (through *Blackboard Collaborate*, a

web-based conferencing platform) providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these frequent discussions.

Career Pathways

Training a prepared and educated workforce with 21st century knowledge and skills is the key to a successful and productive economy and society. The mission of the MEVA Career Pathways program is to not only achieve high academic performance that meets rigorous state standards, but also to prepare MEVA students for college, career, and citizenship by providing them with the vision, attributes, and the practical and technical skills they need for success in a rapidly changing workplace and society. The Career Pathways program supports the state's education reform plan: "Education Evolving: Maine's Plan for Putting Learners First" in the core priority areas of effective learner-centered education, great teachers and leaders, multiple pathways for learner achievement, and comprehensive school and community supports. MEVA's Career Pathways program is modeled after the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. MEVA's Career Pathways program will guide students in an exploration of and preparation for future studies and careers such as accounting, business management, digital media design, and STEM, and much more. Students can also choose a general, individualized pathway in order to take advantage of the wide breadth of courses, resources, and opportunities at their disposal in meeting the graduation requirements of the school. MEVA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards.

Program Framework

The basic framework of this program includes multiple, mutually reinforcing components:

Individualized Learning Plan

The ILP is the starting point for identifying and selecting a career pathway. While formulating their ILPs, students are first introduced to the Career Pathways Program. Those who choose to pursue this program can enroll in the applicable exploratory course depending on their grade level.

Pathway Exploratory Courses

These customized courses are unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. The exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers weekly seminars and assemblies with guest speakers focusing on specific clusters and pathways. These courses enable students to explore their education and career interests, define goals, and create a path that that will get them there.

General Education Courses

These are the basic core and elective courses that meet state academic standards and are required for graduation.

Pathway Foundation Courses

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

Concurrent Enrollment Courses (college credit)

In some cases, MEVA may offer concurrent enrollment/dual credit courses through a post-secondary institution to fulfill a pathway course requirement and to allow a student to gain exposure to more advanced and in-depth coursework.

Career and Technical Education Centers

In some cases, MEVA may partner with one of Maine's 27 Career and Technical Education centers to provide students with dual enrollment courses or training that develop students' industry-based 21st century career and occupational skills. Thus, MEVA student can complete a specific site-based program or pursue a particular industry certification offered at that center.
These will help students transition successfully from their secondary education to a post-secondary or career option of their choice.

Internships

Some students will be able to pursue internships in their selected pathway. This is usually completed in their senior year through two separate courses. *Internship I: Preparation* is a semester course in which students identify, secure and prepare for their specific internship. *Internship II: Practicum* is a semester course consisting of the student's internship experience. In some cases it may be possible for a student to partake in a virtual internship program.

Pathway Portfolio

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

Diploma Endorsement

Students who successfully complete a pathway will receive a special endorsement on their high school diploma indicating that the student has fulfilled all the requirements of the designated pathway as well as any industry certification that the student may have received.

Industry Certification

There may be opportunities for students to earn industry certification through several of the pathways.

The number of pathways available to students, the scope of each pathway, the course of studies, and the program will depend on a variety of factors, including the total enrollment of the school, the location of students, and the available curriculum.

Describe the methods and systems that teachers and learning coaches will use to provide differentiated instruction to all students. (For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.) A learning coach is the parent (or other responsible adult) working in conjunction with the teacher, who facilitates the student's progress through daily lessons and ensures the student is following through on his or her academic program. Describe the methods and systems that teachers will use to provide differentiated instruction to all students.

Differentiated Instruction

A key part of the MEVA education program is the Individualized Learning Plan (ILP). An Individualized Learning Plan is designed for each grade 7-8 child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. An Individualized Learning Plan will be developed for each high school student also, mapping out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The development of the ILP is a collaborative team process involving all parties—the high school student, parent, teachers, guidance counselor, and advisor.

Each course includes online and offline lessons and teaching tools to serve varied learning styles. MEVA staff will use individualized, online learning approaches in their content and systems to ensure their students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K12 curriculum covers both the core subject areas and electives. Based on decades of education research, the K12 curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

The curriculum has the flexibility to be assigned based on student need. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate "starting point" within the curriculum is the fact that the curriculum in grades 7-8 is mastery based--repeating/reviewing previously introduced information through skills assessments and updates. For instance, new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

K12 curriculum is known for its instruction using all modalities to help all learners to meet standards including Students with Exceptional Needs and English Language Learners. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island and K12's National Math Lab synchronous math remediation course for students in grades 7 through 11 to focus on specific strand mastery as well as Scantron Performance Series in grades 7-12 and Study Island to ensure mastery while progressing through the curriculum.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from a remedial reading program and a supplemental ELL program - students with ELL needs will thrive.

Differentiated Instruction—Teacher Interaction

Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing (see **Tab 18** for an example of a typical middle school teacher's weekly direct instruction schedule). The grades 7 and 8 teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of grades 7 and 8 students will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will

provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

In the high school program, students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

While the grades 7 and 8 curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

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

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the MEVA program, students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

Differentiated Instruction—At Risk Students

Based on K^{12} Virtual Schools LLC's experience in online public schools in 33 states and the District of Columbia, we have estimate that our "at risk" school population will meet or exceed the state average and require an intervention model to be included as a part of their Individual Learning Plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K12's National Instructional Model (NIM) plus an

intervention plan which adds the support of our certified teachers online and, as needed, face-to-face at local physical spaces for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

As mentioned above, all MEVA students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the MeCAS assessments. The Scantron Performance Series is given again in the spring in order to ensure that all students are making one year's growth in one school year based on scaled score gains comparisons. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.

Following up on the Performance Series, all students will take Study Island benchmark assessments in math and reading in order to assess each student's mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Maine state standards. Students answer a targeted number of questions which is scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History. Please refer to **Section A.4 Assessment** for more details about Study Island.

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

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

For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.

The following two sample lessons are representative of our curriculum, utilizing several modalities to provide instruction for a variety of learning styles. We invite you to use the links embedded in the lesson descriptions to study each lesson yourself.

Advanced Life Science (Middle School, typically grade 7)
http://k12marketing.http.internapcdn.net/K12marketing/lessons/MHS_LFSCI04_08_Viruses/CLICK_TO_START.htm

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. This course is a combination of standard, laboratory, review and assessment lessons.

Standard lessons are 60-minute lessons, designed to deepen the student's understanding of scientific concepts. Students will learn facts about Life Science, and put their knowledge to work through short activities related to these lesson concepts.

Some lessons begin with a short online review called Foundations. This activity checks knowledge of basic concepts needed later in the lesson. Students have the chance to see how much they already know and learn about scientific concepts that may be new to them.

The online Explore portion of standard lessons is a 20-minute activity where new information is presented. In these activities, students will explore life on Earth through a rich mix of photography, sound, animation, interactive simulation, and of course, text.

Students get to put their knowledge to work in lesson activities – a combination of offline and online learning. They may perform an experiment, create models or illustrations, or study data for form their own scientific opinion.

Some lessons include an optional activity. Optional activities can take place online or offline. They are designed to help students master the material and offer unique ways for them to investigate and analyze Life Science concepts.

Laboratory lessons allow students to research and experiment to acquire knowledge of scientific topics much like the experts do. Each 90-minute lab lesson usually follows a set of other lessons in a unit, so students can apply the facts they have learned to their lab work.

Lab activities help students to get scientific experience. Activities may involve investigations, such as dissecting a clam to observe its parts, how those parts interact with their environment, and to compare the clam form and function with that of other animals. Or students may read about a scientist in the field and be asked to do an activity related to scientist's area of expertise.

A Unit Review lesson follows each lab lesson. This review lesson ties together all of the Life Science concepts students have learned throughout the unit, helps students to consider them again, and prepares students for the Unit Assessment in a fun, yet comprehensive way.

Students can look forward to creative activities to help them review the material in each unit. Typical review activities include anything from games and puzzles, to reading stories and performing analysis. These activities are especially designed to get students ready for the assessment.

The Student Guide and Activity Sheets are printable, complementary materials for students to use with lesson activities. They may guide students and an adult in completing an activity, lab, or an assessment.

Located in the Student Guide and Activity Sheets are important sections on Materials and Safety. Here students will find what materials to gather for experiments and activities, as well as information on how to keep their Life Science learning experience safe.

Students will take an assessment at the end of most lessons, at the end of each unit, and at the close of each semester. These assessments are a chance for students to demonstrate what they have learned, and identify areas for further growth.

Geometry (High School) Unit 1, Lesson 2 Polygons and Symmetry Lesson
Go to this link (copy the full link):
http://v7.k12.com/sample_lessons/02-23-10/HS/Math/geometry-polygons-and-symmetry/CLICK_TO_START.html

Polygons and Symmetry is a high school Geometry lesson where students learn to draw figures using reflection and rotation symmetry. This is one component of a solid Geometry course that builds on ideas of inductive and deductive reasoning, logic, concepts, and techniques of solid geometry. Students develop deeper understandings of mathematical structure, method, and applications of solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems.

The inherent instructional design of the course reflects the mission of the Maine Virtual Academy. These design principles include real life images that help students relate abstract math concepts to the real world; "Groundwork" activities up front to provide review and practice of prior knowledge before beginning with new learning; clean, easy to use design with age-appropriate language and illustrations; chunking of new information for the right amount of cognitive load; purposeful online interactions and activities; a mix of off line activities with online activities so students are not on the computer for the full lesson time; books and other materials to supplement the learning; and built-in assessments to measure student mastery and accountability.

In keeping with the mission of MEVA, students are taught that desired end products require carefully applied processes. The lesson teaches students using defined, interactive steps to transform figures into a new desired image. When students enter MEVA, we will apply our mission to help each one transform into a high achieving, well-rounded member of the community, capable of teamwork and continued academic growth. Students are shown how to visualize what the end result will look like, and then they are shown various strategies to get to the end goal of transforming images. Students use self-check to monitor progress as each step is completed to help ensure success. The content of the program meets the highest quality and standards of MEVA.

Explain how teachers will engage with each student in weekly live (synchronous), interactive contact and provide evidence of such contact.

Weekly Synchronous Interactive Contact

Middle school grade teachers will provide weekly synchronous instruction in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. The teacher will provide direct synchronous instruction based on the students' Individualized Learning Plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. Teachers will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. The teacher will lead academic conferences with the learning coach but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

High School students will attend weekly synchronous instruction in all core content areas. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also provide direct instruction based on the students' Individualized Learning Plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The teacher will manage the student's Individualized Learning Plan, monitor progress, and focus on each student's individual problem areas.

Learning Management Tools and Student Information Systems

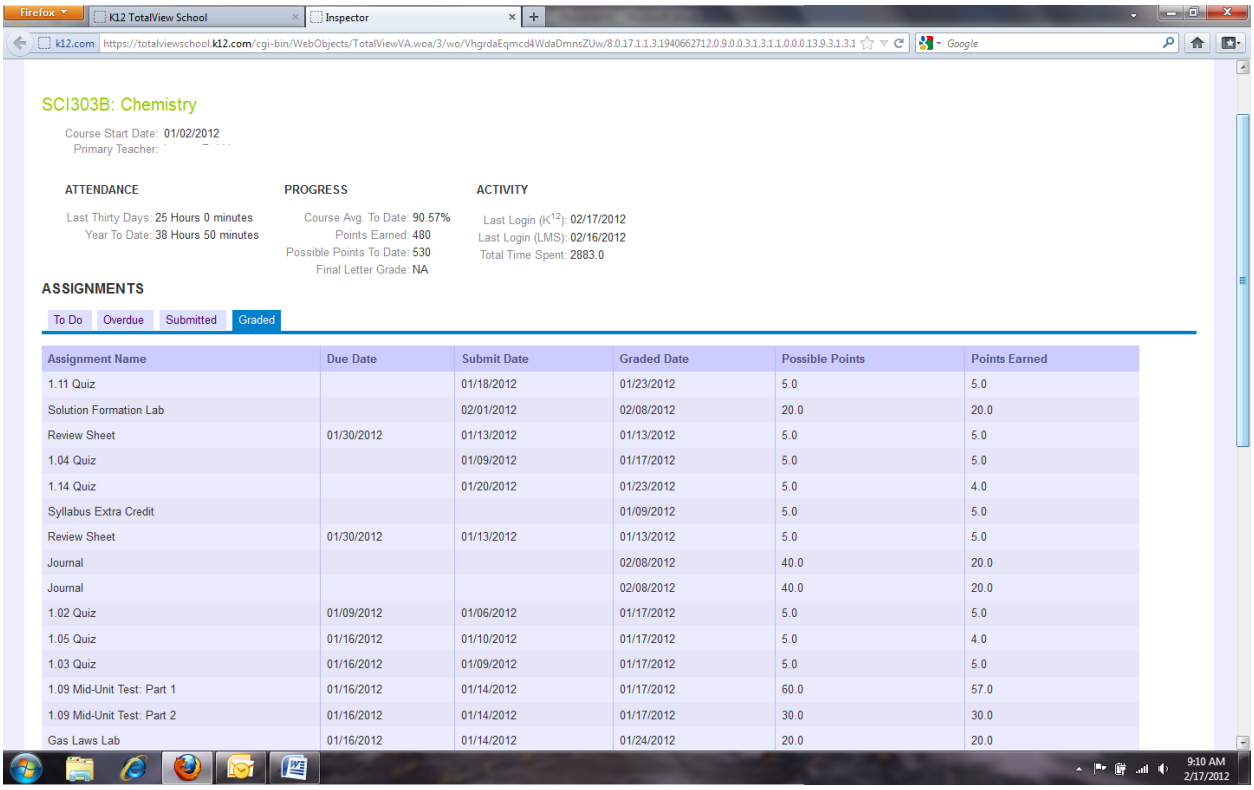
Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student synchronous and asynchronous attendance, progress, and achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K12 will provide to the school:

Learning Management System (LMS)

The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

Lesson Planning and Scheduling Tools

The K12 lesson planning and scheduling tools enable 7-12 grade teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a grade 7 or 8 grade student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress.

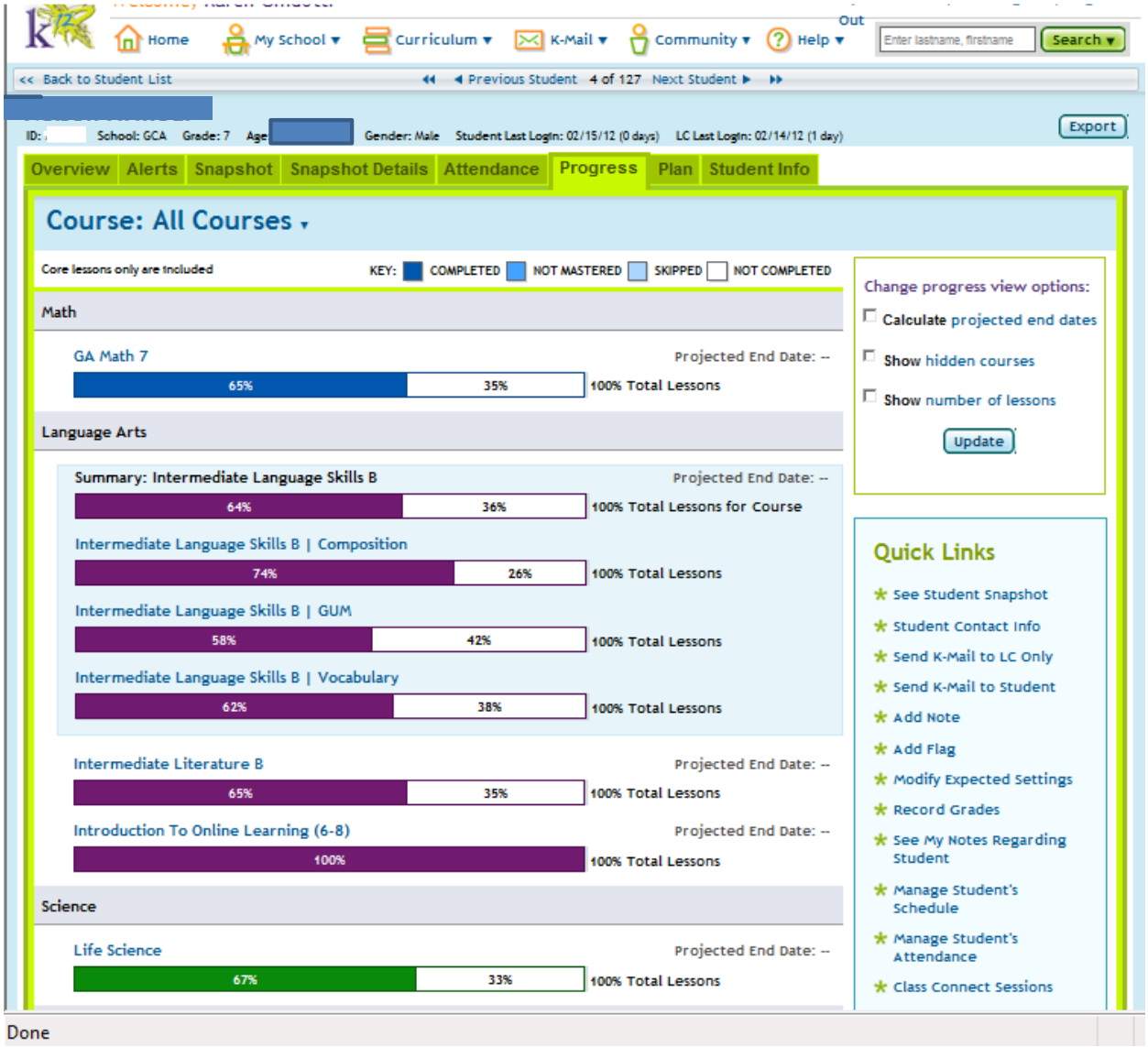


Assignment Name	Due Date	Submit Date	Graded Date	Possible Points	Points Earned
1.11 Quiz		01/18/2012	01/23/2012	5.0	5.0
Solution Formation Lab		02/01/2012	02/08/2012	20.0	20.0
Review Sheet	01/30/2012	01/13/2012	01/13/2012	5.0	5.0
1.04 Quiz		01/09/2012	01/17/2012	5.0	5.0
1.14 Quiz		01/20/2012	01/23/2012	5.0	4.0
Syllabus Extra Credit			01/09/2012	5.0	5.0
Review Sheet	01/30/2012	01/13/2012	01/13/2012	5.0	5.0
Journal			02/08/2012	40.0	20.0
Journal			02/08/2012	40.0	20.0
1.02 Quiz	01/09/2012	01/06/2012	01/17/2012	5.0	5.0
1.05 Quiz	01/16/2012	01/10/2012	01/17/2012	5.0	4.0
1.03 Quiz	01/16/2012	01/09/2012	01/17/2012	5.0	5.0
1.09 Mid-Unit Test: Part 1	01/16/2012	01/14/2012	01/17/2012	60.0	57.0
1.09 Mid-Unit Test: Part 2	01/16/2012	01/14/2012	01/17/2012	30.0	30.0
Gas Laws Lab	01/16/2012	01/14/2012	01/24/2012	20.0	20.0

Progress Tracking Tools

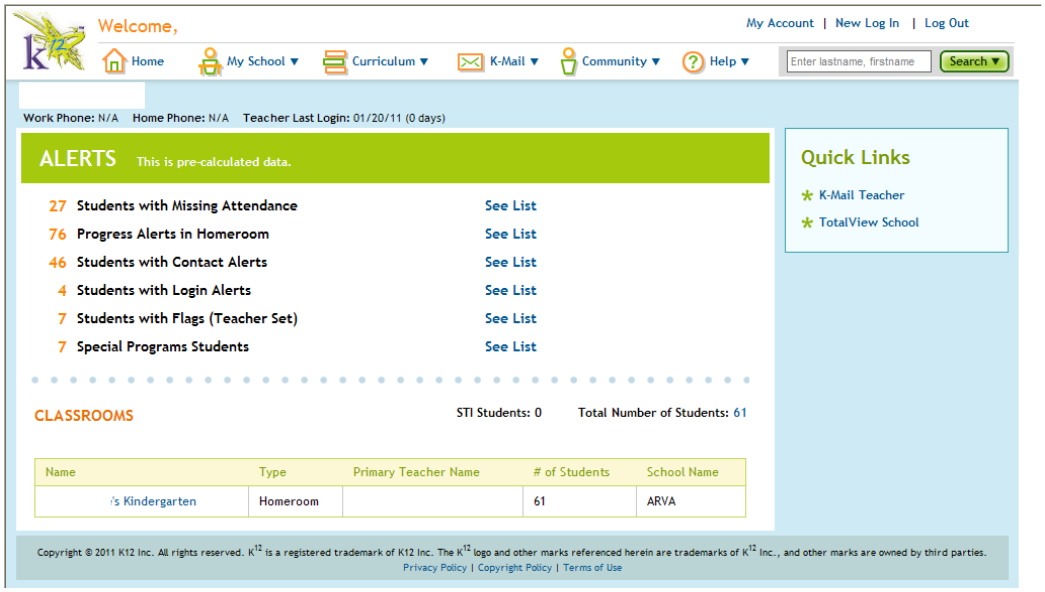
Once a master schedule has been established for 7-8 grade students, the LMS delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns

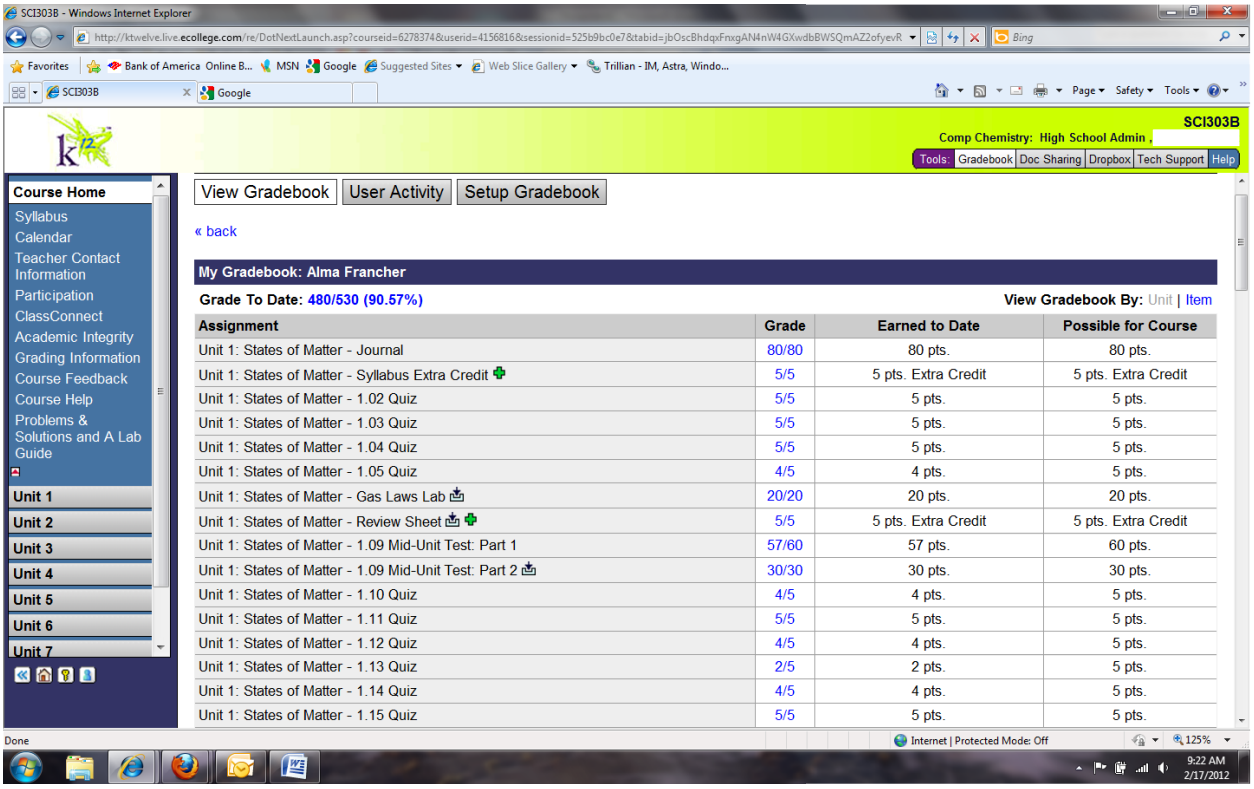
to the day's syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.



Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course. Below is a screen shot of one of the progress screens from a student view.

Below are two views teaches have for monitoring students.





Student Administration Management System (SAMS)

SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

Describe the school's plan to incorporate in-person social interaction among students and school staff.

MEVA will provide its students and staff with many opportunities for in-person social interaction. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. There will be frequent opportunities for interaction with school staff and with fellow MEVA students in special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are key resource and service MEVA provides to meet the social and emotional needs of its students and to foster social interaction between students and staff. These activities will focus on developing a

strong sense of "community" among our students and staff. We plan to reach out to various organizations to provide community service or other service learning opportunities to students. Students will be encouraged to work with school staff, with others in their community, with their family, and with other students to address social issues like poverty, inequity, and injustice. These offerings should also be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation. We also plan to offer a school council, a community service club, and a number of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.). Students are encouraged to ask their teachers to sponsor a student club and to seek school staff advice in setting up or running student clubs. Please see Student Opportunities in **Section A.5** for a detailed description of student opportunities and extracurricular activities.

The development of a school community is a top priority of the MEVA governing board. At the simplest level, students, teachers, staff, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. Each K12 sponsored school also has its own virtual subcommunity within the larger virtual social 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. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated.

Provide evidence that the proposed educational program has a sound base in research, theory and/or experience and has been or is likely to be rigorous, engaging and effective for the anticipated student population.

K12 provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

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

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

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. K12 uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers.

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

- Instruction must engage students' prior knowledge, because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings, particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, K12 has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.
- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations: "knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this challenge, K12 has developed frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum.
- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, K12 incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies they use include:
- Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003).
- Modeling of self-monitoring behaviors (Palincsar & Brown, 1984).
- Comprehension questions before, during, and after instruction (National Reading

Panel, 2000; Paris & Stahl, 2005).

- Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975).
- Self-explanations (Trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded [Aleven & Koedinger, 2002; Chi, 2009]).
- Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other (Bransford, Brown & Cocking, 1999) but as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be highly organized around a relatively small number of core principles (Bransford, Brown & Cocking, 1999; Bereiter & Scardamalia, 1986; Hiebert & Carpenter, 1999; Glaser & Chi, 1988; Niemi, 1996). For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or "big ideas", dominating and organizing the others.

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

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

of the structure of knowledge as it develops and enable students to modify these maps or build their own.

Research on General Instructional Principles

For both online and offline instructional activities K12 draws on empirically-tested general principles of instruction, including multimedia design principles. Evaluation and Research and Instructional Design staff have created summaries of these principles and course development teams are trained on the principles and how to apply them before and during course production (as discussed in a later section).

Their research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge, which they have derived from the work of numerous cognitive science researchers, include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. They also use empirically-validated techniques to build student motivation to learn.

To teach for conceptual understanding, they use the methods described above for teaching big ideas. Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001;White & Frederickson, 1998):

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

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

Strategies for improving metacognition are described at the end of the section on How Students Learn above. Their strategies for building motivation draw on the finding that the real motivation for learners is learning and that the ability to demonstrate improvement in a skill provides motivation (Merrill, 2006). Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), they also reinforce throughout their curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

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

In addition to demonstrating its alignment to the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards, the K12 curriculum is aligned to the mission and philosophy of MEVA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

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

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

K12 utilizes every medium and opportunity to advance students’ learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are

intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Offline Materials

K12 books match and often surpass materials available from commercial publishers because K12 books are customized for their courses by grade level and subject area. All materials are rigorously studied, tested, and adapted for ease of use by students.

Mature students with more-developed cognitive skills require fewer offline materials—a norm found in all educational settings. K12 materials include major literary works, relevant historical textbooks, appropriate lab items, and other carefully selected tools to reflect the typical high school experience. Offline materials are designed and selected to be deeply tied to and fully supplement the online curriculum. Examples of offline materials include science laboratory and reference guides; materials for lab experiments; math reference guides and problem sets as well as compasses, protractors, and rulers; history textbooks; literature anthologies and novels; and music recordings and textbooks.

K12 has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning. While K12 is well-known for the quality of their online learning curriculum, they have also received recognition for the quality of their offline materials as well by the Association of Education Publishers (AEP).(http://www.k12.com/what-is-k12/kudos-honors)

Association of Education Publishers (AEP) Distinguished Achievement Award

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* curriculum (textbook component of online curriculum)
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award (DAA) in the Reading and Language Arts category for Kindergarten Language Arts curriculum(textbook component of online curriculum)
- Finalist, 2010 AEP DAA: *Algebra II: A Reference Guide and Problem Sets (Grades 9-12)*
- Winner, 2009 AEP, 2009: *Algebra I: A Reference Guide and Problem Sets (Grades 9-12)*
- Winner, 2007 AEP DAA: *Earth Science: A Reference Guide*
- Finalist, 2006 AEP DAA: *The Human Odyssey* (Middle School History)

Interactive Activities

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

- Offer a consistent, informative, and rewarding learning experience
- Impart the right level of detail and a balanced age-appropriate cognitive load

- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K12 curricula:

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

Examples of interactive activities include:

- many K12 science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs; and
- K12 offers digital world language courses through their Middlebury Interactive Languages joint venture. This venture offers immersive language courses for grade 7-12 students based on Middlebury College's pedagogy to help students gain a stronger base of comprehension and accelerate language acquisition. The age-appropriate language courses, which are implemented fully online, use instructional tools such as animation, music, videos and other authentic materials to immerse students in the language and culture of study. Chinese, French, German, Latin and Spanish courses for middle and high school students are available, and additional courses are in development.

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

- Winner, 2012-2013 eSchool News Readers' Choice Award for powerspeaK[12] world language programs, now part of Middlebury Interactive Languages, a joint venture between K12 and Middlebury College
- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 CODiE Award for Best Instructional Solution: Middlebury Interactive Languages
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)

- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
  - Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
  - Finalist, 2011 AEP Distinguished Achievement Awards

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

Co-curricular and extracurricular programs add value and skills to students' lives and enrich the learning experience. Explain any opportunities for enrichment activities that are included in the application.

Co-Curricular and Extracurricular Programs

Our extracurricular activities will focus on developing a strong sense of "community" among our students. We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

MEVA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students will be encouraged to form and seek teacher sponsorship of clubs.
This process will engage and empower our students and will determine the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of Maine Virtual Academy and is an important part of a successful virtual school in just the same way as in a traditional school.

In addition, unlike most other schools, MEVA students will be able to connect with other students around the world in robust online extracurricular programs via K12 student clubs. These clubs for students in Grades 7 to 12 include, for example, Brain Teasers, Culinary, Creative Writing, Debate, Living Green, International Travel, Health and Fitness, Music, Mathematical Mysteries, Photography, Sports, and Yoga.

MEVA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. Each interest or activity group develops a presentation for ClassConnect. Information about student clubs will be available on the school website as well as this K12 website: http://www.k12start.com/ .

The MEVA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

MEVA will also be eligible for state-sponsored or school administrative unit-sponsored interscholastic leagues, competitions, awards, scholarships and recognition programs for students, educators, administrators and schools to the same extent as noncharter public schools (PL 414 LD 1553). Our students will be eligible to participate in extracurricular activities not offered by MEVA at the noncharter public school within the attendance boundaries of which the student's custodial parent or legal guardian resides or the noncharter public school from which the student withdrew for the purpose of attending MEVA. MEVA students will be eligible for extracurricular activities at a noncharter public school subject to the same eligibility standards applied to full-time students of the noncharter public school. Public charter school students shall pay the same fees as other students to participate in extracurricular or cocurricular activities. For each MEVA student who participates in an extracurricular or cocurricular activity at a noncharter public school, MEVA will pay a reasonable share of the noncharter public school's costs for the activity, as determined through negotiations between the schools. We have included these expenses in our projected budget in **Tab 33**. If the noncharter public school requires their students to pay their own fee to participate in a particular co-curricular or extracurricular activity, MEVA students will be responsible for paying their own fee to the noncharter public school as well.

Discuss how curriculum and instructional needs are reflected in plans for professional development for teachers and learning coaches.

Professional Development for Learning Coaches

We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

The school will offer support through regular parent training, speakers, and modeling. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school each day, we believe parents who wish to be engaged with their child's learning after school hours need to be trained in the school's practices. We will maintain a balance between onsite training for parents who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be viewed as a recording (asynchronously).

Please see Parent Workshops in **Section A.5** for an extensive list of parent/learning coach training and professional development opportunities.

Professional Development for Teachers and Staff

MEVA fully appreciates the benefits of and supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. K12 has the capability to provide the professional development our teachers will need. Professional development opportunities will be a combination of K12's best practices and training along with required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Teachers and staff will receive professional development on these and other topics, at various points throughout the year.

Professional development will begin with Intake Training for new teachers and continues with Ongoing Training monthly for new and experienced teachers. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Intake Training (two weeks)

Intake training is designed with one goal in mind: that on day 1, teachers are ready to teach. Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the program's educational philosophy and instructional techniques.

The program's intake training will include coverage of the following topics:

- Philosophy and Instructional Techniques
- Curriculum
- Online Program
- The Job of a Virtual Teacher
- Measuring Student Progress
- Special Education
- Communication in a Virtual Setting
- Standardized Testing
- Working at A Distance
- The Virtual Community

New teacher training for teachers will be a multi-day, synchronous and asynchronous event. Virtual National Teacher Training (VNTT) is the initial training offered by the K12 Academic Services Division to all teachers new to teaching using the K12 program.

Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. This 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. This course is designed to emphasize the first 30 days in the program. Our research shows this time to be the most challenging for new students and families. VNTT teaches and develops skills to guide and support families and students when virtual teachers are most needed. Hundreds of teachers from around the nation (and now the world) will come together with the K12 Academic Services Division to not only learn new skills but also collaborate as professionals and pioneers on a journey to hone their practice and develop into the best virtual teaching professionals in the world. It is a three-week process each year.

During the first week, teachers meet synchronously, covering topics included in the list above. During the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final and third week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training each new teacher is also assigned a veteran teacher as a mentor to help support them as they transition to teaching in the virtual environment.

Ongoing Professional Development (monthly)

Teachers enjoy the benefit of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and even teacher misconceptions by subject. An online real-time presentation tool is used to facilitate professional development. This tool allows professional development to happen at a common time for everyone but eliminates travel costs in some cases as teachers can log in, interact with each other, and view presentations in a collaborative online environment.

The flexibility of virtual teaching will allow the program's teachers to participate extensively in PD offered through K12 Academic Services division. Teachers will be sent the schedule of available PD sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to all program and state provided professional development.

Discuss provision of necessary technology to support the program, including computer hardware and software, internet connection, etc. and provisions to assure access for special populations.

Each MEVA Middle School *family,* with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a

request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. (see Educational Products and Services Agreement **Exhibit A Tab 42**) The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web-based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

As required, MEVA will work to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning setting. Assistive technology will be provided to students based on the recommendation of the IEP Committee and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer, or math fact table.

MEVA will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Present the school's plan regarding maintenance and/or replacement of damaged or malfunctioning equipment or software.

K12 MEVA will provide technical support for their staff and students through their technology services agreement with K12 including K12 issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If deemed necessary, K12 will replace the computer to ensure that the student has an operational computer throughout the school year. If students are using their own computer equipment, their families are responsible for the maintenance and repair of that equipment. K12 will ask that all families first contact their ISP if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K12 issued hardware or software, families will contact the K12 Technical Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library or school) and use a computer to continue the OLS and all other K12 systems required to access instructional content until the ISP failure is corrected.

When a student has completed the MEVA program, is no longer eligible for the loan of the equipment, or the computer otherwise needs to be returned, K12 will contact the parent with return instructions. Typically, this involves receiving return labels, packing the computers into their original boxes, and dropping off the equipment at a shipping center or scheduling a home pick-up.

Customer Support

Customer support will be provided to MEVA students and their families by K12's knowledgeable Customer Support Team (made up of a Technical Team and a Customer Care Team) according to the terms of the educational products and services agreement or contract.

K12's Customer Support Team provides support in two (2) general areas:

- 1) Customer Care includes the following web-based support areas:
    - Using the K12 Online School (OLS)
    - K12 Supplied Computer Equipment
    - Connectivity- ISP, Firewall, Troubleshooting
    - Materials
    - Account Information

2) Technical Support to help solve problems relating to accessing the OLS. K12 provides technical assistance for students and parents including web-based and phone support. All technical support personnel are knowledgeable in K12 systems use and have received training on resolving technical support problems.

Students and families can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website (www.k12.com):

- *Phone*: K12 Customer Care and Technical Support are staffed to handle technical support issues 24 hours per day, 7 days per week.

- *Web*: A web-based form to request support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds via email or phone within 24 business hours of receiving a customer inquiry.

- *Self Help*: Self-help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, instructional resources, software downloads, and other information on common issues.

K12 will provide technical support for K12 issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If deemed necessary, K12 will replace the computer to ensure that the student has an

operational computer throughout the school year. If students are using their own computer equipment, their families are responsible for the maintenance and repair of that equipment.

K12 will ask that all families first contact their Internet Service Provider (ISP) if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K12 issued hardware or software, families will contact the K12 Technical Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student has several options. The student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library or school) and use a computer to access the OLS and all other K12 systems required instructional content until the ISP failure is corrected.

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

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet Maine's graduation standards, MRS Title 20-A § 4722 High School Diploma Standards, § 4723 Health and Physical Education, § 4724 Computer Instruction, § 4722-A Proficiency-based diploma standards.

The graduation requirements for MEVA will meet or exceed the State of Maine graduation requirements as stated in MRS Title 20-A M.R.S.A. §4722(2) High School Diploma Standards, §4723 Health and Physical Education, and §4724 Computer Instruction; and§4722-A Proficiency-based diploma standards. In the Spring of a student's 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of high school in order to graduate within four years. For new high school students entering MEVA, a thorough transcript review will be completed by the high school counselor upon enrollment and a detailed graduation plan for the student will be developed immediately. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation. Student graduation plans will be evaluated for each high school student every semester and changes will be made, if necessary. Maine Virtual will work with students on plans for credit recovery in cases where students begin to fall behind on earning credits towards graduation.

Prior to January 1, 2017, MEVA students will be required to earn the following credits to graduate. The following chart indicates how high school students will be classified based on the number of credits earned.

Number of Credits Earned	Grade Designation
Less than 6	9th Grade
More than 6, but less than 12	10th Grade
More than 12, but less than 18	11th Grade
More than 18	12th Grade

Beginning on January 1, 2017, in order to receive a diploma, MEVA students will be required to demonstrate proficiency (MEVA proposed target is 90% proficiency in 2022 with annual improvement projections between 2017 and 2022) on the NECAP (SBAC), PSAT/SAT, and lesson/unit/end of course assessments. (see **Tab 10** Performance Indicators).

Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how the student would meet standards and/or the requirements for a proficiency-based diploma and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.

Prior to January 1, 2017, Maine Virtual Academy will award a high school diploma to students who have earned these 24 credits:

English	4 credits
History	3 credits
Math	4 credits
Science	4 credits (2 credits must be lab science)
PE	1 credit
Health	0.5 credit
Technology	0.5 credit
Fine Arts	1 credit
World Languages	2 credits
Electives	4 credits (Social sciences, human development, fine arts, technology, and science)
	24 credits

Below are images demonstrating how grade-point average is calculated:

Current Students for Michigan Virtual Charter Academy

Toggle Search Pane

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Student: [redacted] - S. Stephen[redacted] - MVCA - 12th Grade (State ID: [redacted])

		Non-K12 Credits	K12 Credits
Credit Summary	HS Transfer Credits:	3.5 credits	3.5 credits
	Concurrent Enrollment Credits:	0 credits	0 credits
	K12 Earned Credits:		16.25 credits
	Total Earned Credits:		19.75 credits
	Credits Earned, but Not Needed:		1.5 credits
	Credits Required to Graduate:		22 credits
	Credits Needed To Graduate:		3.75 credits
		Un-Weighted	**Weighted**
GPA Summary	Academic GPA:	3.77	3.80
	K12 Courses Only GPA:	3.86	3.89
	Academic GPA for Core Academic Courses:	3.74	3.77
	K12 Only Courses GPA for Core Academic Courses:	3.85	3.89
Rank	Student Rank	1	Recalculate Rank
	Total Students	211	

Cohort Year: 2014

HS Enter Date: 10/18/2010

Graduation Date:

Diploma: MVCA Traditional High School Edit

Exclude From Class Rank: ☐

Save Changes

Create Final Transcript

Warning: Creating a Final Transcript, locks down the student's transcript record and can then only be viewed through the Final Transcripts tab. Please refer to the Help tab for more information about Final Transcripts.

An incoming HS Transcript has not been received through TV Enrollment.

An incoming HS Transcript has not been received through TV Enrollment.

Credits | Graduation Requirements | Dropped Courses | Transcript Settings | Transcript

Add New School Term to Transcript

Year	Term	Grade Level	Term Type	School	Transfer School Credits	Transfer School GPA	K12 Credits	K12 Courses Only GPA	Academic GPA	Weighted K12 Courses Only GPA	Weighted Academic GPA
2010	Sem1	9	HS Transfer Credits	MICHIGAN CONNECTIONS ACADEMY	3.5	3.67	3.5	0.00	3.33	0.00	3.33
2010	FNL	9	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	3.25	3.67	3.67	3.67	3.67
2011	FNL	10	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	6.75	3.90	3.90	3.90	3.90
2012	FNL	11	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	6.25	3.92	3.92	4.00	4.00

MEVA 4.0 Grading Scale:
A (4.0)(93-100%)
A- (3.7)(90-92%)
B+ (3.3)(87-89%)
B (3.0)(83-86%)
B- (2.7)(80-82%)
C+ (2.3)(77-79%)
C (2.0)(73-76%)
C- (1.7)(70-72%)
D+ (1.3)(67-69%)
D (1.0)(63-66%)
D- (0.7)(60-62%)
F (0.0)(0-59%)

See **Tab 47** for sample transcript.

There will also be a documented 30 hours of community service graduation requirement for all Maine Virtual Academy students. Students will work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation.

Beginning January 1, 2017, in order to receive a MEVA diploma a student must:

1. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

2. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

3. Demonstrate proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

4. Meet any other requirements specified by the MEVA Board.

In the following circumstances, a student may also be awarded a MEVA diploma:

(1) A child with a disability, as defined in section 7001, subsection 1-B, who achieves proficiency as required in subsection 1, as specified by the goals and objectives of the child's individualized education plan, may be awarded a high school diploma.

(2) A student who attended MEVA and has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may be eligible to receive a high school diploma from MEVA if the school was the last that she/he attended before college.

(3) A student who experiences education disruption, as described in section 5001-A, subsection 4, paragraph F, who successfully demonstrates proficiency as described above and as set forth in the student's school work recognition plan as defined in section 5161 must, with the approval of the commissioner, be awarded a Department of Education diploma as defined in section 5161.

As described previously in Section A.2, the MEVA curriculum will provide instruction in all eight content areas of the system of Maine Learning Results and will provide a structure that allows all students to achieve proficiency in the state standards in all content areas of the system of learning results.

Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (technical school, military service or entering the workforce).

MEVA has chosen to adopt the State of Maine proficiency-based diploma standards whose goal is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life.

Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Based on K^{12} Virtual Schools LLC's experience in online public schools in 33 states and the District of Columbia, we have estimate that our "at risk" school population will meet or exceed the state average and require an intervention model to be included as a part of their Individual Learning Plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K12's National Instructional Model (NIM) plus an intervention plan which adds the support of our certified teachers online and, as needed, face-to-face at local physical spaces for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

As mentioned above, all MEVA students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the MeCAS assessments. The Scantron Performance Series is given again in the spring in order to ensure that all students are making one year's growth in one school year based on scaled score gains comparisons. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.

Following up on the Performance Series, all students will take Study Island benchmark assessments in math and reading in order to assess each student's mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Maine state standards. Students answer a targeted number of questions which is scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is

available in English, mathematics, science, global studies, and U.S. History. Please refer to **Section A.4 Assessment** for more details about Study Island.

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

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

While most MEVA students will be prepared to enroll in one of four levels of core courses, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K12 also provides two levels of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **K12 remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K12 credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

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A.3 Special Student Populations

A.3 Special Student Populations

As public schools, charter schools may not discriminate on the basis of disability. Admissions and enrollment practices must be consistent with federal and state law requirements. Charter schools who engage in "counseling out" are acting improperly and violating applicable law. Maine Unified Special Education Regulations (MUSER) related notations can be found at: http://www.maine.gov/doe/specialed/laws/chapter101.pdf Code of Federal Regulation (CFR) notations can be found at: http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&tpl=%2Findex.tpl.
Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Describe the school's plans for identifying and successfully serving students with the wide range of learning needs and styles typically found in non-charter public schools of the sending area.

Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet or be adjusted for the diverse needs of students.

Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide, including the following:

- **Methods for identifying students with special education needs (and avoiding misidentification);**
- **Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;**
- **Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);**
- **Plans for promoting graduation for students with special education needs (high school only);**
- **Plans to have qualified staffing adequate for the anticipated special needs population;**
- **Plan to conduct "Child Find";**
- **Types of pre-referral activities to be used;**
- **General Education Intervention plan (MUSER Section III);**
- **Policies and practices to identify students who may be eligible for special education and related services;**
- **Procedures used in evaluation of all students with disabilities (MUSER Section V);**

- **Procedures used in determining eligibility for special education (MUSER Section VII);**

- **Plan for addressing needs of students who enter the charter school with an existing Individualized Education Plan (IEP) from another School Administrative Unit (SAU) and in compliance with Maine state statutes and rules; (MUSER Section IX.3.B.(5);**

- **Policies and practices regarding the development of IEPs for all identified students (MUSER Sections IX, X, XI);**

- **Plan for appropriate accommodations and/or alternate assessments for students with disabilities; (MUSER Section IX.3.A.);**

- **Assurance that every student will be served in the least restrictive environment; (34 CFR Reg.300.114);**

- **Detailed continuum of placements to eligible students;**

- **Plan of engagement of certified professionals to provide special education and related services through on-staff or contracted service; and**

- **Plan to provide procedural safeguards.**

Serving Students with Special Needs*

*(*Please see Tabs 3-9 for draft procedures and policies related to Serving Students with Special Needs.)*

Students with special needs, including those with limited English proficiency (see "English Language Learners (ELL)" below), will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education will be provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). K12 and all schools contracting with K12 for educational and technology services will not discriminate against any student wanting to enroll in those schools. Students with disabilities will be provided services as indicated on the student's Individual Education Program (IEP) and at no time will be discriminated against, but will be provided all the services needed. Any student needing services including ELL, exceptional practice, or special education services will be provided services to enhance their education including all needed resources to ensure a high quality education.

Based on the most current data available on the Maine Department of Education Data Warehouse website, we have projected Students with Special Needs (15%) and English Language Learner populations (2.6%) approximating the same proportion of these groups of students who were enrolled in Maine public schools in the 2012-2013 school year. We predict special education

services will be provided across all disability categories – low and high incidence. By direction of the Maine Department of Education, we have assumed that 5% of our student population will be gifted and talented although the actual statewide proportion is currently 3.5%.

Pre-Referral, Child Find, and Identification

The Maine Virtual Academy enrollment application, a conference call with a K12 placement counselor, and conference calls with a MEVA general education teacher will all provide a query for the parent to indicate a student with special education or gifted education needs. In addition, a careful review of previous school records by MEVA's Special Education Manager or trained designee will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality.

MEVA general education teachers will be provided professional development prior to and during the school year on their Child Find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Throughout the school year, students may participate in various assessments that could show 'at risk' indicators in various academic areas. Teachers will use this data to design targeted interventions for students who may be struggling.

Since MEVA will be enrolling students from communities across the state, posting and public notification within school districts concerning the process for Child Find, and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or US postal service mail to all enrolled families.

When screening and/or Child Find indicates that a student may be eligible for special education services, MEVA will seek parental consent to conduct an evaluation if there is not a current evaluation or identification. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members.

Parents may also request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the MEVA Special Education Manager. MEVA will use a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. A copy of Parental Rights will be provided to parents/guardians and support provided to ensure they understand the process and their rights during this process.

MEVA will have an active team to ensure the identification, evaluation, determination of eligibility, development/review of each IEP and placement of students with disabilities are completed in a compliant manner. The members of the team may include a school psychologist,

special education teacher, school social worker, Special Education Manager, parent/guardian as well as other school personnel and specialists in the areas of various disabilities as required. Service providers, such as school psychologist and social workers may be contracted through licensed agencies providing support to the school.

Once a student is identified as a student with exceptionalities the student will be assigned to a placement counselor who is certified in special education. The placement counselor will then have a conversation with the parent/guardian and/or student as appropriate to discuss academic needs and determine appropriate course placement as well as to discuss all the facets of learning in an online environment and the supports that are available for qualifying students as well as the delivery model for these supports. This conversation then allows the parent and student to make an informed decision regarding the appropriateness of enrollment in MEVA.

Based on K12's experience serving special needs students in 33 statewide programs across the United States and in the District of Columbia, MEVA projects special education services will be provided across all disability categories – low and high incidence.

Development of IEPs

Maine Virtual Academy will ensure that each student with a disability is placed in the least restrictive environment (LRE). All identified students with a disability, including those with an existing IEP from another School Administrative Unit (SAU), will have a Maine Virtual Academy IEP meeting upon enrollment with the appropriate team members in attendance. This IEP will include a statement of the student's current level of performance and how the student's disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals and a statement of educational services, program modifications and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Maine Learning Results which have incorporated the Common Core State Standards. Assessment accommodations or alternative instruction procedures will be based on the goals and objectives in the student's IEP. Accommodations may include modifications to core curriculum. The IEP team will work to provide to students all modified curriculum as stated in the IEP to accommodate the student's needs. Modifications may also include resources both purchased and internally developed to assist each student's needs. The IEP will be updated as needed throughout the school year and at the end of each school year through an annual review of student progress, strengths, and needs. The necessity of extended school year services will be discussed by the IEP team and, if the student is found eligible, then appropriate services will be provided by MEVA.

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

Students with special needs will be supported by their assigned MEVA general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special

education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

Students with disabilities will participate in the general education program to the greatest extent possible offered by MEVA and as determined by the IEP team. The MEVA special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

Accommodations

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

Assistive Technology

As required, MEVA will work to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning setting. Assistive technology is provided to students based on the recommendation of the IEP team and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer or math fact table.

MEVA will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Supervision and Compliancy

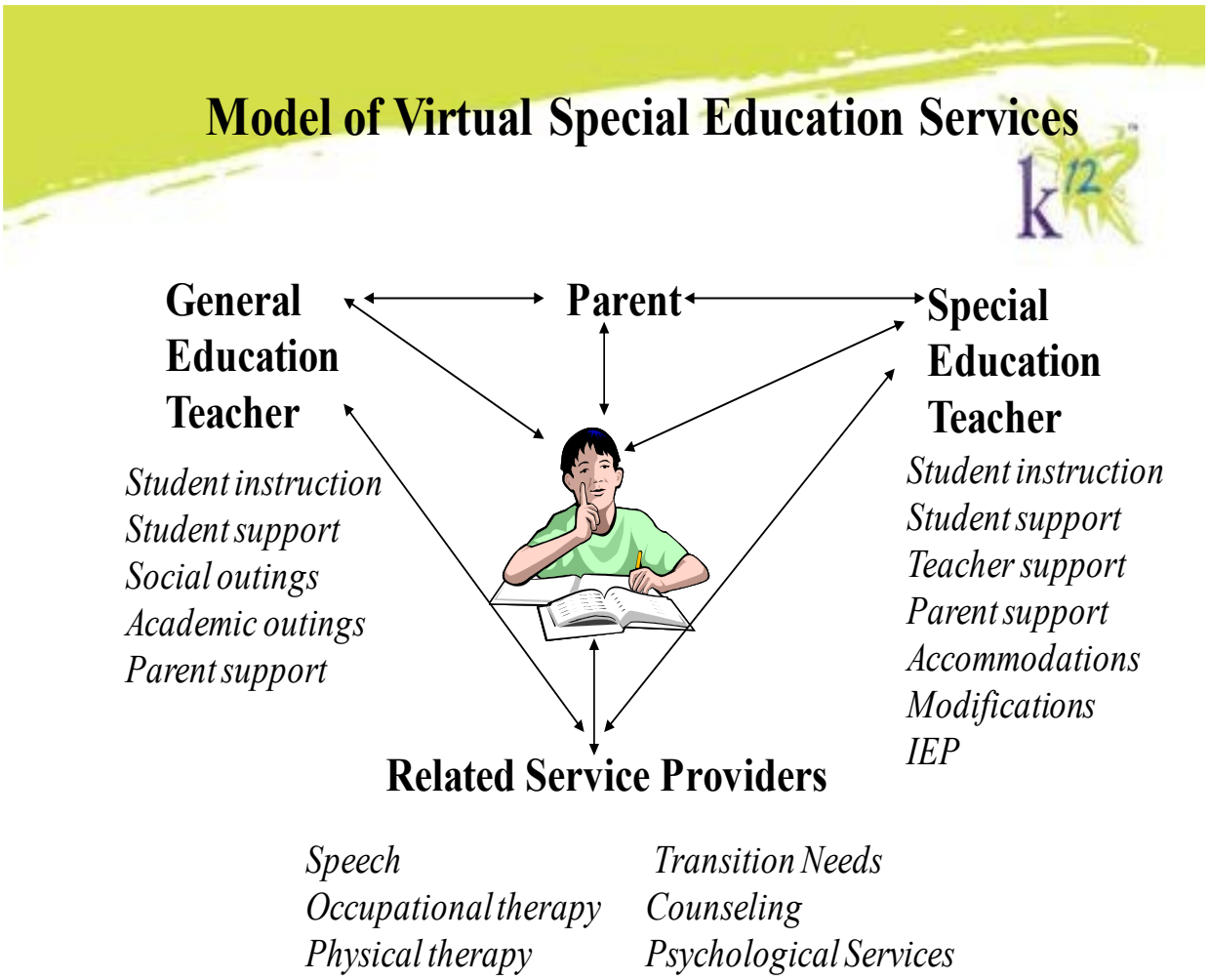
Oversight and compliance monitoring in a distance learning setting are assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education and/or special education teacher; file review and monitoring of timelines and processes by the Special Education Manager.

Effectiveness will be measured in the following areas to determine the school's effectiveness in serving students with exceptional needs:

a. Tracking of timelines
    i. related to provision of IEP services
    ii. provision of evaluation/reevaluations
b. Student achievement
    i. State & district test scores, curriculum based assessment
    ii. Tracking of mastery of IEP goals
c. Annual Satisfaction Surveys
    i. Parent/guardian
    ii. Student

Parent Communication

Parents will receive a copy of their student's progress toward completion of IEP goals on a quarterly basis via electronic means or US Postal Service. MEVA general education and special education teachers maintain constant communication with parents through phone calls, email, and online meetings. MEVA believes that it takes a complete team of individuals working together to serve students with disabilities to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools. (See diagram below)



Staffing and Related Service Providers

Maine Virtual Academy will employ highly qualified special education teachers to maintain appropriate student/teacher ratios based on Maine regulations and student needs to provide special education services. Maine Virtual Academy administrative staff will include a Special Education Manager who will oversee the provision of services and special education compliancy at the school. The Special Education Manager will receive the support and oversight from the K12 National Special Education Director.

Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider. MEVA will ensure that all individuals contracted or in employment with the school have appropriate licensure to provide the assigned services and background checks are completed prior to beginning direct service with MEVA students.

Related services may be delivered virtually, or face-to-face either at the provider's place of business, a neutral location such as a local library or community center or, in special

circumstances, the student's home. The parent may provide transportation to a contracted provider within a reasonable distance of their home. Reimbursement will be provided to the family for mileage. Contracted services, when needed, are selected to service all students with related service needs. These service providers are selected based on K12's past experience with providers who have proven track records providing all services in a timely and educationally sound practice. All contracted service providers will have appropriate licensure and pass all background checks prior to services being provided to students.

Examples of related services:

- Mobility Training
- Assistive Technology Evaluations
- Counseling Services
- Psychological Services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Braille Instruction

Least Restrictive Environment

Maine Virtual Academy will ensure that each student with a disability is placed in the least restrictive environment (LRE). Students with special needs will be supported by their assigned MEVA general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

Continuum of Placements

As stated above, students with disabilities will participate in the general education program to the greatest extent possible offered by MEVA and as determined by the IEP team. The MEVA special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

The proposed online curriculum integrates features designed to support learners at every stage, which are particularly important for students with disabilities. For example, online games and animations illustrate concepts. The engaging approach features colorful graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed.

As mentioned earlier, a key part of the MEVA education program is the Individualized Learning Plan (ILP). An ILP is designed for each grades 7-12 student, including students with disabilities, to ensure a customized program that fits each student's unique strengths, weaknesses, learning styles and aptitudes. The ILP will be coordinated with the student's IEP. Students entering the school below grade level will have a comprehensive and engaging plan, which will include intensive strategies to bring the student to grade level or make exceptional gains.

Students with disabilities who are working below grade level in one or more subject areas will have access to the services, supports, and accommodations deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum component. Students with disabilities, as well as other at risk learners, will have the opportunity to have daily exposure to grade level content material and supplemental support in programs such as Study Island at their instructional level. Continual assessment of progress made in both settings will assist in closing the learning gap to ensure all are moving toward their instructional level being their grade level standards. The special education teacher and other personnel, as appropriate, will provide the support deemed necessary in each student's IEP in these settings. This may include co-teaching, small group mentoring within the general education classroom, pull out for individual or small group sessions with the amount of pull out time dependent on student needs. Teachers will be able to accomplish these strategies through using the breakout rooms within the Blackboard Collaborate synchronous sessions. Examples of possible accommodations are: change of setting, timing, pace of learning, scheduling and how the student responds to the materials.

Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

- **Methods for identifying ELL students (and avoiding misidentification);**
- **Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;**
- **Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;**
- **Means for providing qualified staffing for ELL students.**

English Learners (ELL)

Identification of ELL Population

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

Those students with positive responses to any of the HLS questions will be referred to the ELL point of contact who will then talk with the family to determine if services were previously received, to determine current language needs of student, review prior school records, including any previous ELL evaluations, program plans and anything additional that may assist the school to determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate ELL Plan.

Assessment and Screening for ELL Services

Students who may qualify for ELL services are assessed in the four domains of listening, speaking, reading, and writing through a standardized assessment to determine their level of English proficiency. Students who have not attained a Composite Level of 6 on the ACCESS for ELLs annual assessment, or any newly-enrolled student who has been administered the ACCESS for ELLs by another Maine SAU and who has not attained a Composite Level 6 score on the assessment are eligible for services and will participate in the annual language proficiency test. Students who meet exit criteria will continue to be tracked for two years after exiting.

If the assessment determines that the student qualifies for ELL services, parent notification and acceptance of services will be provided to the parent/legal guardian prior to implementing services.

Support and Services for ELL Students

The K12 curriculum has the flexibility to be assigned based on student need. If MEVA has a student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course. The designated teacher provides remediation, support, and exposure to grade level standards within online class sessions. In addition to placement at the appropriate “starting point” within the K12 curriculum, the curriculum in grades 7-8 is mastery-based, repeating/reviewing previously introduced information through skills assessments and updates. New vocabulary words are

introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems it is appropriate for the individual student.

In most cases, the MEVA curriculum with its mastery learning, self-pacing, and attention to vocabulary and grammar as well as subject content, will be the primary program for entering ELL students. Supplemental resources and lessons in grammar, writing and/or speaking, will be provided to individuals and small groups depending on circumstance and targeted need.

Listening, speaking, writing and reading, are cumulative and integrated in language development. MEVA does provide instruction with a content base. This type of instruction has at its core, sequential and rigorous English skill development coupled with subject area knowledge generation, application and reinforcement. Content is important for all students. Learning necessary content and skills is required so that students don't fall below the progress of their peers. Students and parents at MEVA may work with their teachers to create thematic-based units, or to increase or decrease the pace of instruction and learning.

Listening, speaking, reading and writing are addressed in the K12 curriculum for ELL learners by the ability level at which they are placed in language arts and math courses and flexibility in pacing and enhancement lessons.

ELL students will not only receive sheltered instruction through our ClassConnect sessions on-line, they will also have an individualized ELL Plan that will include levels of instruction provided by the ELL certified staff based on their specific needs.

Documentation of ELL Strategies

All teachers will be providing support to students through online classrooms. Students will meet with their assigned teachers at a frequency and duration determined by their ELL Plan.

The lessons presented during these online sessions can be recorded and are required to be documented within each child's record as a note within the school's online record system. Teachers are responsible for monitoring student progress and adjusting their lessons accordingly.

Academic progress is also measured by teacher created assessments, assessments embedded within the curriculum (OLS), Scantron Performance Series computer-adaptive, nationally normed proficiency tests, Study Island benchmark tests, and progress monitoring tools within the supplemental curriculum.

Professional Development for School Staff on ELL Best Practices

The Instructional Leadership Team at MEVA will work together with K12 Academic Services to coordinate and implement all professional development initiatives. Together the team places an emphasis on professional development dealing with issues of working with ELL students.

Professional development is offered to all staff in the area of ELL techniques. Some important

ELL strategies, such as Cognitive Academic Language Learning Approach (CALLA) methods of accessing prior knowledge and using more visual, hands-on media, and technology materials have also been applicable to the many mainstream ELL students at K12 schools. The school staff and ELL staff will participate in statewide and national conferences on best practices in ELL education.

All staff at MEVA will be provided professional development on the SIOP method of support for ELL students. This model will assist in lesson planning and implementation to allow access for the ELL student to grade level standards.

Attitudes Toward Cultures

MEVA emphasizes the theme of respect as the core value for all members of the school community. Students understand and are able to explain the value of our country's vibrant diversity and common civic heritage.

Home-School Connections

The involvement of the ELL students' families in students' educational goals is equivalent to that of mainstream students. Parents may attend live and recorded training sessions geared to topics that have direct impact on the academic achievement of their child. Parents learn how to use a variety of resources, including drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, and story maps provided within the K12 curriculum along with graphic organizers and visuals that are vital to the instruction of ELL students. The ELL coordinator maintains regular contact with ELL families by phone or other tools ensuring that this communication is in a mode familiar to the learning coach.

Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities;
- Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
- What means will be used for providing qualified staffing for intellectually gifted student.

An instructional program for advanced and enrichable learners is based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs; that students have learning opportunities that help develop their abilities to the highest level; and that students' intense interests and talents change over time. Enrichable learners are learners with specific deep interests and energy, perhaps only in one topic. Advanced learners are students who generally demonstrate high performance or capacity for high performance beyond age/grade expectations, over an extended period of time, often (but not necessarily) in more than one area. Both enrichable learners and advanced learners are atypical learners who require specialized learning experiences. As with all students, advanced and enrichable learners will

have an individual learning plan (ILP) developed in collaboration with staff and parents to assure challenging goals are established to meet their unique needs.

MEVA is committed to meeting the needs of enrichable and advanced learners by preparing staff members through the provision of in-service training, networking, ideas, national and local events, and other support. The school will promote the use of strategies found by research to support the diverse range of accelerated learners including:

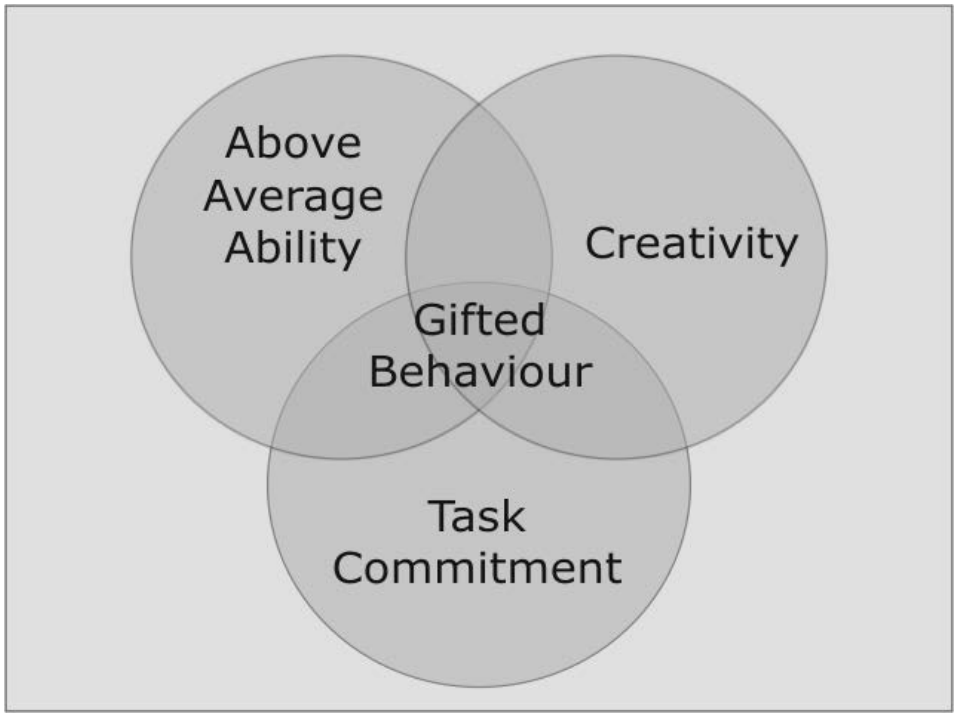
- individual and small group research and contract work with active student ownership;
- flexible progression strategies within content areas, (including a variety of acceleration options (see below) with the agreement of the parents and student and subject to ongoing review);
- extension activities with self-selection by students, as well as suggestion by learning coaches and teachers, and
- the provision of monitoring and review of accelerated program offerings, to help decide which should get wider dissemination and which should be phased out.

Characteristics of a Student Requiring Enrichment or an Advanced Learner

No single characteristic or list should be used solely for the identification of advanced learners, and identification should be considered a repeating process, not the one-time issuing of a life-time passport. However, an understanding of some general characteristics that typify children with enrichable or advanced learner characteristics would benefit parents and professionals in sharpening their awareness and warrant further observation. In addition to high test scores and advanced course level placement, some general characteristics are:

- Early reader with good comprehension
- Learns basic skills quickly with less practice
- Asks several ‘how’ and ‘why’ questions in a single conversation
- Work independently for longer periods of time than peers on one or more topics
- Responds well to teachers, parents, and other adults
- Original thinkers seeking new and unusual associations among seemingly unrelated objects, ideas, or facts
- Thrives in problem situations
- High level of curiosity about objects, ideas, situations, or events
- Expresses opinions and ideas and often exhibits spirited disagreement
- Keen powers of observation and has an eye for important details
- Reads a great deal on their own, preferring text written for older students
- Likes structure, organization, and consistency in their environments
- Displays a questioning attitude and seek information
- Has a large storehouse of information regarding a variety of topics
- Exhibits an intrinsic motivation to learn, find out, or explore
- Has a longer attention and concentration span than their peers on one or more topics.

Renzulli considers three factors important for the development of gifted behavior: above average ability, creativity, and task commitment.



Our ability to accommodate gifted and talented and academically advanced students represents the ability of our model to provide an individualized and self-paced education program for each student. MEVA will first identify our gifted population—our advanced and enrichable learners--through the Child Find process which includes parental input, teacher input and a records review. Students who are demonstrating characteristics of gifted exceptional learning may be referred for an initial evaluation that determines eligibility for services. If services are warranted, the student's individual learning plan (ILP) will be written to determine the appropriate services and delivery model to meet the student's exceptional needs. Differentiated learning experiences will be developed with student input. MEVA curriculum allows for individualized levels, pace, style and subject for all students' unique learning needs. A continuum of programming services will be inherent to the mastery-based distance learning curriculum used by MEVA.

Enrichment opportunities will be available to students who excel and show mastery of expected skills and standards as well as advanced progress in the K12 curriculum. To augment their learning experience, small group advanced work, including project-based will be available. This includes, but is not limited to, self-paced labs, academic challenges, and projects. Some students may also take advantage of Independent Study experiences, internships, or other job opportunities to support their studies. These opportunities will be made available through the school Guidance Counselors and by utilizing other resources within students' local communities.

Articulate how the curriculum/educational program of the school will meet the unique needs of all enrolled students.

The MEVA curriculum/educational program will meet the unique needs of all enrolled students because it will provide each student with an education designed to meet their individual needs. The engaging, individualized learning plan (ILP) ensures a customized program that fits each

child's unique strengths, weaknesses, learning styles and aptitudes. It is a key part of the MEVA education program. Parent engagement, mastery of standards, focus on readiness skills for each student's life after secondary school, and providing successful intervention for students who are struggling are all components of the program. Like all high-performing charter schools, MEVA is committed to data-driven instruction and decision making. Finally, the Board has determined that our chosen education service provider, K12, is uniquely situated to help us succeed. K12 has more than 12 years of experience providing not only the end-to-end curriculum and learning system but also associated administrative and technology services necessary to deliver that curriculum.

Required Tabs

~~2. Special Education Procedural Safeguard~~ (error in app)

3. Individual Education Plans Policy

4. Referral/Pre-Referral of Students with Disabilities Policy

5. Referral/Pre-Referral Procedures

6. Child Find Policy

7. Grievance Procedure for Persons with Disabilities Policy

8. Notification of Rights under FERPA

9. Procedural Safeguard

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Tab 2 Special Education
Procedural Safeguards

Special Education Procedural Safeguards

Per the “Question and Answer” on November 13 from the Maine Charter School Commission, the requirement for this tab was a printing error in the RFP.

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Tab 3 IEP Policy

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

It shall be the policy of the Maine Virtual Academy (MEVA) to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at (MEVA). MEVA shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. MEVA shall ensure that the student's IEP is implemented no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If MEVA is unable to hire or contract with the professional staff necessary to implement a child's IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team's development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipated by the IEP Team.

All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
34 CFR § 300.320-.328 (2006)
Maine DOE Rule Ch. 101 § IX (3) (July 2011)

Adopted: Draft to be voted on by the Board

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Tab 4 Referral/Pre-Referral
of SWD Policy

REFERRAL/PRE-REFERRAL OF STUDENTS WITH DISABILITIES

It shall be the policy of Maine Virtual Academy (MEVA) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time and by professional school staff and other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with state and federal guidelines..

Regardless of the source of the referral, a referral will be considered received by MEVA on the date that the written referral is received by the Special Education Manager. It shall be signed and dated by the Special Education Manager, thereby indicating the date of the receipt of that referral.

The CEO/designee, in consultation with the Special Education Manager, may develop procedures for referral and the use of pre-referral interventions within MEVA, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules (July 2011).

Adopted: To be voted on by the Board

DRAFT

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REFERRAL/PRE-REFERRAL ADMINISTRATIVE PROCEDURE

Maine Virtual Academy (MEVA) shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. Referrals by Parents

A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the Special Education Manager. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the Special Education Manager. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the Special Education Manager.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to MEVA's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff

Any professional employee of MEVA may refer a child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of the pre-referral intervention process used by MEVA. MEVA may move directly forward with the referral process in those circumstances where MEVA and the parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the Special Education Manager.

C. Referrals by Others

Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of the pre-referral intervention process used by MEVA. MEVA may move directly forward with the referral process in those circumstances where MEVA and the parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the Special Education Manager.

D. Receipt of Referral

Regardless of the source of the referral, a referral is received by MEVA on the date that the written referral is received by the Special Education Manager. It shall be signed and dated by the Special Education Manager, thereby indicating the date of the receipt of that referral.

E. Time Line for Processing Referral

Once the referral has been received by the Special Education Manager, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, MEVA must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school shall send the parent its written notice form documenting that referral.

Once the Special Education Manager receives the signed consent for evaluation back from the parent, the school shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

MEVA shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer into MEVA from another school *within Maine* shall, on enrollment and in consultation with the parent, be provided with Free Appropriate Public Education (FAPE), including services comparable to those described in the child's IEP from the previous school, until MEVA either adopts the child's IEP from the previous school or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into MEVA from another school *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school) until MEVA conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student's current IEP from his or her prior school is not available or is believed to be inappropriate by either the parent or the school, MEVA should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into MEVA after the referral time line has begun in the previous school but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if MEVA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the school agree to a specific time when the evaluation will be completed and the eligibility decision made.

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties on a pre-referral checklist.

The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

MEVA shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parents contact the staff member who has completed the documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. MEVA may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but MEVA shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Legal Reference Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (July 2011)

Adopted: Draft to be voted on by the Board

Tab 6 Child Find Policy

CHILD FIND

Maine Virtual Academy (MEVA) seeks to ensure that all children within its jurisdiction who are school-age, five through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools or receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

MEVA's Child Find responsibility shall be accomplished through a school-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. MEVA may schedule Child Find activities during its annual enrollment to assist in planning for necessary special education and related service at the start of the school year.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the MEVA's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Maine DOE Rule Ch. 101 § IV(2) (July 2011)

Adopted: To be voted on by the Board

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Tab 7 Grievance Procedure
Persons with Disabilities Policy

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Maine Virtual Academy (MEVA) Governing Board of Directors has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether MEVA is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the MEVA Special Education Manager.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the MEVA Director of Instruction, or with the Special Education Manager. If filed with the Special Education Manager, that person shall forward it to the Director of Instruction. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Director of Instruction, after consultation with the Special Education Manager, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Director of Instruction's written response shall be forwarded to the grievant and to the Special Education Manager.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the MEVA Chief Executive Officer (CEO) of the Director of Instruction's decision.

The grievant must request that review within 15 working days of the decision by the Director of Instruction. The MEVA CEO, after consultation with the Special Education Manager, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The MEVA CEO's written response shall be forwarded to the grievant and to the Special Education Manager.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

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Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the Special Education Manager.

[This notice can be made available in large print and on audio tape from the Special Education Manager.]

Adopted: To be voted on by the Board

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Tab 8 Notification of Rights
Under FERPA

Maine Virtual Academy (MEVA)

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the MEVA Chief Executive Officer/designee or the Director of Instruction in writing and must identify the record(s) to be inspected. The CEO/designee or the Director of Instruction will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of $.20 per page.

B. Amendment of Records

Parents/eligible students may ask MEVA to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the CEO/designee or the Director of Instruction in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the CEO/designee or the Director of Instruction decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

C. Disclosure of Records

MEVA must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

MEVA designates the following student information as directory information that may be made public at its discretion: name,

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participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, and honors and awards received. Parents/eligible students who do not want MEVA to disclose directory information must notify the CEO/designee in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and MEVA must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want MEVA to disclose this information must notify the CEO/designee in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by MEVA as an administrator, supervisor, instructor, or support staff member; members of the Governing Board; persons or companies with whom MEVA has contracted to provide specific services (such as education service providers, attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Collection of Student Social Security Numbers for Maine Department of Education Longitudinal Data Studies

In 2009, the Maine Legislature passed a law (P.L. Chapter 448) that authorizes the Maine Commissioner of Education to require local school units to request that parents provide students' social security numbers to the school. The social security numbers will be used by the Department of

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Education to create a "longitudinal data system" that will link data about the student's educational history to data about the student's endeavors after leaving school, such as earnings, educational attainment and choice of career.

Your compliance with this request is **COMPLETELY VOLUNTARY**. We must **REQUEST** that you provide your child's social security number, but you are **NOT REQUIRED** to provide the number to us. There will be no adverse consequences for your child if you decline to provide the social security number. Your child will still be enrolled in school, and he or she will have all the same rights and privileges of every other student in our schools. If you are a student aged 18 or over, you have the right to decide whether to allow use of your social security number. No child's social security number may be used for longitudinal data purposes without the parent's or the 18-year-old student's written consent.

5. Other School Units

As required by Maine law, MEVA sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Health or Safety Emergencies

In accordance with federal regulations, MEVA may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge or the information is necessary to protect the health or safety of the student or other individuals.

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the CEO/designee or the Director of Instruction.

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D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that MEVA has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Adopted: Draft to be voted on by the Board

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Maine Virtual Academy
Procedural Safeguards

As required by Maine Unified Special Education Regulations (MUSER), Maine Virtual Academy (MEVA) will provide a copy of the Procedural Rights and Safeguards, in accordance with the Individuals with Disabilities Education Act (IDEA), to the parent/guardian and/or adult student through regular mail or email, and it will be posted on the MEVA school website.

To assist parents in understanding the Notice of Procedural Safeguards, the following is provided as a companion document to the Notice of Procedural Safeguards:

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A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or videoconferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice.

You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need

to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school' records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you to look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of the records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

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F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

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An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

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J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

N. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

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Legal Reference: Maine Special Education Regulations Chapter 12.

Adopted: Draft to be voted on by the Board

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A.4 Assessment

Describe the school's approach to assessment such as, but not limited to, data driven, subjective, formative and or portfolio based. Explain how the school will evaluate progress of individual students and cohorts over time and the school as a whole toward meeting the statewide requirements.

It is the mission of the Maine Virtual Academy (MEVA), a high-quality, full time online public charter school, to be accountable for developing each of our student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. Maine Virtual Academy will utilize multiple measures to assess individual students' cohorts' over time, and the school's progress as a whole toward achievement of the school's mission as well as the Maine Learning Results, Common Core State Standards, the Next Generation Science Standards (when adopted) and the measures and metrics of the performance framework developed by the State Charter School Commission in accordance with Public Charter School Law, Title 20-A, §2409 and included in Commission Rule Chapter 2 and the Performance Framework (see **Tab 10).** We present draft Performance Targets in **Tab 10** that are intended to be discussed and finalized with the State Charter School Commission.

Maine Learning Results and Common Core State Standards Assessments

Baseline data will be established and collected from the Maine Comprehensive Assessment System (MeCAS) including, in the 2014-2015 school year, the Maine Educational Assessment (MEA) in science (grade 8); New England Common Assessment program (NECAP) in math and reading (grades 6-8) and writing (grade 8); Maine High School Assessment (MHSA) reading, writing, math and science (grade 11); Personalized Alternate Assessment Portfolios (PAAP) in reading and math (grades 7, 10, and 11), writing (grades 7 and 11), and science (grades 8 and 11); PSAT in reading, writing and math (grades 10 and 11); WIDA ACCESS for ELL (grades 7-12); SAT (third year high school), and test results from the previous year; and from the administration of the Scantron Performance Series and embedded curriculum assessments. Based on this baseline data and the percentage of students scoring at "proficiency" or above in state assessments in Year 1, MEVA will set an annual improvement projection that will help evaluate student progress over time and the school as a whole towards meeting state requirements.

Maine Virtual Academy will ensure student participation in the Maine required tests through a variety of mechanisms. As part of the enrollment process, the school will make clear to parents and students that state test participation is required as part of enrollment in the school. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state assessments, will be made available to parents and students as part of the school calendar, which will be available on the school website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Finally, prior to the scheduled state assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

MEVA students will not be permitted to take the state required tests in their homes. MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be responsible and reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (in this case for MEVA students to take state required tests). The MEVA CEO will review available resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

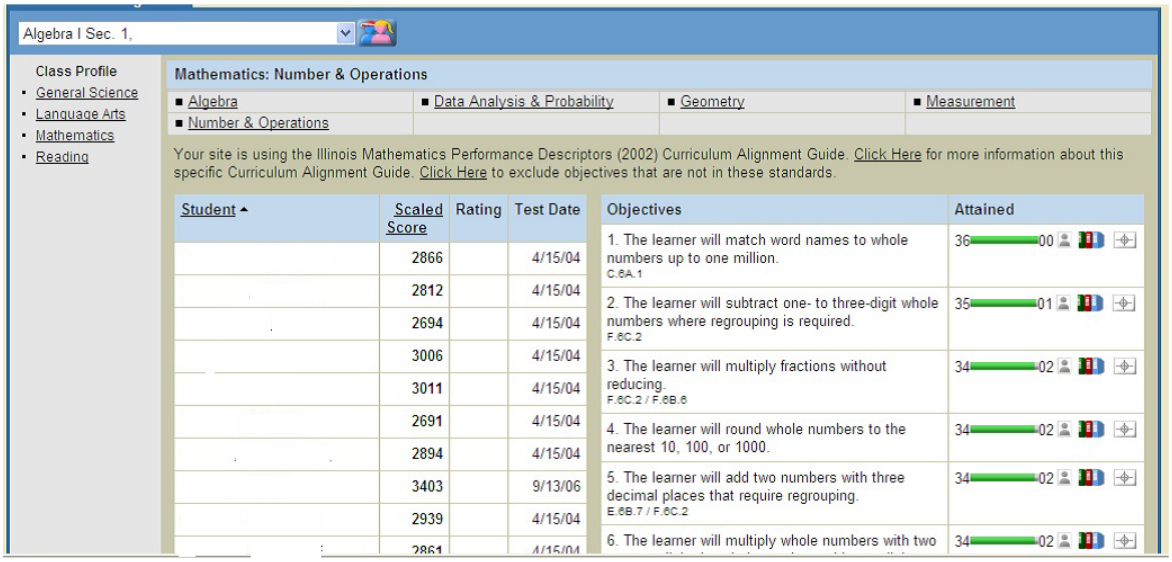
The starting point for K12 course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. By determining a benchmark for measuring growth at the beginning of the school year; then developing an individualized learning plan for each student; continually assessing students' attainment of the standards throughout the course of the school year; and assessing student performance at the end of the school year—Maine Virtual Academy can continually measure student progress toward achievement of the Maine Learning Results, Common Core State Standards, and the Next Generation Science Standards (when adopted) as well as the "effect" of our educational program—including the effective use of technology--on students as individuals, in cohorts, and on the school as a whole. Schools across the country using the K12 curriculum have measured the effect of the K12 education program in this way. Using the Scantron Performance Series in mathematics, reading and science, these schools can measure the gains in achievement of their students from fall to spring and compare those gains, as well, to the gains of the Scantron norm group, a national norm group that reflects national ethnic and income diversity.

Describe the school's plan for using internal and external assessments to measure and report student progress on the measures and metrics of the performance framework developed by the authorizer in accordance with Public Charter School Law, Title 20-A, §2409 and included in Commission Rule Chapter 2 and the Performance Indicators; also, complete the Performance Indicators Template.

Scantron

All Maine Virtual Academy students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the state required tests.

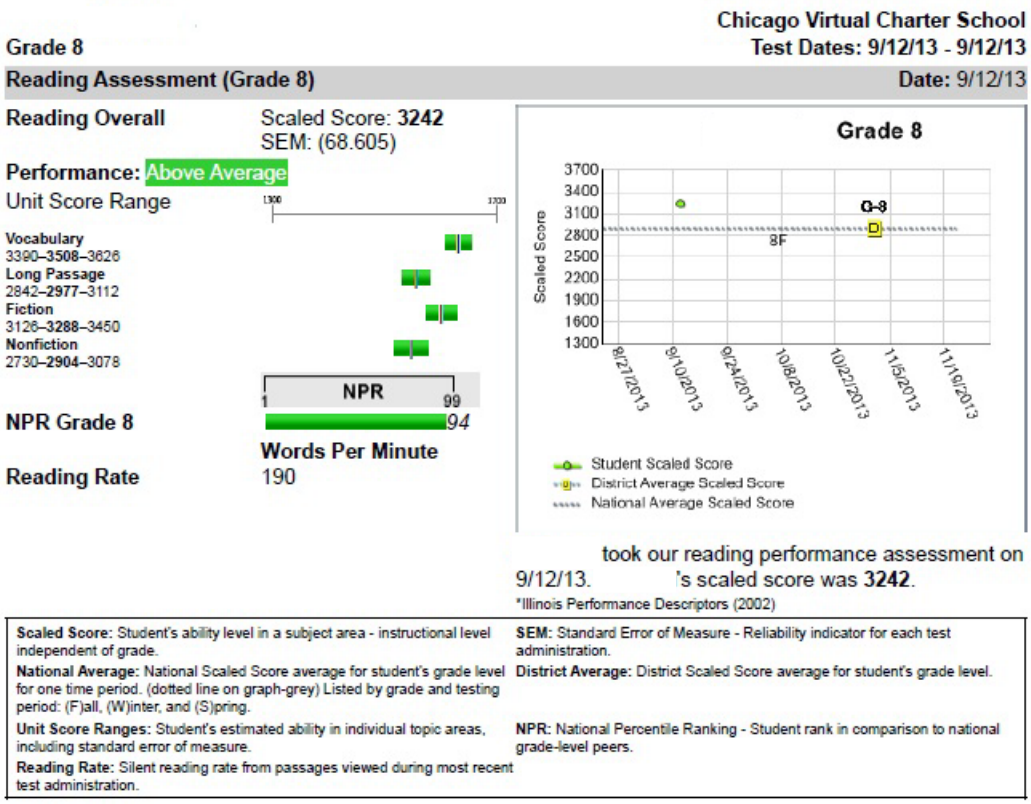
The Scantron Performance Series is given again in the Spring in order to ensure all students are making one year's growth in one school year based on scaled score gains comparisons. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.



Following up on the Performance Series, all students will take Study Island benchmark assessments in math and reading in order to assess each student's mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Maine state standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History.

Megan - Math (Common Core) Summary

		Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade	
1.		**7.1 Math Pathway (Sept)**						
	a.	Symbolize and Solve Equations - Standard	1	32:33	8 / 10	80%	M	View Sessions
	b.	Symbolize and Solve Inequalities - Standard	2	17:06	8 / 10	80%	M	View Sessions
	c.	Properties of Addition and Subtraction - Standard	2	42:14	12 / 17	70.6%	M	View Sessions
	d.	Properties of Multiplication and Division - Standard	3	31:07	8 / 10	80%	M	View Sessions
2.		**7.2 Math Pathway (Oct)**						
	a.	Angles - Standard	1	06:21	3 / 10	30%	AW	View Sessions
		Angles in Shapes	1	09:01	7 / 10	70%	M	View Sessions
	b.	Circles - Standard	3	36:17	5 / 11	45.5%	AW	View Sessions
	c.	Unit Rates - Standard	5	15:47	10 / 14	71.4%	M	View Sessions
	d.	Ratios and Proportions - Standard	1	06:12	9 / 10	90%	E	View Sessions
3.		**7.3 Math Pathway (Nov-Dec)**						
	a.	Scale Drawings - Standard	1	10:03	5 / 10	50%	AW	View Sessions
	b.	Percents - Standard	0	00:00	0 / 0	0%	-	
		Percents	0	00:00	0 / 0	0%	-	
	c.	Proportional Relationships - Standard	0	00:00	0 / 0	0%	-	
	d.	Linear Expressions - Standard	0	00:00	0 / 0	0%	-	
4.		**7.4 Math Pathway (Jan)**						
	a.	Area, Surface Area, and Volume - Standard	0	00:00	0 / 0	0%	-	
	b.	Compute with Rational Numbers - Standard	0	00:00	0 / 0	0%	-	



Grade 8

Chicago Virtual Charter School
Test Dates: 9/12/13 - 9/12/13

Reading Assessment (Grade 8) **Date:** 9/12/13

Reading Overall Scaled Score: **3242**
SEM: (68.605)

Performance: Above Average

Unit Score Range

Vocabulary
3390–**3508**–3626
Long Passage
2842–**2977**–3112
Fiction
3126–**3288**–3450
Nonfiction
2730–**2904**–3078

NPR Grade 8 NPR 1 99 *94*

Reading Rate **Words Per Minute** 190

took our reading performance assessment on 9/12/13. 's scaled score was **3242**.

*Illinois Performance Descriptors (2002)

Scaled Score: Student's ability level in a subject area - instructional level independent of grade.
National Average: National Scaled Score average for student's grade level for one time period. (dotted line on graph-grey) Listed by grade and testing period: (F)all, (W)inter, and (S)pring.
Unit Score Ranges: Student's estimated ability in individual topic areas, including standard error of measure.
Reading Rate: Silent reading rate from passages viewed during most recent test administration.
SEM: Standard Error of Measure - Reliability indicator for each test administration.
District Average: District Scaled Score average for student's grade level.
NPR: National Percentile Ranking - Student rank in comparison to national grade-level peers.

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

MEVA will implement Study Island monthly Assignments. Features of Study Island Monthly Assignments include:

- Assessments determine what a student knows directly related to individual state standards.
- Assessments are targeted against a specific state standard.
- Assessment will determine if a student has mastered a specific state standard.
- Assessment similar to an assessment given in a classroom in a 'brick and mortar' building.
- This real-time data lets teachers make better decisions about instruction immediately!
- Results reflect weaknesses or strengths against a specific state standard.
- Allows teachers to become extremely focused on their instruction.

Using Study Island monthly Assignments, MEVA will strive to meet or exceed the expectations and goals that were set for the school in Math, Language Arts, Science and Social Studies. The school's goals with these tools are:

- To take the 'guesswork' out of student proficiency of grade specific standards
- To continuously improve student learning and achievement

Maine Virtual Academy Assessment System

Assessments are embedded into the curriculum. As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Because MEVA is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any specific standards that might need remediation. The assessments also help K12 to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall.

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

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

- Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.

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

- Scantron *Performance Series* tests in reading and math are administered each fall and spring to measure growth within each academic year, and to identify students who may need additional instruction before taking the state assessment (see above).

K12 ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K12 course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, assessment, and instruction.

K12 curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and computer scored, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed

to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

Maine Virtual Academy will be able to use K12 curriculum assessments to measure student achievement in various ways; electronic multiple-choice and true-and-false quizzes that measure the retention of facts; written responses that require critical thinking; hands-on laboratories that mirror real-world application; and through real-time interactions with teachers that reflect all of these. Students show accumulated knowledge and skill both through testing and project- or portfolio-based work. Students using K12 curriculum learn to express themselves to their teachers and their peers through written and spoken word as well as through visual media, one-on-one and in small groups. Students can choose from many courses that consist of multiple units, lessons and activities that instruct, provide practice to, and evaluate students. Within these courses, students complete assignments, lessons, and assessments that teachers post to their course calendar. Students submit assignments to teachers on or before the due dates posted on the calendar. Once teachers grade and return assignments to students, they read the feedback listed from their teachers. Teachers are available frequently during the week for live office hours and online discussions. Students can also get help during optional live sessions or by watching recordings of these sessions. Students always know where they are in a course and how they are doing, and can continually monitor their progress.

Because MEVA is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any areas that might need extra work. The assessments will also help our school to improve by providing information on the effectiveness of specific instructional activities and the curriculum overall. Student achievement gains will be continuously measured and reported to students, parents, teachers, administrators and the Board during the school year. Throughout the year, students demonstrate their acquisition of course objectives by completing various assignments, participating in synchronous discussion activities, and taking quizzes, tests and exams. While some assessments and assignments are scored by the Learning Management System, assessments accounting for the majority of course points and those addressing higher-level thinking skills are submitted by students directly to our teachers for grading through the Learning Management System's electronic dropbox. Teachers grade these assignments and provide direct instructional feedback on each assignment before returning the graded assignment to the student. Graded activities are assigned points and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade can be calculated using these points and the school will then assign letter grades according to the grading procedures for that course.

During the semester, students can view grades in MyInfo or the student grade book sections of the Learning Management System. One of the many features afforded by the school's Learning Management System is a current report of a student's academic progress and attendance information. Teachers, administrators, and parents also have access to graded information online at any time of the day or night. Conference calls with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each student will be provided mid-semester. Formal report cards will be issued to students twice a

school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. MEVA plans to utilize PowerSchool to insure proper student record maintenance and ease of transfer of student records from MEVA to other public schools within Maine.

Show how the school will monitor and verify student progress and performance in each course through regular assessments and submission of coursework.

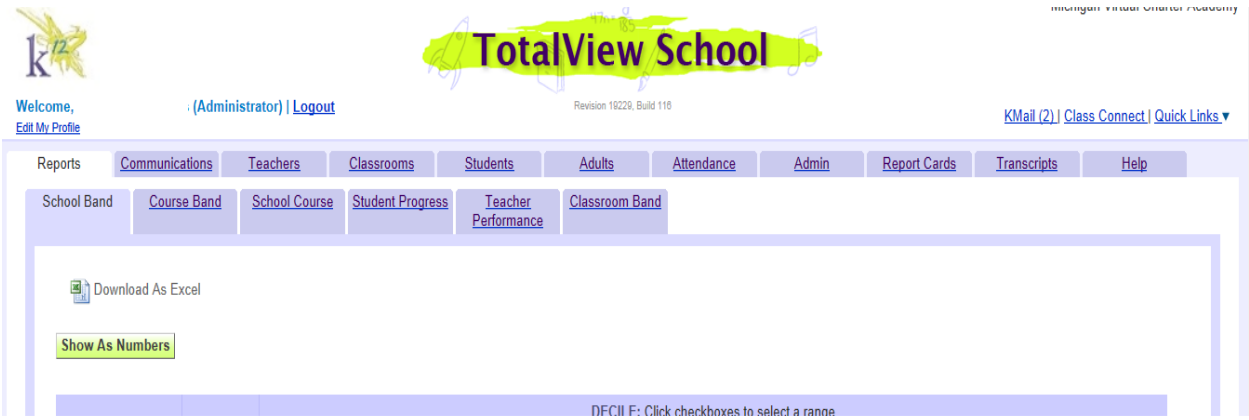
The teacher is responsible for student progress by validating student attendance and course activity, curricular mastery, and assigning course grades. Teachers manage progress by monitoring each assignment, lesson, unit, and semester requirement which includes daily work. Student performance is documented and analyzed in a variety of ways. All reports can be synchronized with state reports for purposes of reporting on the progress and work of the public virtual charter school.

> ***Work Samples:*** The curriculum provides lesson, unit, and semester assessments to assess student performance for grades 7-12. High school student work is monitored and graded on an ongoing basis by teachers.
>
> ***High School Student Progress:*** The Learning Management System allows high school administrators, teachers, parents and students to monitor metrics for student progress bimonthly or more frequently.

Demonstrate how the school will effectively monitor and collect data on enrollment, course loads, credit accrual, proficiency standards and course completion.

SAMS, the school's master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database.

TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. TotalView houses student-specific data and is used for a variety of functions, including enrolling students in courses, assigning progress marks and grades, tracking student demographic data, generating student transcripts, and provides a sophisticated means of documenting student engagement in required classroom activities, identification of those students struggling with grade level state content standards, and previous year's performance on state tests. In addition to Student Information functions, TotalView provides administrators, teachers, parents and students a unified view of student progress, attendance, communications, and learning kit shipment tracking. Using TotalView, MEVA's administration will be able to generate customized reports in a variety of formats.



Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

The Student Achievement Improvement Process (SAIP), described below in this section, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available.

Present the school's plan for effective systems and procedures for validating the authenticity of student work and accurate attendance and enrollment reporting.

Teachers verify authenticity of student work in several ways. Some of these vary by teacher or course assignment type:

Identification of Student "Voice" and Historical Context
Courses include both computer- and teacher-scored activities and assessments. Teacher scored activities and assessments are generally more open-ended questions and assignments (e.g. "…write a personal narrative about an important event in your life…", "…write an analysis of the data you collected in the experiment…," etc.) Just as in a brick and mortar course, teachers develop a sense of the personal voice and writing style of students. In addition, students tend to develop a pattern of activity and performance in a course. When either the voice or performance of a student varies suddenly or greatly, the teacher may look more closely at the student's efforts for signs of academic impropriety.

Use of Anti-Cheating Technologies
MEVA and its teachers may subscribe to plagiarism checking services such as Turn-It-In – a service used by some virtual schools utilizing K12 services. Student work is submitted to the service to check for plagiarism when the student turns in their assignment. K12 will continue to improve efforts to verify and ensure authority of student work. For example, teachers can enable browser lockdown technology for any computer-scored assessment in the Learning Management System. It also prevents "screenshots" and copying/pasting to protect the integrity of the test. If a student fails an

assessment, in order to retake the assessment, the student's Learning Coach must log in to give the student access to the assessment. This is so the learning coach can access the review for the assessment with the student and then the student retakes the assessment. Teachers may also give students their assessments via *Blackboard Collaborate* or face to face, if there is an indication that there has been a breach of integrity. In the Online School (OLS), each assessment is date and time stamped so the teacher and school can see when an assessment was taken, how many times an assessment was taken, and what the student score(s) was (were). High-stakes computer-scored assessments typically employ question banks from which the LMS delivers questions chosen at random from the bank. Students then, in essence, are receiving versions of the assessments that no other student received, helping to prevent cheating.

Proctoring

MEVA could require mid-semester, mid-year and/or end of course assessments to be proctored in a live in-person. Unit tests and end-of-semester assessments are most often used for these sessions. MEVA could choose to use passing of these assessments as a requirement for passing a course. In some cases, teachers assess students live in an online environment. In these cases, students may or may not be required to have a web-cam set up so the teacher can see the surroundings near the student and to ensure there is not cheating occurring. Most often, however, the teacher uses an original assessment that the student must respond to orally or in writing in real time, thus reducing the possibility of academic dishonesty.

Restriction of Access

Teachers can restrict the window of time an assessment is available to students to a specific date and time through the use of locking and password protection on the LMS. Limiting the window of access to an assessment reduces the ability of students to engage in dishonest behaviors. Teachers can restrict the time available to students to take an assessment. This prevents students from taking hours to research the answers to a short assessment in the hopes of obtaining a high grade.

Assessment Design

K12 uses assessment question banks for unit-level computer-based assessments that provide students with a randomized sample of questions covering all unit objectives. Due to the randomized nature, each student receives a slightly different assessment than the others, reducing the chance of sharing of questions and answers. K12 includes open-ended assignments in addition to close-ended activities, which help ensure the authenticity of student work.

State Test Administration and Security Procedures

MEVA students will fully participate in Maine's Comprehensive Assessment System (MeCAS) in all content areas depending on their grade level and disabilities which will measure to what extent students are meeting appropriate grade level Maine Learning Results' performance indicators, Common Core State Standards, and Next Generation Science Standards. The

MeCAS assessments will be administered in proctored settings by MEVA certified teachers. All assessments are administered in accordance with applicable test security protocols.

Describe the school's policies and criteria for promoting students to the next level and for graduation from the school.

Course level assignments and grade level assignments are not always the same. Scantron assessments, previous standardized test scores, previous school records and parent/teacher conferences are used to determine course level assignments.

Maine Virtual Academy's goal is that all students will complete 100% of each course. This is the goal for every student. Enrollment approval date, learning style and pace can cause variations in the rate of progress among students. For grade level promotion, there are guidelines listed below that outline what is minimally expected for promotion. Decisions about grade-level promotion are made only after close consultation between the parent and the teacher about what is in the best interest of the student. Ultimately, final decisions will be made by teachers and the administration.

Progress will be captured from "Core Lessons" View only. Teachers will use a prorated percentage for those who enrolled later in the year. For students recently enrolled, the records/report card from the previous school is recommended as the basis for promotional decisions. Extenuating circumstances must be escalated to the CEO.

M = Mastered
C = Completed sufficient percentage for advancement
I = In Progress (Mid-year, only)
I = Incomplete (End of year, will not advance to next course)

NOTE: If a student enters after the beginning of the school year the scale will be pro-rated using a 7%-10% per month guideline.

Middle School Students (Grades 7-8)

<u>Math and Language Arts</u>
90% and above = **M** (Or a "**C**" at the teacher's discretion and can be used when progress does not demonstrate mastery)
89% and below = **I** (course grade incomplete)

<u>History, Science, Art, Music</u>
90% and above = **M** (Or a "C" at the teacher's discretion and can be used when progress does not demonstrate mastery)
89% and below = **I** (course grade incomplete).

In order to be promoted to the next grade level, Middle School students must have either successfully completed and demonstrated at least **90%** mastery and progress or can be promoted at the teacher's discretion and given a "**C**" when progress does not demonstrate mastery. When a student is promoted to the next grade level but has one incomplete "**I**" course, he/she must still complete that course in the next grade. When indicated, students must continue and complete any course into the next school year.

Grades 9-12

The graduation requirements for MEVA will meet or exceed the State of Maine graduation requirements as stated in MRS Title 20-A M.R.S.A. §4722(2) High School Diploma Standards, §4723 Health and Physical Education, and §4724 Computer Instruction; and§4722-A Proficiency-based diploma standards. In the Spring of a student's 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of high school in order to graduate within four years. For new high school students entering MEVA, a thorough transcript review will be completed by the high school counselor upon enrollment and a detailed graduation plan for the student will be developed immediately. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation. Student graduation plans will be evaluated for each high school student every semester and changes will be made, if necessary. Maine Virtual will work with students on plans for credit recovery in cases where students begin to fall behind on earning credits towards graduation.

Prior to January 1, 2017, MEVA students will be required to earn the following credits to graduate. The following chart indicates how high school students will be classified based on the number of credits earned.

Number of Credits Earned	Grade Designation
Less than 6	9th Grade
More than 6, but less than 12	10th Grade
More than 12, but less than 18	11th Grade
More than 18	12th Grade

Prior to January 1, 2017, Maine Virtual Academy will award a high school diploma to students who have earned these 24 credits:

English	4 credits
History	3 credits
Math	4 credits
Science	4 credits (2 credits must be lab science)
PE	1 credit
Health	0.5 credit
Technology	0.5 credit
Fine Arts	1 credit
World Languages	2 credits
Electives	4 credits (Social sciences, human development, fine arts, technology, and science)
	24 credits

There will also be a documented 30 hours of community service graduation requirement for all Maine Virtual Academy students. Students will work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation.

Beginning on January 1, 2017, in order to receive a diploma, MEVA students will be required to demonstrate proficiency (MEVA proposed target is 90% proficiency in 2022 with annual improvement projections between 2017 and 2022) on the NECAP (SBAC), PSAT/SAT, and lesson/unit/end of course assessments. (see **Tab 10** Performance Indicators).

Beginning January 1, 2017, in order to receive a MEVA diploma a student must:

1. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

2. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

3. Demonstrate proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

4. Meet any other requirements specified by the MEVA Board.

In the following circumstances, a student may also be awarded a MEVA diploma:

(1) A child with a disability, as defined in section 7001, subsection 1-B, who achieves proficiency as required in subsection 1, as specified by the goals and objectives of the child's individualized education plan, may be awarded a high school diploma.

(2) A student who attended MEVA and has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may be eligible to receive a high school diploma from MEVA if the school was the last that she/he attended before college.

(3) A student who experiences education disruption, as described in section 5001-A, subsection 4, paragraph F, who successfully demonstrates proficiency as described above and as set forth in the student's school work recognition plan as defined in section 5161 must, with the approval of the commissioner, be awarded a Department of Education diploma as defined in section 5161.

As described previously in Section A.2, the MEVA curriculum will provide instruction in all eight content areas of the system of Maine Learning Results and will provide a structure that allows all students to achieve proficiency in the state standards in all content areas of the system of learning results.

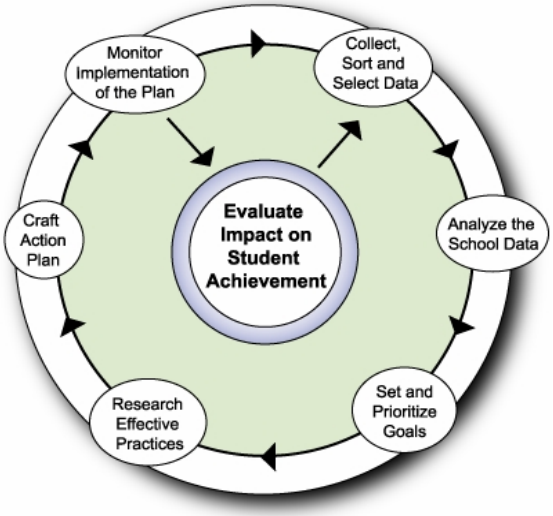
Describe how the school will use assessment information to modify the educational program and improve instruction, student learning and staff development.

The school's Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods and practices on an annual basis when MEVA is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve instruction and student learning. The SAIP process also provides up-to-date data for the CEO to provide to the governing board regarding progress and success the school is experiencing in reaching its goals.

The stages of the SAIP process are:

SAIP Planning Process

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



Stage 1: Prepare for Readiness to Benefit

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

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

Stage 2: Collect, Sort, and Select Data

- Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources
- Team verifies data is current and correct
- Team accurately tags students in TotalViewSchool

Stage 3: Analyze the School Data

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

Stage 4: Set and Prioritize Goals

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

Stage 5: Research Effective Practices

- K12 Inc. provides programs - Scantron testing, Study Island, ClassConnect, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

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

Stage 7: Monitor Implementation of the Plan

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

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

Stage 8: Evaluate Impact on Student Achievement

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

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

The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve student performance. The SAIP process is what is considered a "living" process and is continuous throughout the life of the school to ensure growth and improvement in educational program.

In addition to the SAIP process, MEVA will also be involved in self-assessment and evaluation in other ways. School staff will regularly track and report to the Board, administrators, teachers, and students the successes and challenges the school is experiencing in realizing the school's vision, achieving its mission, and accomplishing its goals and objectives.

Required Tab

10. Performance Indicators Template

Tab 10 Performance
Indicators Template

Maine Charter School Commission
Performance Indicators, Measures, Metrics and Contract Evaluation Criteria

School Name: Maine Virtual Charter Academy

Approved 6/5/12

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Student Academic Proficiency	• Measure 1: NECAP/ (SBAC) • Measure 2: PSAT/SAT (MHSA) • Measure 3: Lesson, Unit, and End of Course Assessments	• Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics • Percentage of students scoring at each state-defined performance level on ELA and Math • Percentage of students considered proficient on school assessment in specified subject areas	• Measure1: In Year 1 the baseline will be established by the percent of students who are proficient. In each subsequent year the students who have been with the school for a full academic year will count toward the improvement projections. Based on the percent proficient and the target of 90% proficiency in 2022, the difference will be divided across the years to set an annual improvement projection. (For example: 69% of students are proficient in 2015. 90%-69% = 31% 31% improvement = 3% each year • Measure 2: In grades 10, 11, and 12 results from the PSAT or SAT, student scale scores will be converted to the proficiency categories of MHSA (see https://www1.maine.gov/education/mhsa/documents/changing_score_scale.pdf) Using students who have been enrolled for a full academic year, MEVA will show at least a 2% increase in the average/mean scale score on the SAT subtests. • Measure 3: Students in grades 7 and 8 will utilize lesson, unit, and end of course assessments. Students must master (Mastery = 80% or better) 90% of the curriculum in language arts, math, history, and science. A minimum of 70% of students in grades 9-12 will pass their language	• Annual State assessment (NECAP/SBAC); fall • PSAT-fall; SAT-spring; MHSA-spring • On-going assessments in the Online School (OLS) for grades 7 and 8; Semester pass rates for grades 9-12	Scantron Performance Series gains reports	

			arts and mathematics courses.			
Student Academic Growth	• Scantron Performance Series (Fall and Spring)	• Percentage of students who make one year's growth • Percentage of students moving to a higher performance level for academics and goals of the charter school	• The average gain will exceed the norm group gain in grades 7, 8, 9, and 10 in both reading and math.	• Fall baseline and Spring growth reports		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Achievement Gaps in proficiency and growth between major student subgroups	• All data sources- Scantron, SAT, PSAT, NECAP/SBAC, MHSA, Study Island	• Gaps as determined by Maine's ESEA-based accountability system	• Year 1: Baseline data will be collected. A Comprehensive Needs Assessment (CNA) will be completed as a part of the School Improvement Process. Measurable goals, objectives, and strategies for gap closure will be identified and resources aligned. • Year 2: The School Improvement Plan including the gap closure measurable goals, objectives and strategies will be implemented and evaluated on an on-going basis. A CNA will be	• Scantron available bi-annually; SAT/PSAT available annually; NECAP/SBAC available annually; Study Island available monthly • Where available, state data for comparison schools will be also reviewed.	• School Improvement Plan • Annual Comprehensive Needs Assessment • Test Scores	

			performed and the School Improvement Plan will be updated annually.			
Student Attendance	• Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences	• Percentage of students attending a target percentage of days • Individual Attendance Rate	• MEVA will use MEDMS system for reporting data • Average daily attendance rate will be 93% • School data to be compared with state average and for "comparison band" schools • Students will have no more than 10 unexcused absences annually. An escalation and remediation process will begin with 5 unexcused absences.	• MEVA will use MEDMS system for reporting data • Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts • Individual attendance is tracked daily in the Online School (OLS) and is reported in the K12 Reports server.	• MEVA will use MEDMS system for reporting data • Individual attendance is tracked daily in the Online School (OLS) and is reported in the K12 Reports server.	

Recurrent Enrollment from Year to Year	• Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years	• Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years	• Year 1: 80% re-registration • Year 2 and beyond: 2% improvement target for each year after Year 1 • Enrollment records	• Reviewed semi-annually	• Re-registration rates reports • Analysis of reason for not re-registering and recommendations made to the Board to reduce mobility going forward.	

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Postsecondary readiness (for HS)	• Graduation rate	• Federal 4-year ACGR • Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1	• Year 1: Baseline data will be collected and graduation rates will be set for Years 2-5 based on 4, 5, and 6 year cohorts with a 5% improvement target each year.	• Annual review	• State reports	
	• Success in dual enrollment courses	• Percentage of students completing dual enrollment courses	• Year 1: Baseline data will be collected and performance projections will be set based on the data received in Year 1.	• Semi-annually	• Student transcripts	
	• SAT or ACT scores	• Percentage of students scoring at or above the state average on SAT or ACT tests	• Year 1: Baseline data will be collected. Using students who have been enrolled for a full academic year, MEVA will show at least a	• As reports are received	• SAT and ACT score reports using recommend ed college readiness. of 21 for ACT.	

			2% improvement in students reaching the state average or above the state average on all measures defined by the SAT in reading, writing, and mathematics.			
	• Enrollment in post-secondary institutions (college, trade and apprenticeship)	• Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of Year 1 after graduation	• Using the Individualized Learning Plan which combines students' interests, goals, and abilities to form a path so that as they matriculate from high school they can enter the post- secondary option of their choice. At this time it is believed that in Year 1 it will be 60% post-secondary education, 10% military and 30% work force. Each year thereafter will meet or exceed the Maine state average.	• March of each year	• Survey results • ILP with 4-year plan	

	• For students not enrolled in post-secondary institutions, full-time employment or military enlistment	• Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation	• Using the Individualized Learning Plan which combines students' interests, goals, and abilities to form a path so that as they matriculate from high school they can enter the post- secondary option of their choice. Year 1 will be 25% in the military and 75% in the workforce Each year thereafter will meet or exceed the Maine state average.	• March of each year	• Survey results • ILP with 4-year plan	

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Financial Performance and Sustainability	• Budget versus Actual revenue and expenditures • External audit reports	• Percentage variation between budget and actual revenue and expenditures • Balance Sheet • Presence of management findings or deficiencies on an audit report, and success in correct findings	• School will produce monthly financial reports, and evidence that reports are reviewed by governing board • When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration.	• Quarterly financial reports available to the authorizer	• Annual financial audit (each fiscal year)- by a qualified, certified public accountant or public accountant certified by the Board of Accountancy	
Governance Board Performance and Stewardship	• Public Accountability -- Transparent, responsive and legally compliant Board operation • Oversight of school leadership team • Board professional development	• Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest	• The MEVA governing Board will meet one time per month • Evidence of bylaws and policies in place and are regularly reviewed. • 100% of policies will be reviewed on an annual basis. • The Board will participate in at	• State and Federal IRS forms are regularly filed and available to the public • Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive officer • Meeting minutes,	• A Board Annual Calendar will be created. It will account for compliance items, academic performance indicators, financials, and policies which are reviewed cyclically.	

			least 12 hours of professional development each year.	conference registrations, contracts with consultants		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/ Partially
Adequacy of Facilities Maintenance in Support of Program	• n/a	• n/a	• n/a	• n/a	• n/a	
School Social and Academic Climate	• Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students	• Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff	• The school will maintain the same state and federal reporting requirements as for public schools. 100% of staff trained in cyber-bullying prevention; sessions presented to students and families semi-annually on cyber-bullying. • School will participate in the state student climate surveys; data compared with comparison schools; Year 1: baseline of satisfaction	• Reviewed annually • Fall and spring for K12 parent and high school student satisfaction surveys	• K12Training.com reports; Student/Family handbook • K12 Parents and High School student satisfaction results reported to the governing Board semi-annually	

			data; in subsequent years, the target will be a 2% improvement on parent satisfaction percentages from the previous year.			

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Parent and Community Engagement	• Partnerships	• Partnerships with community organizations and representatives, including local non-charter public schools	• 100% of students will be meaningfully connected to at least one outside of school activity. • MEVA will develop a portfolio of meaningful corporate and community partners.	• Annual review of partnerships as a part of The School Improvement Plan	• The School Improvement Plan	
	• Communications systems	• Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically	• 100% of staff and students and families will utilize the kmail documentation system. • Parent participation in The School Improvement Team • Parent Advisory Committee (PAC)	• Parent participation logs annually for The School Improvement Plan.	• The School Improvement Plan signature pages • Parent Advisory Committee (PAC) meeting notes	
	• Parent participation in their children's	• Participation in parent-teacher meetings	• 100% of families will	• ILP data weekly	• ILP documents	

	education and in operation of the school	• Parent and family participation in school-sponsored activities, including volunteer and fundraising activities	meet with teachers for Individualized Learning Plans (ILPs) • 100% of learning coaches will login to the Online School (OLS) • Targets to be established in the contract and noted in school handbooks for parents and students • Plan for parent conferences established, and records maintained	• The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices • School will present evidence of parental feedback and their subsequent actions • Login data weekly	and reports • Login reports	

Transportation and Food Service	• n/a	• n/a	• n/a	• n/a	• n/a	

Summary of Performance Compliance by Indicator

Indicator	*Meets Contract Agreement*	*Partially Meets*	*Does Not Meet*
Student Academic Proficiency			
Student Academic Growth			
Achievement Gaps in proficiency and growth between major student subgroups			
Student Attendance			
Recurrent Enrollment from Year to Year			
Postsecondary readiness (for HS)			
Financial Performance and Sustainability			
Governance Board Performance and Stewardship			
Adequacy of Facilities Maintenance in Support of Program			
School Social and Academic Climate			
Parent and Community Engagement			

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A.5 School Climate and Discipline

A.5 School Climate and Discipline

Describe the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals. Explain the school's student behavior philosophy, discipline policy and code of conduct for both the general student population and for students with special needs. The full discipline policy should be included as an attachment if already developed.

and

Discuss how you plan to address bullying and harassment as a specific issue. How will that fit into your discipline policy or code of conduct, if you have one, and how will staff be trained to be sensitive to the conditions that create or support bullying.

The very nature of the virtual learning environment can address some of these challenges. The system is designed to support teaching and learning in a remote (often more structured and familiar) educational setting, to allow for flexibility of pace and place, access to unlimited information and potentially like-minded peers, academic autonomy, and unique opportunities for socialization. There is a greater opportunity for one-on-one interaction with mentors, teachers, and learning coaches and an opportunity to practice social skills within a safe and structured environment.

Disciplinary procedures shall be consistent with applicable requirements of Maine 20-A MRS 1001. Student offenses will dictate the severity of the consequence Maine Virtual Academy (MEVA) will impose. In addition to the specific offenses set forth below, MEVA 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 will be determined at the sole discretion of MEVA in accordance with the law. A student has the right to certain discipline procedures as outlined in the final section of this policy. The MEVA Code of Student Conduct is included in this application as **Tab 11.**

Rule	**Possible Consequence or Intervention for Infraction**
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	• 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 learning center or other designated destination
Interaction with Family Teacher Coach Students shall interact with family teacher coaches and keep lines of communication open • Participate in home visit / face to	• Failure in courses • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Noncompliance, lack of

face meetings as requested • Update family teacher coach on progress • Reach out to family teacher coach with questions or concerns	communication could ultimately lead to truancy and removal from the active rolls of MEVA
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 • uses beepers, cell phones, or telephonic/music devices during school function or in class • fails to attend class without a valid excuse	• 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.
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 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. • no clothing that creates materials or substantial disruption to the school environment, Note: This section is enforced for students when attending a school function such as testing, field trips, orientations, or other face-to-face events.	• 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.
Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff

to: • curses, uses vulgar, obscene language • sending or forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.	members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
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 or passwords for learning coaches • copying work from Internet sources without proper citations • forging notes • sharing test questions with others	First Incident 1. Express concerns and provide concrete examples of dishonesty. 2. (7-8) 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 1. Hold a disciplinary meeting with parents/guardians, student and staff members. 2. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero (0). Third Incident 1. Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
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 using 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 computer viruses; or • violating any rule outlined in the Acceptable Use Policy	• 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 property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.

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.	• 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.
Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	• 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.
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.	• 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.
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.	• 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. • Follow up with the CEO to get invention measures in place.
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	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members • Determine alternative discipline if appropriate • Suspend student from school privileges. • Suspend student from school if above

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. Cyber bullying means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.	interventions are not effective. • Expulsion is also possible when the nature of the incident is serious or repeated
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, socioeconomic status and/or political beliefs.	• 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.
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.

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, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

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. These may include but are not limited to the following:

1) Meeting with the student and the student's parents;

(2) Reflective activities, such as requiring the student to write an essay about the student's misbehavior;

(3) Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;

(4) Counseling;

(5) Anger management;

(6) Health counseling or intervention;

(7) Mental health counseling;

(8) Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing; and

(9) Community service.

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.

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. 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 and Expulsion of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP. While all students may be disciplined, it is both illegal and unjust to punish a child when the offense is directly related to his disability or when the IEP is not implemented. A student with mental retardation can never be suspended without either the written consent of the parent or by written approval of the Maine Department of Education.

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A "change in placement" is a legal term that applies to the following situations:

- Any suspension (even one day), expulsion, or transfer to another school of a student with mental retardation.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is "substantially similar" to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week, or same time of day.
- If the offense is not committed by a student with mental retardation or if suspensions do not exceed 10 consecutive or 15 cumulative days nor constitute a pattern of suspensions, than it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent) must hold a Manifestation Determination meeting to determine two issues:

- Was the student's misconduct caused by or directly and substantially related to the student's disability?
- Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

If the team answers yes to either question, then the student's behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be

reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

Appeals Process for Students Recommended for Expulsion

No pupil shall be suspended, expelled, or denied enrollment without the Governing Board having first given written notice to the parent or guardian of the pupil, and a due process hearing having taken place.

Also pursuant to 20-A MRS 1001, which was amended this session by PL 614 (LD 1503), notice of the intent to suspend or expel a student due to habitual truancy or any other violation of the said code will be provided to the parent(s) or guardian(s) not less than seven days prior to the hearing via certified mail from the CEO or designee. Opportunity for a due process hearing will be provided. This notice shall state the grounds for the proposed suspension/expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. Said notice will also state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

The decision shall be rendered within ten days of the hearing. However, the pupil may be suspended from school and school activities during the hearing. The action of the Board may be appealed to the court.

Parental Grievance Process

Maine Virtual Academy is committed to fostering and achieving both employee and student/family satisfaction. The following procedure is to ensure that the student/family grievances are addressed fairly by the appropriate persons in a timely manner. This procedure will be included in the Code of Student Conduct that is given to parents and students at the beginning of each school year. The Academy prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, national origin, religion, or ancestry. The time frame for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law.

If the concern or grievance is not resolved by the initial discussion with the teacher, the student and parent(s) or legal guardians(s) may, within ten school days, request a meeting with either the

Director of Instruction or the MEVA Chief Executive Officer (CEO) to discuss the concern or grievance. He/She shall investigate and respond within ten school days.

In the event that the response of the MEVA CEO is not considered satisfactory by the student and parent(s) or legal guardian(s), they may, within 3 school days, request a review with MEVA's Board of Directors. The Board shall investigate and respond to the student and parent(s) or legal guardian(s) within 10 school days after the review. The decision of the Board will be accomplished by the vote of a simple majority, and the decision is final.

If the grievance falls within the last days of school, the entire process will be resolved by June 30th.

Discuss how staff and students will be engaged in creating and sustaining a learning community atmosphere emotionally, physically and socially safe. Describe how this climate will support academic growth, development and risk taking that expands learning.

Professional communities of learners, in which students, teachers, and administrators continuously seek and share learning and then act on what they learn enhances the effectiveness of professionals so students become the benefactors. This professional learning community is a powerful strategy assisting in development of a positive, productive school environment and culture. The attributes of professional learning communities are:

1. Supportive and shared leadership,
2. Collective Creativity,
3. Shared values and vision,
4. Supportive conditions, and;
5. Shared personal practice.

The outcomes of these types of communities are:

1. Decreased Dropout rates and fewer classes missed by students,
2. Lower rates of absenteeism.,
3. Increased learning,
4. Greater academic gains, and;
5. Smaller achievement gaps between students from different backgrounds.

Through the participation in a professional learning community, professional development allowing for collaboration of all staff and students, teachers become more effective and student outcomes increase. The goal of school is to provide development of the administration, staff and students through supportive and shared leadership. Professional development by regional staff, internal staff, and support staff is key to the success of developing a positive, proactive learning community.

MEVA staff and students will also be engaged in creating and sustaining an emotionally, physically, and socially safe atmosphere by upholding the MEVA code of student conduct. The code of conduct particularly prohibits the communication of any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. It also prohibits the physical, verbal, and non-verbal intimidation and bullying of members of the school community. Furthermore, MEVA strictly enforces rules prohibiting harassment as well as the possession of a weapon. The engagement in any of these infractions will have severe consequences.

MEVA will be a full time virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, every administrator, counselor, and student will be full-time focusing their talents and efforts on the very specific task of making the school an innovative success. For the Board, this school and its unique instructional model and operations will be their primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the MEVA community will be able to dedicate their time and talents in a focused manner. Our students and families will benefit from this focus.

MEVA teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. MEVA teachers will receive training on issues specific to the social and emotional health of students in a full-time virtual school. MEVA teachers will use this training in their classroom and student interactions. Teachers will respond to concerns about students' emotional and social health by meeting with students and families as appropriate. Establishing a school community by meeting the academic needs of the students and the student's desire to create clubs, attend meet-ups and other student led experiences is one of the many keys to meeting the social and emotional needs of students and to the success of a virtual academy.

Describe the social and emotional services that you expect will be needed by your students. Describe how school staff and administration will collaborate in the identification of these needs and the programs, resources and services that will be provided to meet the social and emotional needs of the student population.

Today students experience a wide range of social and emotional needs easily derailing learning. To be fully successful in school, starting at an early age, the student must develop competencies allowing them to navigate the stresses and complexities of daily living. To assist students in this form of development, the school will provide a comprehensive, developmental approach to this domain.

An effective social and emotional learning program supports students, families, and staff to develop essential skills. The goals of such programming through general education interventions are as follows:

1. Increased academic achievement
2. Lessen problematic behavior
3. Strengthen classroom and learning relationships
4. Reduce drug, alcohol, and tobacco usage
5. Support retention through to post-secondary living
6. Enhances life and career success.

Part of the team approach (see above) includes activities and support focused on the following:

1. Clarifying the needs and goals regarding social-emotional learning.
2. Review and updates on the current science of emotional intelligence.
3. Identify the key ingredients for successful, measureable implementation for students, staff, parents, and the community.

4. Create individualized plans to optimize social-emotional learning in the school and community programs.

Students who choose to enroll in virtual academies do so for a variety of reasons. In many cases, they are academically at risk. Often, they report having been socially ostracized or bullied in their previous schools. There is a fairly sizeable group of students who have experienced what researcher Deidre Lovecky describes as a type of "intellectual/socio-emotional asynchrony." This asynchrony happens when children with average or above average academic ability can conceptualize what they are not otherwise able to emotionally or socially manage. This is fairly typical of, for example, students with gifts and talents who also happen to be on the autism spectrum and who often look to virtual academies to continue to challenge them intellectually while supporting their unique socio-emotional challenges.

The very nature of the virtual learning environment can address some of these challenges. The system is designed to support teaching and learning in a remote (often more structured and familiar) educational setting, to allow for flexibility of pace and place, access to unlimited information and potentially like-minded peers, academic autonomy, and unique opportunities for socialization. There is a greater opportunity for one-on-one interaction with mentors, teachers, and learning coaches and an opportunity to practice social skills within a safe and structured environment.

The MEVA Family Support Team will help eliminate the barriers and risk factors that make students vulnerable to falling behind in classes, failing classes, or dropping out. With an ongoing responsibility to build relationships outside of the school, the team advocates for local and national resources to give students access to necessary social services. The goal is to build within the school an infrastructure of support, before needs arise, for anything that may jeopardize a student's education, such as medical challenges, domestic issues, legal trouble, or even computer and Internet problems.

Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. For instance, there will be frequent opportunities for socialization with fellow MEVA students including special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are key resource and service MEVA provides to meet the social and emotional needs of its students. These activities will focus on developing a strong sense of "community" among our students. They will be encouraged to work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation. We also plan to offer a school council, a community service club, and a number of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.). Please see <u>Student Opportunities</u> in **Section A.5** for an extensive list of student extracurricular activities.

Additionally students requiring greater social emotional support and services through an active individualized education plan will receive individual services as indicated on their IEP in areas including but not limited to: social skills groups, social work services, individual or group counseling and /or positive behavior support plans. Wrap around services will be applied within the school and the student community through the outreach of social services within the community.

A study done by Interactive Educational Systems, Inc. in collaboration with staff from The Center for Research in Educational Policy on the social skills of students attending full-time, online public schools suggests that there is no difference between these students and national public school norms. In many cases, parent ratings of their child's social skills were significantly higher than the national average. The study also found that the reasons parents most often identified for choosing full-time, online public schools for their children were all parent concerns (as opposed to concerns about their children or the school): a majority sought a home-based environment, but with the active support and structure of the public school system; a learning environment consistent with their family values; and more involvement in their children's education. See **Tab 48** for full study.

Sustaining a Learning Community Atmosphere: General Education Interventions

Educational performance means performance in those academic and functional areas including, but not limited to, those areas being assessed through the MEVA curriculum. Beginning in the fall of 2014, general education interventions will be developed and implemented for grades 7 to 12 students providing each child who is not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements with different learning experiences or assistance to achieve the standards. The interventions will be specific, timely and based upon ongoing formative assessments continuously monitoring student progress.

General educational interventions are a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including, but not limited to, school teachers, administration, community agencies and may include mental health agency members, and parents. The team is trained to identify concerns to determine the appropriate needs of the students to achieve the success needed for instruction and graduation requirements.

Process

General education interventions will include:

a. Documentation for every child, prior to entering the general education intervention process, provided with appropriate instruction in reading, including the essential components of reading instruction, appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
b. A team-based decision-making process;
c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;

d. Data analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences will be based on data from discussions with the parent and family.
f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, generating rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
h. Documentation for parents of notification concerning the process, given the opportunity to participate in the instructional decision –making, and keeping informed of their child's progress during targeted general education interventions;
i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modification to the general education interventions are needed and/or if a referral to special education is indicated: and,
j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

Intent and Safeguards

The parent of a child receiving general education interventions may request the school to conduct a full individual evaluation for possible special education eligibility determination at any time during the school's established general education intervention process.

Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these general education interventions, and the failure to use general education interventions may not be used in special education due process proceedings to establish the school has failed to meet its child find or referral obligations.

Parents have the right to be fully informed and involved in the process and have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student targeted general education interventions underscores the parents' role and responsibility in the decision-making process affecting the student's education.

Four Phases to Targeted General Education Inventions

1. Referral: Anyone, school staff, student's friend, and a family member or community member may refer a student when the student's education or behavior becomes a concern. Students may refer themselves for assistance to the team.

2. Team Planning: The team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected for the parent. The team meets with the parent and the student, when appropriate, to discuss the data collected. Together, they develop an action plan including strategies for removing the learning barriers and promoting the student's academic and personal success. This plan may include in-school and /or community –based services and activities.
3. Interventions and Recommendations: The plan is put into action along with all the assessments and timelines for implementation including follow-up. The team will also assign responsibilities for oversight, linking the student to in-school and /or community based services and activities.
4. Support and Follow-up: the team continues to work with, and support the students and families. Follow-up includes monitoring and motivating for academic success. The timelines for implementation will be reviewed and established.

Explain how the school will encourage family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Maine Virtual Academy believes the involvement of parents in the education of students is critical to school and student success. The virtual school model places critical importance on the parent's role on the teaching team as they help guide students through their daily coursework.

Maine Virtual Academy will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues The most fundamental role parents will play is to support their child's learning and to give feedback to allow Maine Virtual Academy to continuously evaluate its operation, governance, and instructional program.

At Maine Virtual Academy, learning coaches will help guide students through their daily coursework using the K12 curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as *Blackboard Collaborate*, or in person to discuss their child's progress. When scheduled, parents attend school outings, field trips, and other outside learning opportunities with their child. Students, teachers, and parents also have the opportunity to interact face-to-face at other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases.

Maine Virtual Academy will provide an extensive support system to both parents and students. Parents serve a critical role in the school's education process, and are partners to the teachers in promoting accountability for their students and the entire Maine Virtual Academy community. Parents also benefit from exchanging ideas and information with others using the Curriculum and gain a sense of connectedness within the boundaries of a contained but global community. Each virtual school has its own subcommunity within the larger virtual social 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.

Upon enrollment, Maine Virtual Academy will conduct parent orientation sessions. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the school's program and systems allows parents to access web-based lessons and data to see directly how their child is doing.

Parents will be asked to support school wide initiatives, participate in school activities, and be committed to support the school's goal for every student to reach his/her full academic potential. The school will offer support through regular parent training, speakers, and modeling. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school each day, we believe parents who wish to be engaged with their child's learning after school hours need to be trained in the school's practices. We will maintain a balance between onsite training for parents who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be viewed as a recording (asynchronously).
K12 has extensive experience developing web-based trainings for teachers and parents. We plan to use the web conferencing tool, *Blackboard Collaborate*, to provide family programs and activities for families to meet other likeminded Learning Coaches, connect students through special interest clubs, discuss topics that affects parents and families. Examples of these programs and activities are:

PARENT OPPORTUNITIES

Parents are encouraged to be active participants in the MEVA community. Several opportunities exist for parents to volunteer their time to foster the development of the school community. Parents will also help to continuously evaluate the operation and governance of the School both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Elements of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School. The MEVA website will have a moderated School online community discussion board to facilitate a constructive and interactive communication process.

MEVA Parent Advisory Council

The Parent Advisory Council will be parent-driven and recognized as the official voice of the School's parents. The group will serve as a direct communication link between the families and the School and the School's governing board and will be a resource for parents, both as a source of conveying School information to families as well as relaying parental suggestions to the School administration.

MEVA Parent Association

MEVA will work to find parent volunteers to lead a MEVA parent association. The MEVA parent association will work with the MEVA administration to foster the school community. The MEVA parent association will be involved, along with the administration, in organizing field trips and social meet-ups as well as functions like prom and graduation.

Parent Governing Board Participation

Parents can be encouraged to hold a direct leadership position and influence the management of the School by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the School's academic, extracurricular, finance, personnel, and legal matters. Parents who are not members of the Board will be actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.

Parent Workshops

Parent workshops offers a large selection of live online sessions. Topics include:

- Using K12's Curriculum Effectively
- Managing your time
- Using Microsoft/Open Office Tools
- Math and Writing Skills refresher series
- School Effectively at Home series
- Avoiding Burnout
- Preparing for state testing
- Block Scheduling
- Reading Comprehension

Parent 2 Parent Hotline

K12 facilitates hotline hours where a new parent can ask a veteran parent questions or for suggestions about: student motivation, using the curriculum, setting up their school space, time management, using the Online School or LMS.

Parent RoundTable Discussions

This once-a-month discussion covers topics of interest to Learning Coaches and is hosted by a K12 team member. Topics planned for this year include "Single-Parenting and Virtual Education," and "Schooling an Only Child at Home," “The Working Parent,” and more.

Parent Clubs

K12 hosts a small variety of online clubs where parents can gather and meet from the convenience of their own home to discuss topics of interest outside of virtual schooling.

- ParenTeK[12]
- The Military Hub
- K12 Parents’ Novel Corner
- The K12 Parents’ Book Chat

Parents will help to continuously evaluate the school climate and overall operation and governance of the school both online and offline. The MEVA administration will survey the families and teachers at least once a year on the success of student activities, clubs, and events, to determine their satisfaction with their overall experience, and to gather feedback for future planning. Criteria of the survey will also include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school. Results of the survey will be reported to the parents and the Board each year.

Throughout the school year, the CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

STUDENT OPPORTUNITIES

Student extracurricular activities will focus on developing a strong sense of “community” among our students. We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

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

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

In addition, unlike most other schools, MEVA's students will be able to connect with K12 students around the world in robust online extracurricular programs via K12 International Clubs (see **Tab 49**). These clubs for students in Grades 7 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Oceanography, Graphic Design, Health and Fitness, Music, Mathematical Mysteries, International Travel, Photography, Sports, Book Club, World Languages, American Red Cross CPR, and Yoga.

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

Describe how the school will respond to emergencies such as fire, water damage, bomb threat and other conditions that will require removing students from the property to a safe place and/or disrupt student access to learning.

A draft MEVA Safety Preparedness Plan is included in **Tab 15**. The Board will consider adoption of this plan after charter authorization. Because of the virtual nature of MEVA, disruption to student access to learning is limited, e.g., state testing, field trips.

Describe the school's plans for compliance with applicable laws, rules and regulations.

MEVA will conform to Maine attendance, truancy, and dropout laws and related regulations (20-A MRS ch.211, as amended by PL 614 in 2012) as well as health and safety laws and related regulations including bullying (20-A MRS ch. 223, as amended by PL 659 in 2012).

Required Tabs

11. **School Discipline Policy**
12. **School Seclusion and Restraint Policy**
13. **Disciplinary Removal of Students with Disabilities Policy**
14. **Disciplinary Removal of Students with Disabilities Administrative Procedure**
15. **Emergency Response Guide**

16. Anti-bullying Policy

17. Anti-harassment Policy

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Tab 11 School Discipline
Policy

MAINE VIRTUAL ACADEMY CODE OF STUDENT CONDUCT

Disciplinary procedures shall be consistent with applicable requirements of the Maine 20-A MRS 1001. Student offenses will dictate the severity of the consequence Maine Virtual Academy (MEVA) will impose. In addition to the specific offenses set forth below, MEVA 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 will be determined at the sole discretion of MEVA in accordance with the law. A student has the right to certain discipline procedures as outlined in the final section of this policy. MEVA will conform to Maine attendance, truancy, and dropout laws (20-A MRS ch.211) as well as health and safety laws including bullying (20-A MRS ch. 223).

Rule	**Possible Consequence or Intervention for Infraction**
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	• 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 learning center or other designated destination
Interaction with Family Teacher Coach Students shall interact with family teacher coaches and keep lines of communication open • Participate in home visit / face to face meetings as requested • Update family teacher coach on progress • Reach out to family teacher coach with questions or concerns	• Failure in courses • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Non compliance, lack of communication could ultimately lead to truancy and removal from the active rolls of MEVA
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 • uses beepers, cell phones, or telephonic/music devises during	• 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.

school function or in class • fails to attend class without a valid excuse	• Failure to attend school without a valid excuse also holds student to truancy violations.
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 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. • no clothing that creates materials or substantial disruption to the school environment, Note: This section is enforced for students when attending a school function such as testing, field trips, orientations, or other face-to-face events.	• 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.
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.	• 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.
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	First Incident 1. Express concerns and provide concrete examples of dishonesty. 2. (7-8) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be

• plagiarizing work of another • using answer keys or passwords for learning coaches • copying work from Internet sources without proper citations • forging notes • sharing test questions with others	resubmitted. Citation submissions can be resubmitted. Notify learning coach and/or parent. Second Incident 1. Hold a disciplinary meeting with parents/guardians, student and staff members. 2. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero. Third Incident 1. Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
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 computer viruses; or • violating any rule outlined in the Acceptable Use Policy	• 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 property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
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.	• 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.
Prohibition of Fighting	• Discuss incident with student.

Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	• 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.
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.	• 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.
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.	• 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. • Follow up with the Head of School to get invention measures in place.
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. Cyber bullying means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing,	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members • Determine alternative discipline if appropriate • 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

images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.	
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, socioeconomic status and/or political beliefs.	• 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.
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.

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, student's backpack or student automobiles upon reasonable suspicion and may seize any illegal or unauthorized materials discovered during the search.

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. These may include but are not limited to the following:

(1) Meeting with the student and the student's parents;

(2) Reflective activities, such as requiring the student to write an essay about the student's misbehavior;

(3) Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;

(4) Counseling;

(5) Anger management;

(6) Health counseling or intervention;

(7) Mental health counseling;

(8) Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing; and

(9) Community service.

Procedures for Suspensions of up to 10 Days

The Governing Board delegates to the CEO/designee the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions or expulsions longer than 10 days may be imposed by the Governing Board. Students who are suspended for up to 10 school days shall be afforded a conference with an administrator 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 measures; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measures 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.

Suspension and Expulsion of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP. Disciplinary removals of students with disabilities shall be consistent with the policy on Disciplinary Removal of Students with Disabilities Policy (**Tab 13**), and the Disciplinary Removal of Students with Disabilities Administrative Procedure (**Tab 14**).

Process for Students Recommended for Expulsion

No pupil shall be expelled or suspended for more than 10 consecutive school days except by action of the Governing Board. Following a proper investigation of a student's behavior and due process proceedings in accordance with 20-A MRS §1001(8)(A), the Governing Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRS §1001(9) and (9-A).

The Governing Board also has authority to readmit an expelled student on satisfactory evidence that the behavior that was the cause of the student being expelled is not likely to recur.

Notice of Expulsion Hearing

Before any expulsion hearing, the CEO shall:

1. Provide written notice to the parents and the student of:

    a. The date, time and location of the hearing;
    b. A description of the incident or incidents that occasioned the expulsion hearing;
    c. The student's and parents' right to review the school records prior to the hearing;
    d. A description of the hearing process; and
    e. An explanation of the consequences of an expulsion.

2. Invite the parents and student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

Expulsion Hearing

The hearing shall be in a properly called executive session and may also be attended by persons designated by the CEO to present information in the case.

Upon making a decision to expel a student, the Governing Board may:

1. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Governing Board for the current school year; or

2. Expel the student for an unspecified period of time and authorize the CEO to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRS §1001(9-C), that specifies the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Governing Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Parental Grievance Process

Maine Virtual Academy is committed to fostering and achieving both employee and student/family satisfaction. The following procedure is to ensure that the student/family grievances are addressed fairly by the appropriate persons in a timely manner. This procedure will be included in the Code of Student Conduct that is given to parents and students at the beginning of each school year. MEVA prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. The time frame for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law.

If the concern or grievance is not resolved by the initial discussion with the teacher, the student and parent(s) or legal guardians(s) may, within ten school days, request a meeting with either the Director of Instruction or the CEO to discuss the concern or grievance. He/she shall investigate and respond within ten school days.

In the event that the response of the CEO is not considered satisfactory by the student and parent(s) or legal guardian(s), they may, within 3 school days, request a review with the Governing Board. The Governing Board shall investigate and respond to the student and parent(s) or legal guardian(s) within 10 school days after the review. The decision of the Board will be accomplished by the vote of a simple majority, and the decision is final.

If the grievance falls within the last days of school, the entire process will be resolved by June 30th.

Tab 12 School Seclusion/
Restraint Policy

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Maine Virtual Academy (MEVA) Governing Board of Directors has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Chief Executive Officer (CEO) has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.

2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.

3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.

4. A brief period of physical contact necessary to break up a fight.

5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.

6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.

7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

8. MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for a break.

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2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure.

3. Annual Notice of Policy/Procedure

MEVA shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the CEO/designee.

4. Training Requirements

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. MEVA will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the CEO's Office and in the school's Safety Preparedness Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the CEO/designee as soon as possible. The CEO/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty-one (21) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

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Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 --
Me. DOE Reg., ch. 33

Cross References: **Tab 9 - School Discipline Policy**

Adopted: Draft to be voted on by the Board
Maine Virtual Academy Governing Board of Directors

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of Maine Virtual Academy (MEVA) under state law/regulations and Board Policy #TBD governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

For purposes of these procedures, the terms "physical restraint" and "seclusion" shall have the meanings defined in Policy (**Tab 12**). Definitions for other important terms in this procedure include:

A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.

C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.

D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.

2. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of injury.

3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

5. Aversive procedures, and mechanical and chemical restraints.

   a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

   b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

   c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

   a. The time a student is in physical restraint must be monitored and recorded.

   b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

   c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Seclusion may be achieved in any part of a school building or school related building (such as the MEVA administrative offices, a MEVA Learning Center, a state testing facility, etc.) with adequate light, heat, ventilation and of normal room height.

   a. Seclusion may not take place in a locked room.

   b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.

3. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of a risk of injury.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.

3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.
   a. The time a student is in seclusion must be monitored and recorded.

   b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.

   c. If attempts to release a student from seclusion have been

unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an "incident" consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the CEO/designee as soon as possible, but no later than the end of the school day on which the incident took place.

2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical on the school day on which the incident occurred. The CEO/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the CEO/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with MEVA's usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the MEVA's emergency notification procedures shall be followed and the CEO/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an Incident Report. The Incident Report must be completed and provided to the CEO/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the Incident Report within seven (7) calendar days of the incident.

The Incident Report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of health professional or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of CEO/designee notification.
19. Date and time of staff debriefing.

Copies of the Incident Reports shall be maintained in the student's file and in the school office.

5. School Unit Response Following the Use of Physical Restraint or Seclusion

A. Following each incident of physical restraint or seclusion, the CEO/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and governing board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem

behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

The school will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, CEO/designee, a teacher for the student, a staff member involved in the incident (if not the CEO/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports to the Governing Board

1. The CEO/designee must report the following data to the Governing Board on a quarterly and annual basis:

   a. Aggregate number of uses of physical restraint;

   b. Aggregate number of students placed in physical restraint;

   c. Aggregate number of uses of seclusion;

   d. Aggregate number of students placed in seclusion;

   e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and

   f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Governing Board and CEO/designee shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The CEO shall submit an annual report to the Maine Department of Education that includes the information in Section 7.A.1 above.

Legal Reference: Me. DOE Reg., ch. 33

Adopted: Draft to be voted on by the Board

Maine Virtual Academy Board of Directors

Tab 13 Disciplinary Removal
of SWD Policy

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of Maine Virtual Academy (MEVA) to comply fully with all applicable state and federal special education laws that govern such removals.

The MEVA Chief Executive Officer (CEO), in consultation with the Special Education Manager and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530 -.536 (2006)

Adopted: To be voted on by the Board

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Tab 14 Disciplinary Removal of
SWD Administrative Procedure

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

2. When calculating the 10 cumulative school day total, school administrators shall include school days spent in removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with non-disabled students to the extent he or she would have in the student's regular program.

B. After a student with a disability has been removed from his/her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, and to progress toward meeting the goals listed in the student's IEP.

C Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.

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1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.

2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his/her disability.

3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:

    a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or

    b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

    Except as provided in D. below, the Team must also return the student to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. (C.) below.

5. When a student with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the student that will enable the student to:

    a. Continue to participate in the general curriculum although in another setting;

    b. Progress toward meeting the goals in the IEP; and

    c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

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6. For purposes of this section, a "change of placement" occurs if:

   a. The removal is for more than 10 consecutive school days; or

   b. The child has been subjected to a series of removals that constitute a pattern and:

      1) Because the series of removals totals more than 10 cumulative days in the school year;

      2) Because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and

      3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.

D. In those circumstances where a student brings a weapon to a school function, or to the school office or school-related premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. C. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted: Draft to be voted on by the Board

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Tab 15 Emergency Response Guide

Maine Virtual Academy Safety Preparedness Plan

IINTRODUCTION

What is an Emergency?

A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or academy/program and require the combined efforts of the State or other political subdivisions. Academy/Program facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
B. Academy/Program emergencies can be small and easily managed, or they can be large and difficult to manage. Every academy/program emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

A. To effectively handle an emergency, a comprehensive Emergency Operations Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our program's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.
C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.
D. A copy of this plan will be filed with the academy/program office.

During a Disaster: Step by Step is Right Here

The greatest mistake administrators, teachers and staff make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to

inform you of the most likely steps to take. Some common incidents have been addressed to help you in an emergency. Each site must conduct It is critical to evaluate the circumstances and determine the most appropriate course of action.

BASIC PLAN

A. SITUATION AND ASSUMPTIONS

1. Situation

a. The building is located at (address TBD). The site consists of one building. On a weekly basis up to #TBD staff members are present; once a month up to #TBD teachers will meet at this location, and on scheduled occasions no more than #TBD students could be present.

b. The Maine Virtual Academy Chief Executive Officer (CEO) has the primary responsibility for developing and implementing the site Emergency Operations Plan. The CEO has the responsibility of executing the policies developed by the academy/program.

c. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

2. Assumptions

a. During an emergency, centralized direction and control is the most effective approach to management of emergency operations.

b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

B. COMMUNICATIONS

1. Emergency Communications

When an emergency condition exists, the CEO will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. **Code words shall not be used.**

a. Radio
b. Telephone
c. Runners

2. Media Relations

The CEO will be prepared to deal with the media. A separate staging location will be preidentified for media briefings.

Emergency Contact Numbers
Public Safety Agencies Number

General Emergency	911*
Police/Sheriff/Fire	911*
Poison Control	1-800-222-1222
Local Hospital	TBD

EVACUATION CHECKLIST

1. Evacuation

- CEO issues evacuation procedures.
- CEO determines if students and staff should be evacuated outside of building.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Lock doors.

LOCKDOWN/SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- CEO will issue lock-down order by announcing a warning over office phone system.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock office doors.
- Cover windows.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Head of School gives the all-clear signal.

Will use a duress code to authenticate any all-clear signal*

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

- Identify safe areas in each building.
- CEO warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- Office personnel must contact each teacher/classroom for a headcount.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police (call 9-911) and HOS/Program Director. Incident
- CEO must report incident to Fire Marshal.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- CEO notifies police and fire (call 9-911) and Director of Instruction.
- Teachers take roll after being evacuated.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- CEO notifies police and fire department (call 9-911) and CEO. CEO must report incident to Fire Marshal.
- CEO determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- CEO notifies students and staff of termination of emergency. Resume normal operations.

GENERAL EMERGENCY

- Notify 9-911 (if necessary) and the Head of School
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.

WEATHER

***Severe Weather Watch* has been issued in an area near school**

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.
- ***Severe Weather Warning* has been issued in an area near school or severe weather has been spotted near school**
- Shut off gas.
- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Notice of First Aid Care

DATE: _____
BUILDING: _____

Dear Parent:
_____was injured at building site and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site)

Transporting Agency: (if not presently on site)

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

PARENT'S SIGNATURE ACAD/PROG REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while meeting is in session, we want you to be aware that the Maine Virtual Academy (MEVA) has made preparations to respond effectively to such situations. Should we have a major disaster during meeting hours, your student(s) will be cared for at this site. MEVA has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the site. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at the site until they are picked up by an identified, responsible adult who has been identified as such on a MEVA emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
    - He/she is 18 years of age or older.
    - He/she is usually home during the day.
    - He/she could walk to school, if necessary.
    - He/she is known to your child.
    - He/she is both aware and able to assume this responsibility.
1. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at site, radio stations will be notified.
3. Impress upon your children the need for them to follow the directions of any MEVA personnel in times of an emergency.

Students will be released only to parents and persons identified on the MEVA Emergency Card. Parents should become familiar with the Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

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Tab 16 Anti-Bullying Policy

Maine Virtual Academy Bullying and Harassment Policy

Bullying

It is the intent of the Maine Virtual Academy Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the school to educate their students and disrupts the operations of the school. Bullying affects not only students who are targets but also those who participate and witness such behavior.

The Board also believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior and "character" are important if a student is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

Finally, the Board recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests, a link between bullying and school violence, the Board seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Maine Virtual Academy, and the operation of the school.

Bullying Prohibited

Bullying, as defined in this policy, is not acceptable conduct in Maine Virtual Academy and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined

For the purpose of this policy, "bullying" means any physical act or gesture or any verbally, written, or electronically communicated expression that:

A. A reasonable person should expect will have the effect of:
    1. Physically harming a student or damaging a student's property;
    2. Placing a student in reasonable fear of physical harm or damage to his/her property; or

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3. Substantially disrupting the instructional program or the orderly operations of the school; or

B. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

Application of Policy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

[NOTE: This is similar to language used in MSMA's Student Code of Conduct template and is suggested for student handbooks.]

Examples of conduct that may constitute bullying include, but are not limited to:

A. Physical contact or injury to another person or his/her property;

B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;

C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;

D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;

E. Stalking;

F. Blocking access to school property or facilities;

G. Stealing or hiding books, backpacks, or other possessions;

H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the school, or that results in a hostile educational environment for the student.

[NOTE: Some of the actions that constitute bullying may also be addressed in other Board policies, such as ACAA—Student Harassment and Sexual Harassment or JICIA— Weapons, Violence and School Safety. Federal and/or state law and the Board's basic nondiscrimination policy, AC, provide protection for students based on the "protected categories" listed in paragraph "H" above]

For the purpose of this policy, bullying does not mean mere teasing, put-downs, "talking trash," trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students' opportunity to learn, the instructional program, or the operations of the school. This does not preclude teachers or school administrators

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from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The MEVA CEO/designee will be responsible for developing and implementing procedures for:

A. Student and parent reporting of bullying to staff and school administrators;
B. Staff reporting of bullying to school administrators;
C. Review of reports and investigation of bullying incidents;
D. Intervention with and/or discipline of students who engage in bullying;
E. Support for students who are victims of bullying;
F. Training staff and students in bullying prevention; and
G. Periodic evaluation of bullying prevention, intervention, and training efforts in Maine Virtual Academy and reporting to the Board upon request.
H. Meeting with the student and the student's parents;
I. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
J. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
K. Counseling;
L. Anger management;
M. Health counseling or intervention;
N. Mental health counseling;
O. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
P. Community service; and

Reporting

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the building principal.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting that is not made in

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good faith on an act of bullying. Any student who is determined to have falsely accused another of bulling shall be subject to disciplinary consequences.

Responding to Bullying

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Dissemination of Policy

Notice of what constitutes bullying, the Board's prohibition against bullying, and the consequences for students who bully shall be communicated to students and parents through the Student Code of Conduct and Student Handbook.

Legal Reference:

20-A M.R.S.A. § 1001(15)(H) P.L.
2005, ch. 307 § 4-5

Cross Reference:

AC - Nondiscrimination, Equal Opportunity
ACAA - Harassment and Sexual Harassment of Students ACAD - Hazing
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Adopted: Draft to be voted on by the Board

MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

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Tab 17 Anit-Harassment
Policy

Maine Virtual Academy Bullying and Harassment Policy

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C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;

D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;

E. Stalking;

F. Blocking access to school property or facilities;

G. Stealing or hiding books, backpacks, or other possessions;

H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the school, or that results in a hostile educational environment for the student.

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B.1 School Calendar
and Daily Schedule

B. Organizational and Operational Plan

The Organizational and Operational Plan should provide an understanding of how the school will be operated, beginning with the governance and management. It should present a clear picture of the schools' operating priorities, delegation of responsibilities and relationships with key stakeholders.

B.1 School Calendar and Daily Schedule

Present the school calendar showing the number of days the school will be in session and sample daily class schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular and after-school activities, as applicable.

Annual 2014-2015 School Calendar

Maine Virtual Academy (MEVA) is a public virtual charter school whose students are all full-time public school students who will follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week for slightly more than thirty-six weeks each year. Although MEVA will encourage students to learn at their own pace, each year they will exceed Maine state requirements for 175 instructional days. In **Tab 19** we have included an annual school calendar for 2014-2015 (Year 1 of operation) providing 183 instructional days and 16 teacher initial training and professional development days (indicating the importance we place on professional development).

Sample Daily Class Schedules

In **Tab 18,** we have provided

- sample daily instructional calendars for middle school (Grade 7), and high school students;
- high school orientation and "first two weeks" schedule;
- and a teacher's sample weekly direct instruction schedule.

Given the virtual nature of MEVA, and consistent with the school's mission to use research-based technology to provide engaging, individualized learning, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, MEVA will not have a set daily schedule with regular classroom periods. MEVA's model is fluid and flexible however, at a minimum, the school calendar will account for 183 days of instruction to be provided each year. With 24/7 access to the MEVA online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours. The flexibility of the model allows students time to participate in extracurricular activities, hobbies, and, for the older students, jobs, all based on their individual schedules.

Describe how instructional delivery is measured and how time for core instruction, supplemental instruction, extra-curricular and after-school activities, as applicable, are allocated.

As stated above: *"Given the virtual nature of MEVA, and consistent with the school's mission to use research-based technology to provide engaging, individualized learning, student learning time will not be confined to a traditional academic calendar or school building hours*." Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. In addition to participating in extracurricular activities provided by individuals and organizations, MEVA students will also be eligible for state-sponsored or school administrative unit-sponsored interscholastic leagues and competitions to the same extent as noncharter public schools (PL 414 LD 1553).

There will be as many descriptions of a "typical" MEVA student day or week as there are MEVA students since school for each MEVA student is based on that student's Individualized Learning Plan (ILP), a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The school and its education program are designed to fit the lifestyles of many different types of student and families. Students will "typically" spend 6-7 hours per day in grades 7-8, and 6-9 hours per day in high school. However, those hours will be scheduled according to each student's needs rather than according to a one-size-fits-all regimen. Given the diversity we expect among our students, we expect diversity in their daily and weekly school schedules too. MEVA will provide the flexibility and self-paced approach to reaching each student's education goals that he/she has chosen based on his/her individual needs, for instance struggling students, advanced learners, working students, children of military families, medically homebound, and elite athletes and performers training for competitions or careers.

Middle school teachers will provide weekly synchronous instructions in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. Middle school students will complete coursework in the 8 areas of Maine Learning Results classes, including coursework in English Language Arts, Mathematics, Science and Technology, Social Studies, Health Education and Physical Education, Visual and Performing Arts, World Languages, and Career and Education Development based on their Individual Learning Plan. Core courses each require 45-60 minutes of work per day, except Language Arts/English which requires 60-120 minutes per day. Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. Also, school work hours can vary daily as allowed by state requirements. In addition to synchronous and asynchronous instruction, "daily class time" includes reading, writing, guided practice, independent practice, review, application, and hands-on experiences such as experiments, creating artwork, and listening to and performing music. It also includes time for assignments and assessments. Middle school students will spend approximately 20-30% of their day online. Students also have coursework that is offline including reading, math exercises, and hands-on science, art and music activities, and physical education.

High School students will attend weekly synchronous instruction in all core content areas. While the middle school curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets

done during the week. Each week, however, there are due dates, and assignments and mandatory live, interactive online discussion sessions. The student is expected to move at a more consistent pace with her or his "class," in each subject, though there is room for flexibility.

The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics. High school **s**tudents will complete coursework in the 8 areas of the Maine Learning Results classes, including coursework in English Language Arts, Mathematics, Science and Technology, Social Studies, Health Education and Physical Education, Visual and Performing Arts, World Languages, and Career and Education Development based on their Individual Learning Plan. Students will take world language courses and electives (see High School course list in **Tab 44**). Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory. All core courses require 45-60 minutes of work per day, except English, which requires 75-90 minutes per day. AP courses require 60-90 minutes of work per day. "Daily class time" includes reading, guided practice, independent practice, and hands-on experiences such as labs or online explorations. It also often includes some time to begin working on teacher-graded assignments, though students are expected to complete some reading assignments and other graded assignments on their own. Study /review time is also built into strategic points in the curriculum, but students are expected to study on their own as well. Approximately 70-75% of the high school student's time is spent online. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory activities. While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online.

Explain how weekly live, interactive contact will occur.

Middle school teachers will provide weekly live synchronous instruction in all courses, as well as asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons The teacher will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. They will monitor individual student progress by setting goals, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the data and the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need

additional instructional time can continue working on lessons until they master the lesson objectives.

The teacher will also provide direct instruction and support based on the students' ILP and need to grasp key curriculum concepts in "Class Connect" sessions using Blackboard Collaborate, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics in a live, interactive manner with teachers and fellow students. Using this interactive platform, teachers are able to connect and build relationships with students, assess skill level and provide student specific instruction. Below is a list of possible uses.

- Standards based synchronous instruction for both large and small group
- Synchronous instruction using the lessons in the Online School (OLS) platform.
- Remediation for small group based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Activities that utilize higher order thinking skills
- Skill Assessments
- School Clubs
- Parent/Teacher conferences
- Parent Information Sessions
- Test taking skills
- Practice questions for state testing
- Classroom/Community Building Activities
- Science experiments
- Student and/or group projects
- Book Clubs
- Literature circles
- Writing workshops

The high school teacher is also responsible for conducting weekly live online sessions in all core courses and discussions using Class Connect, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through the online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. They engage students in the coursework and continually motivate them through weekly live interaction, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the MEVA program, students will participate in frequent interactive, online teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these frequent discussions.

Discuss the conditions that will cause a school closing and the procedures for notifying families about any such closings.

Unlike brick and mortar education models, adverse weather events, contagious student illnesses, etc., will not require MEVA to close. The OLS is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire day. K12's content development and learning management systems have been deployed in a fully redundant configuration into a biometrically secured level 3 facility with complete data redundancy to include mirrored file systems, hourly data snapshots, daily incremental backup, weekly full backup, secured off-site backup storage and secondary data center for disaster recovery in a distinct geographic location.

As part of good preparation, parents are requested to print their students' lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained. If needed, a family could request these materials to be mailed in hard copy if they were to experience an interruption in Internet service that was likely not to get quick resolution. Additionally, if the K12 OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials (examples: www.studyisland.com, www.streaming.discoveryeducation.com, and http://kids.nationalgeographic.com/kids/?source=NavKidsHome, www.solpass.org)

Required Tabs

18. **Sample Daily Schedule for each grade span the school intends to operate (elementary, middle and/or high school)**

19. **Annual Calendar for the first year of operation**

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Tab 18 Sample Daily Schedules

Welcome, .

My Account | New Log In | Log Out

Home | Plan ▼ | Progress ▼ | Courses ▼ | K-Mail ▼ | Community ▼ | Help ▼

My Plan

Daily Plan | Weekly Plan

Today's Date: Monday, May 14, 2012
Homeroom Teacher:

Click to select a date.

Print Weekly Plan

Mon, 05/14/2012	Tue, 05/15/2012	Wed, 05/16/2012	Thu, 05/17/2012	Fri, 05/18/2012
Class Connect Sessions 8:30 AM - 10:00 AM 9AM_ELA OPEN OFFICE 10:00 AM - 12:00 PM 8AMA_Polynomial Preview_Day... 12:00 PM - 12:30 PM Homeroom Time 12:00-12:30 Intermediate Literature B 6.11. *Treasure Island:* Session 11 Intermediate Literature B 6.12. *Treasure Island:* Session 12: Review Intermediate Literature B 6.13. Unit Assessment Intermediate Literature B 14.1. *The Incredible Journey:* Session 1 Intermediate Literature B 14.2. *The Incredible Journey:* Session 2 Advanced Life Science 2.7. Lab: Toxicity Testing GA Social Studies 7 10.4. Writing the Compare and Contrast Essay GA Social Studies 7 10.7. Looking at East and Southeast Asia Study Island Please remember to log on to Study Island today. Spanish Middle School Year 1 Go to Course Advanced Life Science Advance Prep Advanced Life Science Advance Prep Advanced Life Science Advance Prep Advanced Life Science Advance Prep	Class Connect Sessions 8:30 AM - 10:00 AM 9AM_ELA OPEN OFFICE 10:00 AM - 12:00 PM 8AMA_Polynomial Preview_Day... Intermediate Literature B 11.15. Writing a Literary Essay: Session 3 Advanced Life Science 3.6. Lab: Natural Selection: Predator vs. Prey GA Social Studies 7 10.9. Presenting East and Southeast Asia Strategies For Success: Grade 7 1.9. Test-Taking Strategy 7 Study Island Please remember to log on to Study Island today. Spanish Middle School Year 1 Go to Course Advanced Life Science Advance Prep Advanced Life Science Advance Prep Advanced Life Science Advance Prep	Intermediate Literature B 11.16. Writing a Literary Essay: Session 4 GA Social Studies 7 11.9. Making Comparisons in Asia Study Island Please remember to log on to Study Island today. Spanish Middle School Year 1 Go to Course Advanced Life Science Advance Prep Advanced Life Science Advance Prep Advanced Life Science Advance Prep	Class Connect Sessions 10:00 AM - 12:00 PM 8AMA_End of Year Math Games... Intermediate Literature B 11.17. Writing a Literary Essay: Session 5 Intermediate Literature B 14.3. *The Incredible Journey:* Session 3 Advanced Life Science 4.6. Lab: Nitrogen-Fixing Bacteria GA Social Studies 7 11.11. Presenting Comparisons Study Island Please remember to log on to Study Island today. Spanish Middle School Year 1 Go to Course Advanced Life Science Advance Prep Advanced Life Science Advance Prep Advanced Life Science Advance Prep	Class Connect Sessions 10:00 AM - 11:30 AM 10:30 AM- Social Studies En... Intermediate Language Skills B Vocabulary 9.8. The Shapes of Things Unit Assessment Intermediate Language Skills B Vocabulary 10.1. Semester Assessment Review Intermediate Literature B 14.4. *The Incredible Journey:* Session 4 Advanced Life Science 5.7. Lab: Clam Dissection GA Social Studies 7 14.9. Human Environment Interaction Study Island Please remember to log on to Study Island today. Spanish Middle School Year 1 Go to Course Advanced Life Science Advance Prep Advanced Life Science Advance Prep

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High School Student Schedule

Typical Middle School Teacher Online School Direct Instructional Schedule

	9am	10am	11am	12pm	1pm	2pm	3pm	4pm
MONDAY	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					
TUESDAY	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					
WEDNESDAY	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					
THURSDAY	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				
FRI	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		11th 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 Spanish I	Intro to Entrepren. 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 Latin & Caribbean Music		HIS Small Group		SCI Small Group		ENG Small Group		Computer Literacy Intro to Drawing	
3:30PM – 4:30PM	Family & Consumer Science Yearbook		HIS Small Group		*Nutrition & Wellness*		ENG Small Group/GHSWT Prep		Spanish III	French III
4:30PM - 5:00PM	Homework Hotspot		Homework Hotspot		Fine Art		Homework Hotspot			

Tab 19 Annual Calendar

Maine Virtual Academy 2014-2015 Academic Calendar

Student Count Days: 183 **Teacher Count Days** 237

July 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	7 teacher days
13	14	15	16	17	18	19	0 student days
20	21	22	23	24	25	26	
27	28	29	30	31			

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	21 teacher days
10	11	12	13	14	15	16	0 student days
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

September 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	21 teacher days
14	15	16	17	18	19	20	21 student days
21	22	23	24	25	26	27	
28	29	30					

October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	23 teacher days
12	13	14	15	16	17	18	22 student days
19	20	21	22	23	24	25	
26	27	28	29	30	31		

November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	18 teacher days
9	10	11	12	13	14	15	17 student days
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	21 teacher days
7	8	9	10	11	12	13	15 student days
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	20 teacher days
11	12	13	14	15	16	17	18 student days
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

February 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	20 teacher days
8	9	10	11	12	13	14	15 student days
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	22 teacher days
15	16	17	18	19	20	21	21 student days
22	23	24	25	26	27	28	
29	30	31					

April 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	22 teacher days
12	13	14	15	16	17	18	17 student days
19	20	21	22	23	24	25	
26	27	28	29	30			

May 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	20 teacher days
10	11	12	13	14	15	16	19 student days
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

June 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	22 teacher days
14	15	16	17	18	19	20	18 student days
21	22	23	24	25	26	27	
28	29	30					

- Holiday
- Teacher Professional Development
- 1st and Last Days of School
- Semester Break
- Student Orientation
- Semester begin and end

*Dates will be revised when 2014-2015 testing dates become available

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B.2 Student Recruitment
and Enrollment

B.2 Student Recruitment and Enrollment

In the table provided, enter the grades to be served each year for the full term of the charter; minimum, planned and maximum enrollment per grade per year for the term of the charter.

The Projected Enrollment Table below is also included in the application as **Tab 20.**

Projected Enrollment Table						
Grades	**Ages**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
7	**12**	**50**	**67**	**87**	**108**	**125**
8	**13**	**50**	**67**	**87**	**108**	**125**
9	**14**	**70**	**94**	**124**	**154**	**178**
10	**15**	**60**	**80**	**105**	**130**	**149**
11	**16**	**40**	**52**	**70**	**86**	**99**
12	**17**	**30**	**40**	**52**	**64**	**74**
TOTAL		**300**	**400**	**525**	**650**	**750**

Describe the plan and timelines for student recruitment and enrollment, including lottery procedures. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure.

Student Recruitment

As provided in the draft Services Agreement with the Maine Virtual Academy (MEVA) Governing Board, K12 is to provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about MEVA.

As part of its outreach plans, MEVA will make available information on its curriculum and policies to all persons, including parents and pupils, considering enrollment in the school. The information will include, but not be limited to, background on the K12 curriculum, on MEVA, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adult, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

MEVA will use several means of recruitment for potential students and their families including families that are traditionally less informed about educational options. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies and ensure equal access to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure by using a variety of marketing and outreach techniques - to match the charter school program with applicants' educational and personal needs.

- MEVA members and representatives will meet with community leaders throughout the state, making sure to include those in minority and low income areas, both urban and rural, to recruit students.

- Information sessions open to interested families and the general public will be held throughout the state and online open to interested families and the general public. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the MEVA curriculum, including lessons and materials, and have questions answered. A proposed Parent/Student Handbook will be available. Enrollment forms will be available online. The same format is followed during the online sessions.

- MEVA may participate in organized awareness activities such as flyers and sponsored events.

- MEVA and K12 Inc. may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, Internet, and out of home advertising (e.g., billboards).

- MEVA will give reasonable public notice to all eligible students that it has openings for student enrollment. This notice will include publication on at least two consecutive weekends in the State Paper designated in the Maine Department of Education rules, Title 1, section 551 and 05-071 Chapter 140, Section 3.1.

- MEVA will establish a website and will use this as a mechanism to communicate with interested, prospective families.

- MEVA will establish a call center to provide information to prospective applicants.

- MEVA may participate in television, radio and newspaper interviews as necessary.

- Enrollment applications for MEVA will be available online as well as at the school's administrative office.

- MEVA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.

- After initial enrollment is finalized, parents of students enrolled in MEVA will be invited to one of several parent orientation sessions that will be conducted across the state or online. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions are designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

- Each fall, soon after school starts, MEVA and K12 will assess the efficacy of each of the outreach strategies (TV, radio, online search, etc.) to promote the school. This efficacy is

measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the state of Maine. For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the state's demographic make-up and to ensure equal access by families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure. The assessment of these strategies are also used to develop a long-term, multi-year marketing and recruitment plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new and diverse students in order for the school to meet its enrollment projections.

MEVA is committed to providing an equal educational opportunity to all students and employees, and shall not discriminate against any student race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability as required in 20-A M.R.S.A.§2404(3). As we stated in the preceding description of our recruitment plan, MEVA will use numerous and diverse means of recruitment for potential students and their families, particularly those who have been underserved. Our strategy makes use of many methods of contact including personal contact as well as print and electronic media and advertising; a variety of venues throughout the state to reach as many families as possible including our own website.

If applications do exceed space available at the end of the application period, MEVA will conduct a lottery at that time to determine which students will be enrolled in the school (Maine Department of Education rule 05-071 Chapter 140, Section 3, subsection 2). The lottery is blind to disabilities, testing, academic achievement, etc.

Student Enrollment

Any student residing in Maine in the appropriate grade will be eligible to attend MEVA unless the number of students exceeds the enrollment capacity of a program, class, or grade level in which case MEVA shall enroll students through a random selection process (see lottery description below). Unless authorized by a school administrative unit (SAU) with an enrollment of 500 or fewer students, MEVA will not enroll more than 5% the SAU's students per grade level in each of the first 3 years of MEVA's operation. Unless authorized by a school administrative unit (SAU) with an enrollment of more than 500 students, MEVA will not enroll more than 10% the SAU's students per grade level in each of the first 3 years of MEVA's operation. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). MEVA's admission policies will prohibit discrimination on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability.

In SY2014-2015, MEVA will accept enrollment applications from each eligible student who submits a timely application beginning in January 2014 (families will submit a complete online

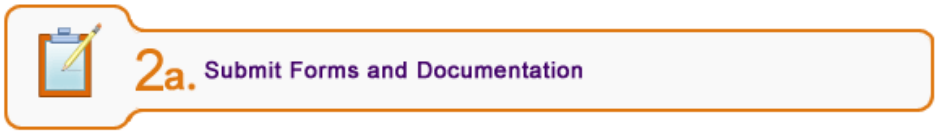
application and fax or scan the following required documents for students enrolling in MEVA for the first time: official record of birth; certificate of immunization or exemption, in accordance with Maine Law; and proof of residency. Upon enrollment the school will request transfer of education records in accordance with Maine law. During the enrollment process, families will be assigned a Placement Liaison that will work them through each step of the enrollment process.

Our proposed complete enrollment process will follow these steps:

Steps to Enroll

New Families: Set up a user account.

Have you already set up an account? Continue your enrollment or check your student's enrollment status.

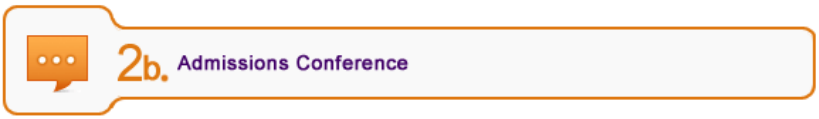


After you have completed the online application, download and submit the required forms in the MEVA Enrollment Forms Packet.

- Download the MEVA Enrollment Forms Packet

Please fax the documents to 866.991.xxx, or scan and e-mail to MEVAfax@K12.com.*
**Please note that while this email is a secure inbox for required compliance documents, it is not meant for correspondence. For questions on the enrollment process, please contact your assigned Personal Admissions Liaison (PAL).*

If it's not possible to fax or e-mail your documents, please mail them to:
Maine Virtual Academy
(school office address to be determined)



Once you submit your application, you will be assigned a Personal Admissions Liaison (PAL) who will assist you through the enrollment process, answer all of your questions, and conduct your admissions conference over the phone. During this conference, your PAL will verify your

student's information, relay school policies, and review the responsibilities of both the student and the Learning Coach.

PALs are trained to inform families in their quality decision-making about choosing a virtual school for their students by listening to the families, representing the school, and describing the school program and the commitment required. Among the topics PALs will discuss are that:

- It is a rigorous curriculum, requiring hard work.
- Regular attendance is required.
- The education program is a partnership of the student, teacher and learning coach.
- Parents need to monitor and respond to email/kmail/phone messages from the school.
- Synchronous and face-to-face instruction may be required.
- Remediation may be required.
- State testing is required.
- Parents must provide full records.

PALS will fully inform parents about the "I Understand" statements on the enrollment form--expectations that parents will initial acknowledging they understand—as well as agreeing to the terms of the use of the instructional property of the school.

Upon receipt and successful review of submitted documents your student will be approved. You may review your student's enrollment status by logging in to your online account.

After the initial enrollment period, families will be notified by MEVA to confirm their intent to enroll and complete the enrollment process in time to start school in the fall. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J).

In compliance with Title 20-A MRSA §2404 (2)(D) and (E):

- in each of the first 3 years of MEVA's operations, from a school administrative unit (SAU) with an enrollment of 500 or fewer students, MEVA will not enroll more than 5% of the SAU's noncharter public school students per grade level, unless authorized by the SAU; and likewise
- in each of the first 3 years of MEVA's operations, from a school administrative unit with an enrollment of more than 500 students, MEVA will not enroll more than 10% of the SAU's noncharter public school students per grade level, unless authorized by the SAU.

In the first 3 years of MEVA's operations, if MEVA receives applications which exceed the limits set by Title 20-A MRSA §2404 (2)(D) and (E) (stated above), but MEVA doesn't receive authorization from SAUs to enroll more than the limits, MEVA will conduct a lottery for enrollment. The lottery will be blind to disabilities, race, student's location, etc. and will be held once each year. Priority enrollment will be given to (1) pupils enrolled in the public charter school the previous school year; (2) to siblings of pupils already enrolled in the public charter

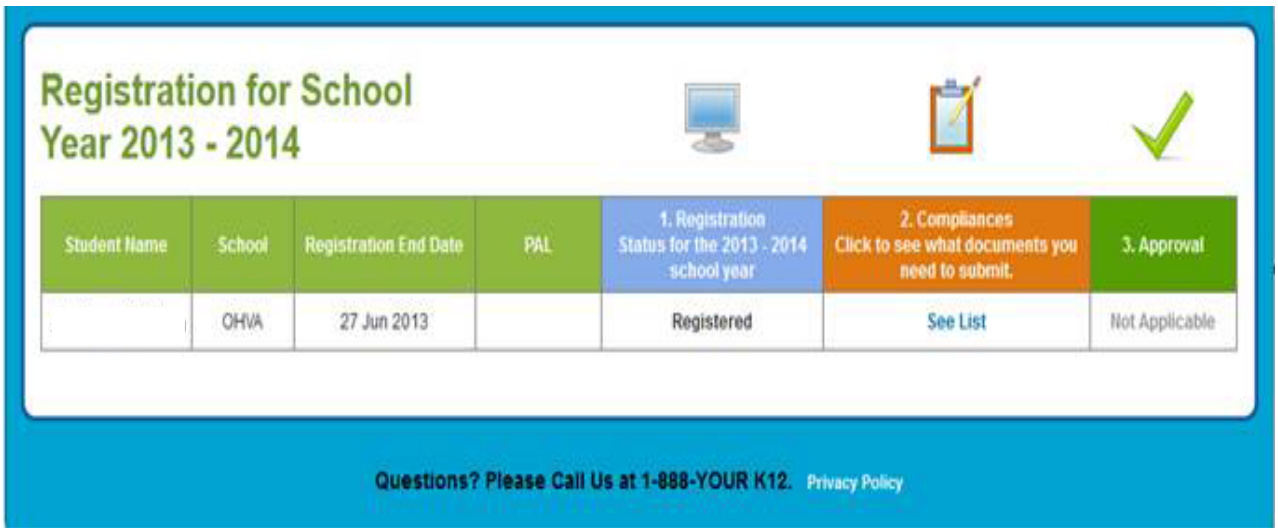
school; and (3) children of the charter school's founders, governing board members and full-time employees, as long as they constitute no more than 10% of the school's total student population.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order as established through the lottery process will be placed on a waiting list. Any applications received after the deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of MEVA, that space will be given to the next person on the list at that grade level.

Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

Each year currently enrolled students will have the opportunity to re-register for the next school year. The school will establish a re-registration window and once that closes it will be determined if a lottery will need to be conducted for the next school year. Screen shots below represent what returning families will see and utilize for re-enrollment.

The student name represented below is a fictional student name.



Registration for School Year 2013 - 2014

Student Name	School	Registration End Date	PAL	1. Registration Status for the 2013 - 2014 school year	2. Compliances Click to see what documents you need to submit.	3. Approval
	OHVA	27 Jun 2013		Registered	See List	Not Applicable

Questions? Please Call Us at 1-888-YOUR K12. Privacy Policy

Include an explanation and evidence to support the enrollment projections. Relevant evidence may include, among other things, the following:

- **Community demographic information including homeschooled students (numbers of potential students);**
- **Documentation of community or family demand for the proposed school such as letters of interest to enroll;**
- **Enrollment data from schools currently operating in community; and**

- **If applicable, the proposed or actual location and catchment area of the school.**

Enrollment Projections

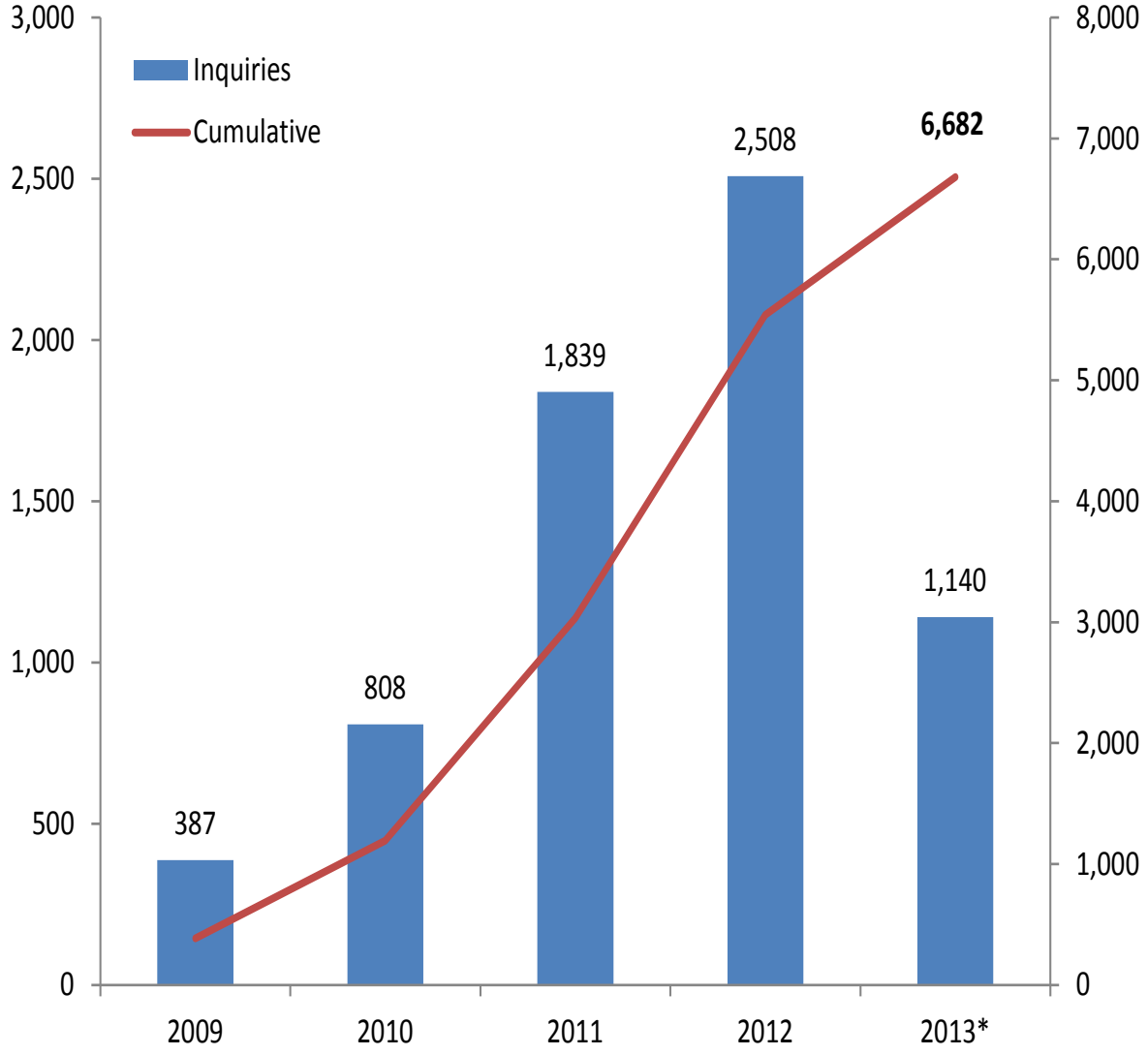
There were many sources of data and other information that were used to develop and validate the MEVA enrollment projections. For instance, in **Tab 43** we have included a spreadsheet listing 124 families who support the authorization of the MEVA charter and indicated their interest in enrolling their students in the school. In **Tab 43** we have included a letter of support for MEVA from Beth Purcell, Board President of PublicSchoolOptions.org, who represents an alliance of parents in roughly thirty states around the country that supports and defends parents' rights to access the best public school options for their children. Ms. Purcell expresses the organization's support for MEVA's vision to provide families the choice of a full-time online public charter school as the best fit for many children. She has personally experienced the benefits of the online education option, as her own children have enjoyed success in the online public setting where they were not able to in the traditional school setting.

We have included a letter of support from Rose Fernandez, Executive Director of the National Parent Network for Online Learning, a non-profit currently working with and on behalf of the families of over one million students who are currently enrolled in online education courses or programs. Ms. Fernandez's five children have all thrived in full-time, statewide public charter schools using the K12 Inc. online curriculum, as their schools gave each of them a solid academic foundation with a customized learning path that encouraged them to own their own learning and move through the content as at their own pace. Ms. Fernandez firmly believes that though full-time online learning is not for everyone, for some families and children it could be a lifesaver. To see Ms. Fernandez's letter of support, please refer to **Tab 43**.

We have also included 22 other letters in support of our school in **Tab 43** that come from individuals and community organizations across Maine.

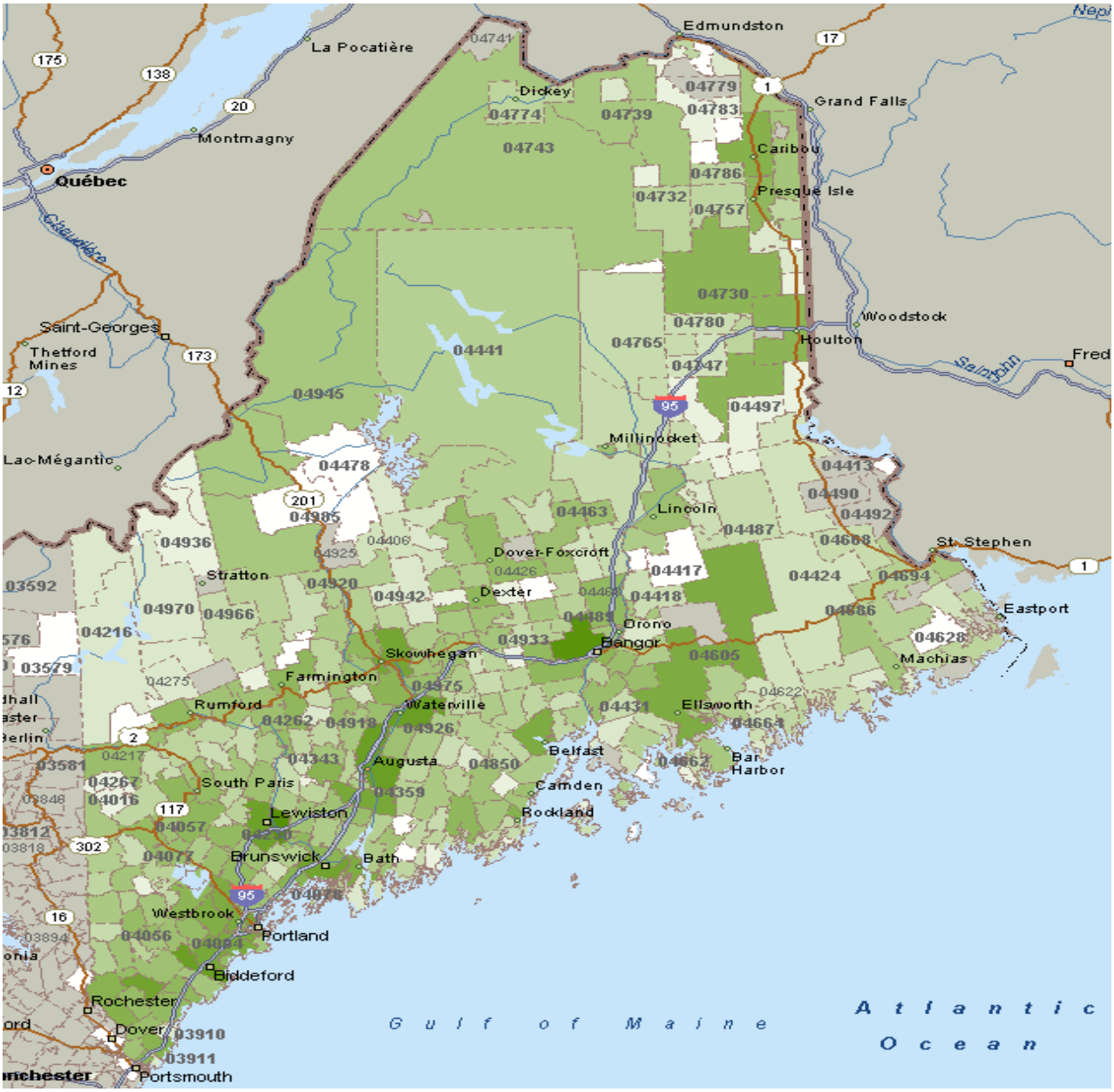
The MEVA Governing Board, Maine Learning Innovations, chose to determine the support and commitment for MEVA as evidence that the school would reach its projected enrollment by researching the need for the school, especially considering the current options for full time grades 7-12 virtual education in Maine. Data K12 provided to Maine Learning Innovations documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. The data K12 provided us went back to 2009. From January 1, 2009 through July 31, 2013, K12 has received 6,682 inquiries from the state of Maine. The number of inquiries has grown dramatically during that time, with more than 80% of the total inquiries coming since January 2011. Please refer to the graph below which illustrates the number and growth of inquiries to K12 about virtual education from across the state of Maine.

STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009– JULY 2013

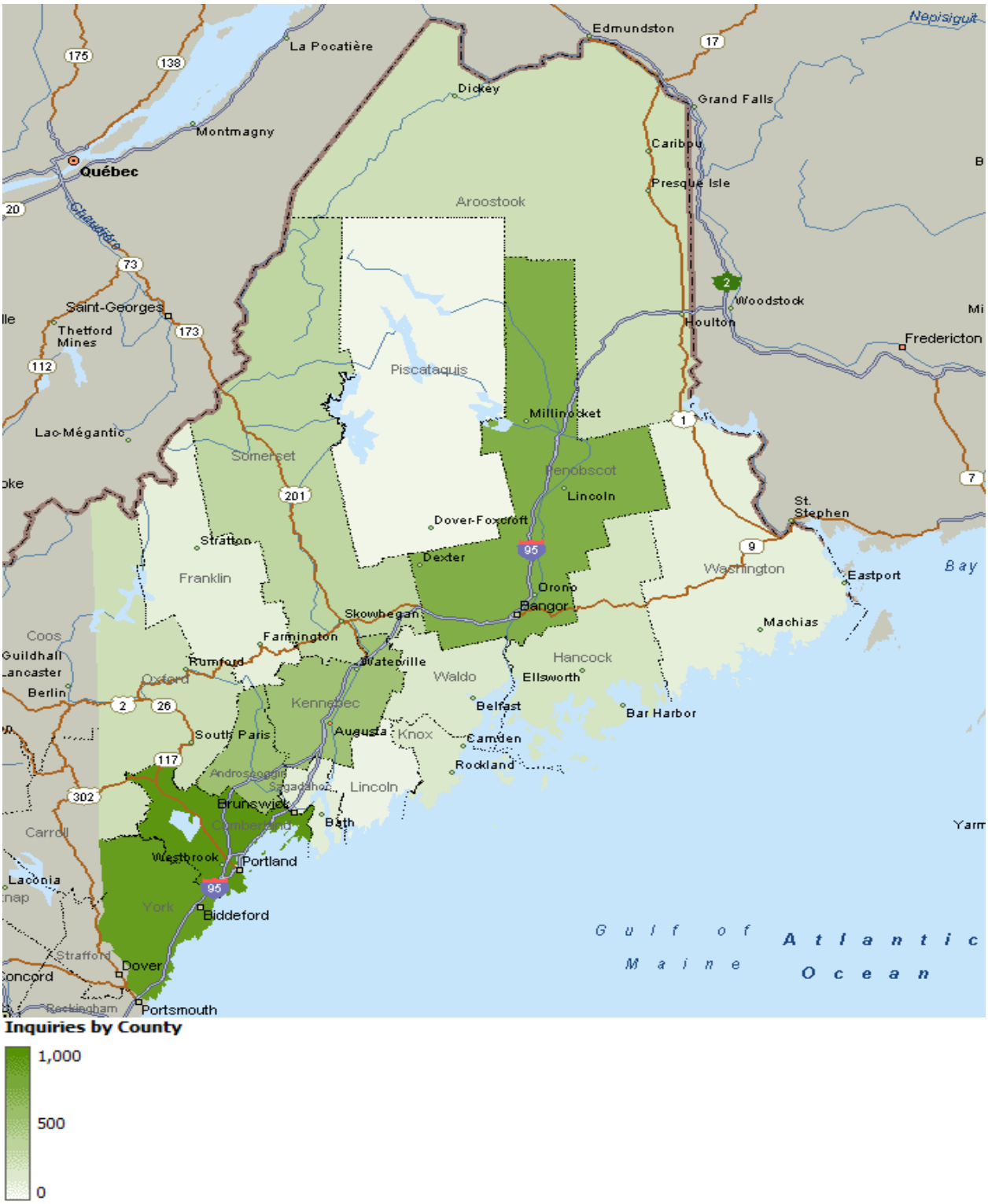


While inquiries have come to K12 from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Auburn (Androscoggin County), and Augusta (Kennebec County). The following maps represent the geographically widespread interest in virtual education in the state.

STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009– JULY 2013 (BY ZIP CODE)



STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009-JULY 2013 (BY COUNTY)



STATE OF MAINE FAMILY INQUIRIES TO K12 ABOUT VIRTUAL EDUCATION PROGRAMS JANUARY 2009-JULY 2013			
COUNTY(County Seat)*	**# OF INQUIRIES**	**COUNTY (County Seat)***	**# OF INQUIRIES**
Cumberland (Portland)	**963**	**Hancock (Ellsworth)**	**255**
York (Alfred)	**905**	**Waldo (Belfast)**	**210**
Penobscot (Bangor)	**727**	**Knox (Rockland)**	**202**
Androscoggin (Auburn)	**580**	**Sagadahoc (Bath)**	**167**
Kennebec (Augusta)	**555**	**Washington (Machias)**	**146**
Somerset (Skowhegan)	**358**	**Franklin (Farmington)**	**137**
Aroostook (Houlton)	**293**	**Lincoln (Wiscasset)**	**104**
Oxford(Paris)	**290**	**Piscataquis (Dover-Foxcroft)**	**85**
TOTAL 6,682			
705 inquiries could not be matched to a county due to an invalid zip code provided			

Based on K12's more than 12 years of experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation (both based on strong and effective marketing and recruitment plans developed by K12), we conservatively projected a first year enrollment of 300 students growing to 750 students in Year 5. We felt confident to base our fiscally sound budget on these projected enrollments.

Describe the policies and procedures that will be used to deal with enrollment, attendance, withdrawal and mid-year transfers.

When a student has fully enrolled and logged into the OLS to begin lessons, they are reported in both the K12 Student Administrative Management System (SAMS) and the state required computer reporting database, the Maine Education Data Management System (MEDMS). When a student is reported as withdrawing or dropping out of the school, they are immediately withdrawn from the database and reported as such. Based on the state requirements, when a student withdraws, a report is generally submitted to the student's resident school district indicating that the student is no longer enrolled in the virtual school so that the student is accounted for in accordance with state mandatory attendance requirements. A student is also reported withdrawn from the school with their status changed in the both SAMS and the state database if they do not log into the OLS, do not return emails/phone calls, do not respond to

mail, or if they fail to document attendance and lesson progress. As students withdraw from or transfer out of MEVA, that space will be given to the next person at that grade level on the waiting list created in the lottery process.

Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. MEVA plans to utilize PowerSchool to insure proper student data collection, record maintenance, and reporting to MEDMS, the charter authorizer, and students' districts of residence as well as ease of transfer of student records from MEVA to other public schools within Maine. As required by PL414 §2415(1), if a student who was previously enrolled in a public charter school enrolls in another noncharter public school in this State, the school to which the student transfers must accept credits earned by the student in courses or instructional programs at the public charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other noncharter public schools.

MEVA will also hire an Office Administrator beginning in Year 1 who will support the Director of Instruction in managing student enrollment, attendance, withdrawals and transfers. Withdrawal data will be compiled and tracked for number of withdrawals by major subgroups, comparison of the representation of the special populations in the withdrawal group vs. the active students in the school, reasons for withdrawals for the whole year, the previous month, and the length of enrollment at time of withdrawal.

The Board, the CEO, student support staff, teachers and parents will all be involved in monitoring and ensuring student attendance. Attendance data reported by the parents in the Online School is electronically transferred into the K12 Student Administrative Management System (SAMS). SAMS generates a variety of reports that can be exported in MS Excel, comma delimited and other formats. SAMS generates daily reports each night. These reports are used by teachers and administrators to monitor student progress and attendance and to generate reports for governing board, charter authorizers and state education departments. Additionally, student data collected in the OLS and transferred to SAMS is then fed to the K12 TotalView system. TotalView is a system designed to assist teachers and administrators in monitoring student progress and attendance by generating a variety of interactive reports and functions. TotalView also includes a secure internal communication system (Kmail) to track and record communications between teachers/administrators and parents/students. The teacher is responsible for validating student attendance, course activity, curricular mastery, and assigning final course grades. Conference calls with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each 7-12 student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year.

Required Tab

20. Projected Enrollment Table

Tab 20 Projected Enrollment Table

MAINE VIRTUAL ACADEMY
PROJECTED ENROLLMENT TABLE

Projected Enrollment Table						
Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
7	**12**	**50**	**67**	**87**	**108**	**125**
8	**13**	**50**	**67**	**87**	**108**	**125**
9	**14**	**70**	**94**	**124**	**154**	**178**
10	**15**	**60**	**80**	**105**	**130**	**149**
11	**16**	**40**	**52**	**70**	**86**	**99**
12	**17**	**30**	**40**	**52**	**64**	**74**
TOTAL		**300**	**400**	**525**	**650**	**750**

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B.3 Staffing and Human Resources

B.3 Staffing and Human Resources

Provide a staffing chart for the school's first year and a staffing plan for the term of the charter.

The table below represents the plan for staffing for SY2014-2019 (see also **Tab 21** for the Year 1 staffing chart). Positions will be added in subsequent years as the need for expansion exists.

Maine Virtual Academy Staffing Chart										
School Year	Year 1 (2014-15)		Year 2 (2015-16)		Year 3 (2016-17)		Year 4 (2017-18)		Year 5 (2018-19)	
Middle School student enrollment	**100**		**150**		**200**		**250**		**300**	
High School student enrollment	**200**		**250**		**325**		**400**		**450**	
Staff Positions										
CEO- HOS	1		1		1		1		1	
CFO- Finance	1		1		1		1		1	
Director of Instruction	1		1		1		1		1	
Office Admin/Registrar	1		1		1		1		1	
SPED Manager	1*		1*		1*		1*		1*	
Middle School Teachers	2		3		4		5		6	
SPED Teachers	1.25		1.71		2.25		2.785		3.21	
High School Teachers	4		5		6		8		9	
Counselors	1		1		1		1		1	
Family Support Team	0		0		1		2		2	
TOTAL	12.25		14.71		18.25		22.785		25.21	
*(*Regional staff of ESP not included in Total)*										

Discuss the plan for recruiting and developing school leadership and staff. The school's chief executive officer must be employed by the governing board of the proposed charter school. The chief financial officer must be an employee of the school and must manage all public revenues received by the school.

Immediately upon charter authorization, the process to advertise for, select and employ the MEVA administrative staff will begin. They will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as www.CareerBuilder.com, and in local media throughout Maine.

The Board will be responsible for hiring and employing the MEVA Chief Executive Officer (CEO) and the Chief Financial Officer (CFO). The CEO, as the School Leader, will work with cross-functional teams to manage projects and improve processes for the school overall. The Chief Financial Officer shall be responsible for the oversight and control of all school funds including public revenues received by the school, financial audits, and other financial matters. The education services provider, K12, will employ the administrative staff other than the CEO and CFO, as well as teaching and support staff necessary to provide the educational products and services agreed to in their services agreement with the Board.

The MEVA administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. The staff will be structured based on the school's education program and projected enrollment. They will have leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration according to their position at the school.

Administrative staff job descriptions including qualifications are included in **Section B.5.** The administrative staff will assist in the development of policies concerning educational and operational issues of MEVA for Board consideration and adoption, but the Board itself will retain ultimate responsibility for the adoption of school policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

In addition to the services agreement with K12 and contracts with related service providers for students with special needs, MEVA will also contract with a nursing group for consultation and services and with a doctor for consultation. MEVA will also contract with consultants such as attorneys and accountants. MEVA will negotiate all compensation agreements in accordance with prevailing standards and available funds.

Discuss how the plan supports sound operation and successful implementation of the school's educational program.

The Maine Virtual Academy (MEVA) projected staffing plan is structured to accomplish the school's mission and goals, supporting the sound operation and successful implementation of the school's educational program according to functional areas of school operation related to the projected student enrollment (see **Tab 20**). This staffing is the basis of the budget in **Tab 33**, which aligns with the school's educational program needs. The functions are necessary for proper support of students, families and faculty. The number of specific positions will be determined by confirmed enrollments.

Our plan is to recruit high quality and highly effective administrators, teachers and support staff and to continue to develop their skills. Our administrator training focuses on developing administrative leadership skills. A comprehensive Teacher Quality Plan will provide opportunities for teachers to advance into positions of leadership at the School. Lead teachers carry reduced student loads and assist in supervision of teachers and specific other duties (coordinating a reading program, community building, etc.).

Describe the instructional skills, experience and professional development that teachers will need to have in order to be successful. How are those needs reflected in the plan for teacher recruitment.

Teachers in brick and mortar schools traditionally spend much of their work day dealing face to face with classroom management issues, developing lesson plans and assessments, delivering basal instruction, and having little interaction with parents. The role of a virtual MEVA teacher, however, will be much different and will require the teacher to have unique skills and qualifications. There is minimal "crowd control" for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal instruction is delivered asynchronously. MEVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. The student-teacher ratio will vary throughout the teacher's day depending on the needs of the individual students and the types of instruction.

All MEVA teachers will be certified and highly qualified (HQT). Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health and physical education, and career and education development. Teachers assigned to core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Instructional staff job descriptions including qualifications are included in **Section B.5** of the application**.** The school's plan to evaluate the effectiveness of teachers while ensuring growth and development is described in **Section A.2.**

The hiring process for instructional staff will comply with all EEOC (Equal Employment Opportunity Commission) regulations. The most qualified applicants will be sought for all positions. In Year 1, teacher recruitment effort will begin immediately after charter authorization which is assumed to be in March 2014. Each school year beginning in 2015, teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as CareerBuilder.com, and in local media throughout Maine. MEVA administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher compensation levels (salary and benefits) for MEVA will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, therefore, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- Ability to work from home
- Removal of pressure of classroom management from instructional duties
- Significant adult contact
- Exposure to a rich and rigorous curriculum
- Family involvement in education

- Additional economic benefits such as a subsidized high-speed internet connection and unlimited long distance calling
- Opportunity for bonuses

Explain what skills and experiences will be expected for learning coaches and how they will be supported. Explain how you ensure that every child has a learning coach.

At MEVA, learning coaches will help guide students through their daily coursework and will verify the number of hours of educational activities completed by the student each school year. Most often, a parent(s) is the student's learning coach. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach. MEVA believes the involvement of parents in the education of students is critical to school and student success. The virtual school model the school utilizes places critical importance on the parent's role on the teaching team and the expectation is that they will contribute significantly to the education of the student in that role.

Teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations. We will demonstrate high standards and best practices: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices.

In addition to their roles as learning coaches, MEVA will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play, however, will be in their role in supporting their child's learning and in helping continuously evaluate MEVA's operation, governance, and instructional program

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child's progress. In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student's education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly. Learning coaches of high school students also communicate regularly with their student's teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

When scheduled, parents attend school outings, field trips, and other outside learning opportunities with their child, but other arrangements can be made to enable a student's attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an outing because of a parent's inability to attend.

MEVA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. Where possible, the school also asks that parents volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the school's academic, extracurricular, finance, personnel, daily business, and legal matters.

- Parents who are not members of the Board are actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.

- MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council is parent-driven and is recognized as the official voice of the school's parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.

- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.

- The MEVA website will have a moderated school online community discussion board to facilitate a constructive and interactive communication process.

- Parents will help to continuously evaluate the operation and governance of the school both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school.

Throughout the school year, the MEVA CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school

website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Describe the school's professional development expectations and opportunities, including the following:

- **Identify the person or position responsible for professional development.**

The MEVA Director of Instruction will be responsible for overseeing professional development for MEVA administrative, instructional, and support staff. Among the services to be provided by the education services provider, K12, are new teacher training and ongoing professional development for teachers and administrators. K12 has the capability to provide the professional development our teachers and administrators will need.

K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. According to both the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K12 is the nation's leader in preparing teachers to teach online. K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. In the 2012-2013 school year alone, they provided support and professional development to 4,500 teachers teaching K12 math, English/language arts, science, history, music, art, World Languages, and elective courses in virtual and blended schools all across the country. In 2012-2013, they also provided professional development to the head administrators of more than 35 schools that K12 provided educational products and services to similar to the services proposed for MEVA.

- **Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

Maine Virtual Academy fully appreciates the benefits of and supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. Professional development opportunities will be a combination of K12's best practices and training along with required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Teachers and staff will receive professional development on these and other topics, at various points throughout the year.

- **Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

Professional development will begin with Intake Training for new teachers and continues with Ongoing Training monthly for new and experienced teachers. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Intake Training

New teacher training for teachers will be a multi-day, synchronous and asynchronous event. Virtual National Teacher Training (VNTT) is the initial training offered by the K12 Academic Services Division to all teachers new to teaching using the K12 program. Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. This 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. This course is designed to emphasize the first 30 days in the program. Our research shows this time to be the most challenging for new students and families. VNTT teaches and develops skills to guide and support families and students when virtual teachers are most needed. Hundreds of teachers from around the nation (and now the world) will come together with the K12 Academic Services Division to not only learn new skills but also collaborate as professionals and pioneers on a journey to hone their practice and develop into the best virtual teaching professionals in the world. It is a three-week process each year.

During the first week, teachers meet synchronously, covering topics included in the list below. During the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final and third week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training each new teacher is also assigned a veteran teacher as a mentor to provide support as they transition to teaching in the virtual environment.

Grade 7-8 Teachers

The 7-8 Virtual New Teacher Training is designed utilizing both synchronous and asynchronous components that exemplify the same instructional methods and practices utilized within the K12 curriculum and by K12 teachers.

This training path includes 14 asynchronous courses and 5 synchronous sessions at the start of the training path plus additional training in the form of 3 synchronous exhibit hall sessions and 3 synchronous sessions sharing promising practices.

Course Length:	40-50 hours
Materials:	Computer equipment, Internet access, log in access to K12 websites
Prerequisites:	Course Registration and Confirmation, Classroom Assignment, Reference Course Access granted in Student Administration Management System (SAMS) for K-8 courses

Week 1

1.01 K12 and You

- Welcome to K12
- Introduction to Academic Services and group members
- Best practices for moving forward with training
- Overview of the course
- Increase your understanding of what to expect as a K12 virtual teacher
- Understand the differences between K12 Inc. and your school
- Identify characteristics of public virtual education
- Understand K12's approach to learning
- Understand the mission of K12
- Understand the reasons why families choose K12 as an education option
- Cite the background of the curriculum and the cognitive science approach

1.02 The Online School

- Describe how to assist parents in setting up their OLS accounts and student accounts
- Demonstrate how and where to log into the OLS
- Understand the different features and purposes of teacher, learning coach and student OLS accounts
- Understand the various OLS navigation options
- Understand the dynamic nature of the OLS Plan and lesson shifting
- Understand that there are a variety of alerts available within the OLS
- Understand that teachers have the ability to send K-mail and create notes within the OLS
- Understand how to locate the student information available within the OLS
- Understand how to tell if students are missing days or hours in attendance

1.03 Overview of Resources about the K12 Curriculum

- Demonstrate how to access and use the Scope and Sequence for the K12 curriculum
- Demonstrate how to search through the K12 Support Center
- Demonstrate use of Reference Courses
- Demonstrate access to the Course Introductions
- Demonstrate access to the Speaker's Series recordings
- Demonstrate access to the Curriculum Training Guide Series
- Understand the importance of a regular plan to read lessons from the curriculum

1.04 Understanding a K12 Lesson

- Identify the basic components of a K12 lesson; materials list, objectives, summary, lesson, and assessment
- Identify the online/offline movement within a lesson
- Identify this is a "mastery based curriculum" and mastery is 80%. Explain the appropriate process for handling not mastered lessons
- Determine if a lesson is "Completed, Not Mastered, Not Completed or Skipped" and understand what each means

1.05 Starting Families Out Right

- Describe the on-boarding experience of a new school family.
- Identify the roles of K12, the school and the teacher in welcoming families
- Explain what learning coaches will learn in the Introduction to Online Learning Course
- Demonstrate skills needed by new teachers during the on-boarding phase.
- Understand the importance of building a strong relationship with families

1.06 Learning TotalView School (TVS) and My Info (MI)

- Access TotalView School account
- Identify 3 primary uses of TotalView School as documentation, communication, and investigation
- Access Classroom Information through Classroom Tab
- Access Student Information through Student Tab
- Describe the purpose of the K-mail inbox, outbox, draft, and archive in the communication center
- Demonstrate how to create, read and reply to a new K-mail message
- Demonstrate how to create a new note
- Explain the value of tagging messages and how to tag a message
- Understand the six navigation zones and primary functionality of each zone

1.07 Initial Call and Active Listening

- Understand the importance of early and consistent communication and active listening
- Understand the purpose of the initial call
- Practice active listening by responding to scenarios
- Become aware of the diversity of family situations

1.08 Learning Coach Keys

- Define the role of the learning coach
- Identify challenges of being a learning coach and the role of the teacher in supporting the challenges
- Identify 10 key understandings that learning coaches need for success
- Explain how to use the key understandings proactively

1.09 Serving Students with Special Needs in the Virtual Setting

- Identify the special services model in the K12 virtual learning environment as utilizing the team approach
- Understand the difference between accommodations and modifications
- Compare the roles of the general education and special education teachers
- Understand the importance of confidentiality and professionalism

1.10 Individualizing the Path

- Locate and utilize the Individualizing the Path Training Guide Series

- Describe the purposes of Scantron, Individualized Learning Plan, State Testing Intervention
- (STI), Study Island, and the Advanced Learner Program in promoting academic achievement
- Demonstrate a basic understanding of the role of the teacher in each of the five initiatives
- Summarize the use of each initiative at the school

Week 2

2.01 Moving to Virtual Instruction

- Identify differences between virtual and brick and mortar instructional practices.
- Identify a variety of purposes and formats for delivery of instruction.
- Understand how to identify, prioritize, create and deliver skill specific targeted instruction.
- Understand the options in Blackboard Collaborate for displaying content and student interactive
- Explain the results of quality vs. non-quality instruction in the virtual environment

2.02 Finding Your Work Flow

- Identify various tools available to help plan a work flow
- Understand the basic steps for creating a work flow
- Understand ways to modify a work flow
- Identify behaviors that prevent effective organization and time management
- Identify best practices that allow virtual teachers to develop more effective organizational skills

2.03 The K12 Online School Community

- Name at least five resources/uses for the online school community
- Identify the need to use the online school community to share resources
- Perform: sign up to receive notifications

2.04 Middle School Math

- Describe the components and structure of the Middle School Math curriculum
- Identify a strong use of the curriculum
- Identify the location of additional resources
- Identify differences in Pre-Algebra A course and Pre-Algebra B, Algebra I

School Year Support

Exhibit Halls (3 synchronous sessions)

- Display exemplary examples of synchronous content that promotes an interactive, learner focused lesson.
- Guided practice with synchronous skills to further the ability to create exemplary content and facilitate interactive sessions.

Promising Practices (3 synchronous sessions)

- Understand the tools and resources that are available to create a specific and personalized personal development plan to target growth and continue moving toward excellence.
- Understand the promising practices that have been demonstrated effective when working with learning coaches and K-8 students to promote high academic achievement.
- Understand how to identify various patterns of engagement in the learning environment and discover some promising practices to use with students who range from disconnected with school to overly committed with academic and personal activities.

High School Teachers (9 - 12)

This course is designed to equip new K12 high school teachers with the skills they need to begin teaching in the K12 model. Teachers will learn the background of K12, the instructional theories that drive the model, identify the characteristics of an effective home worker, and examine why students and families choose online education. The course presents and demonstrates the tools available to K12 teachers, identifies important communication strategies, and identifies paths for teachers support. The conclusion of the course brings all of the pieces together, demonstrates how teachers setup their classes, and prepares them to teach.

Course Length

- Asynchronous activities are two weeks, approximately 30 to 40 hours of work
- Synchronous sessions are twice during week 1 and three times during week 2, each session meets for approximately 1 ½ hours

Materials: Startup documents, Teacher Guides and other online resources

Prerequisites: Registration and confirmation

Unit 1: K12 and the HS Model

Discover the K12 vision and the distinguishing characteristics that set K12 apart. Learn about K12 products and services, as well as the schools they serve. Compare the synchronous instructional model found in traditional brick and mortar schools to the virtual, asynchronous model that K12 schools boast. Meet key players, their roles, and learn how everyone cooperates in fostering student success. Find out who our students and families are and why this instructional model is the best possible choice for them.

- K12 and You
- K12 High School Instructional Model
- K12 High School versus Traditional High School
- X-Team
- Who are K12 High School Families?
- Key Understandings for Families

Unit 2: Working from Home
Learn best practices in equipping and managing your home office. Find out how to communicate meaningfully and build a good rapport with students from a remote location. Examine both good and bad practices of time management to become the most efficient, effective virtual teacher to your students.

- Effective Home Work Environments
- Staying Connected
- The Effective Home Worker

Unit 3: A Tour of your Virtual School
Take a virtual tour of the tools used for K12 High Schools. Learn how to access and utilize the various tools on the Online School (OLS), K12 Teacher Support, TotalView School (TVS), and the Learning Management System (LMS). Explore the resources available at K12 Teacher Support and practice creating and sending K-Mail through simulation.

- Tour of K12 High School Tools
- The Online School (OLS)
- K12 Teacher Support
- TotalView School
- Reading and Sending K-Mail
- LMS Tour and Tools

Unit 4: Effective Communication
Recognize the significance of effective communication and its role in improving students' academic performance. Understand the difference between effective and ineffective forms of communication.

Learn to create meaningful forms of communication through a variety of venues. Use the simulations to determine the appropriate modes of communication for various scenarios.

- Communication in Online Learning
- Crucial Communication
- Effective Communication
- Effective Communication with K-Mail
- Effective Communication with Announcements
- Schedule of Communications

Unit 5: The K12 Curriculum
Discover the methods and educational philosophies used to develop K12 curriculum and the breadth of the K12 course Catalog. Compare and contrast the three levels of K12 curriculum. Examine the pedagogy of both asynchronous and synchronous instruction. Explore the course variations offered by K12 and learn specific details of navigating each type of course.

- K12 Curriculum Overview
- K12 High School Pedagogy
- Course Variations

Unit 6: Classroom Management
Discover the intricacies of the LMS and its features. Learn to employ best practices in utilizing the Course Administration Tab, What's New, Doc Sharing, Course Scheduler, Course Home Area, and Threaded Discussions. Maintain Course Quality and Integrity by learning the course modification guidelines and discovering methods to control access to course content. Find out how and when to use the extra credit option and how to proceed when you find errors in the course.

- LMS Course Administration Tab
- What's New
- Doc Sharing
- Controlling Access to Course Items
- Managing the Course Home Area
- Threaded Discussions
- Moderating Threaded Discussions
- Maintaining Course Quality and Integrity

Unit 7: Evaluation and Feedback
Find out what types of assignments you'll be grading, how to grade them, and what constitutes quality instructional feedback. Hear from expert K12 teachers about best practices in grading as they share their tricks of the trade. Discover how to use the grading rubrics provided to develop quality feedback.

- Teacher-Graded Assignments (TGA) and the Dropbox
- Grading and Instructional Feedback
- Using Answer Keys and Rubrics
- Grading Threaded Discussions
- Computer Scored (CS) Assessments
- Teaching with Computer Scored (CS) Assessments

Unit 8: Pacing and Scheduling
Learn to pace your course using the Pacing Guide, Course Calendar and Course Scheduler. Practice your skills through a simulation activity. Discover the connection between student success and proper pacing.
Find ways to motivate your students to stay on schedule in your course.

- Course Pacing and Scheduling
- The Course Calendar
- Setting Up Your Course Scheduler
- Secrets to Keeping Students on Pace

Unit 9: Student Engagement and Performance
Learn how to monitor student activity and performance using TotalView (TVS) and Gradebook reports. Discover reasons why students become disengaged and the correlation between level of involvement and academic success. Explore best practices in motivating and engaging students using effective communication, quality feedback, and well planned Blackboard Collaborate sessions, among other tools.

- Monitoring Student Activity and Performance
- Engaging Students

Unit 10: Live Teaching and Support
Explore the variety of live sessions teachers can offer to students. Listen to an expert K12 teacher tell about best practices in moderating effective sessions and learn to maximize your use of Blackboard Collaborate tools. Search the Blackboard Collaborate website and find out how to troubleshoot and/or escalate any technical problems you might encounter.

- Blackboard Collaborate Sessions
- Explore Blackboard Collaborate.com

Unit 11: Bringing It All Together
Culminate your teacher training experience by putting your newly acquired skills into practice. Follow the prompts to set up your course in the LMS, complete and upload all necessary course documents, and send effective communication to students. Hear tricks of the trade from expert K12 teachers for course setup, communication and time management, as well as download helpful checklists to keep you organized and on top of things.

- Course Set-Up
- First Days of a Course
- Ready to Teach!

Unit 12: Final Assessment and Survey
Record a Blackboard Collaborate session to demonstrate your developing skills in moderating a live class. Consider choosing the Live Lesson Modeling Session for efficiency since you need to prepare this for your first day of school. Complete an End of Course survey giving us quality feedback to improve our efforts as needed.

- Final Exam Part 1
- Final Exam Part 2
- Course Survey

Establishing a Social Presence (synchronous and asynchronous)

- Identify the key requirements and timeline for the Virtual New Teacher Training program
- Perform updates and verify system requirements
- Describe Blackboard Collaborate as a tool and resource for direct instruction, conference, remediation, club participation and other online school related activities
- Compare the differences between online synchronous learning and brick and mortar classroom learning
- Identify what types of assistance and methods to obtain help from Teacher Effectiveness Division
- Demonstrate management of the participant window
- Demonstrate management of chat messages
- Demonstrate management of audio communication
- Demonstrate use of the whiteboard tools

Managing Content (synchronous and asynchronous)

- Identify and utilize correct way to upload presentation, add blank whiteboard, and use whiteboard tools to modify presentations

- Discuss synchronous classroom management strategies and student behavior policies
- Participants will demonstrate ability to load and manage content in Blackboard Collaborate including adding a whiteboard and using the whiteboard tools
- Participants will demonstrate understanding of the difference between saving as pdf and wbd and when it's appropriate to save as each file type

Application Sharing (synchronous and asynchronous)

- Identify the correct application share icon
- Demonstrate how to share one application
- Demonstrate how to share their entire desktop
- Demonstrate how to share a region of an application
- Distinguish the difference between regular and Presentation Mode
- Demonstrate how the Blackboard Collaborate windows are resized while application sharing
- Identify the pros and cons of each sharing option/view
- Give and take away application sharing privileges to participants
- Give and take away participant control of an application while sharing
- Identify the Application Sharing Status Indicator icon and what information it conveys
- Share their Internet browser with participants
- Share one additional application with participants
- Share their entire desktop with participants
- Share a region of an application with participants
- Show their application in presentation mode
- Give and take away control of the shared application with a participant

Web Tour, Web Push and Polling (synchronous and asynchronous)

- Initiate a Web Tour in a live room
- Initiate a Web Push in a live room
- Locate and adjust polling settings in a live room
- Demonstrate use of Web Tour
- Demonstrate use of Web Push
- Demonstrate use of Polling Tools (Select Tool, Show, Hide, Lock, Publish)

Teachers of Special Needs Populations

Adaptive instruction teachers, including ELL, exceptional student education, and gifted teachers, are included in all aspects of MEVA's professional development. To develop effective learning plans (such as IEPs, EPs, and ELL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of individual student learning plans. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications.

- **Describe the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

The Year 1 school calendar provides 16 professional development and initial school-based inservice training days spread throughout the school year (see **Tab 19**). These are days when school is not in session. The ongoing professional development sessions take several different forms. Some focus on school-based issues, others cover topics of interest beyond MEVA. Teachers of like departments will collaborate when planning for instruction. There is also planning and collaboration between the Special Education Teacher and the General Education Teachers for co-teaching of classes.

School Year Support

Exhibit Halls (3 synchronous sessions)

- Display exemplary examples of synchronous content that promotes an interactive, learner focused lesson.
- Guided practice with synchronous skills to further the ability to create exemplary content and facilitate interactive sessions.

Promising Practices (3 synchronous sessions)

- Understand the tools and resources that are available to create a specific and personalized personal development plan to target growth and continue moving toward excellence.
- Understand the promising practices that have been demonstrated effective when working with learning coaches and grade 7-12 students to promote high academic achievement.
- Understand how to identify various patterns of engagement in the learning environment and discover some promising practices to use with students who range from disconnected with school to overly committed with academic and personal activities.

As an example of the focus of the professional development sessions, in the 2013-2014 school year the focus for leadership development by K12 is on Data Driven Instruction. The basis for this series comes from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo and Doug Lemov as well as Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo.

Ongoing Professional Development (monthly)

Teachers enjoy the benefit of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered will include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and even teacher misconceptions by subject. An online real-time presentation tool is used to facilitate professional

development. This tool allows professional development to happen at a common time for everyone, but eliminates travel costs, in some cases, as teachers can log in, interact with each other, and view presentations in a collaborative online environment.

The flexibility of virtual teaching will allow the program's teachers to participate extensively in professional development offered through K12 Academic Services division. Teachers will be sent the schedule of available professional development sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to program, district, and state provided professional development.

School Administrators

Professional development for new MEVA administrators will consist of synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities for working with students at various grade levels. The professional development will be designed and provided by K12.

There are four required training assignments for administrators:

- **Orientation to Training** (1 synchronous session): This live session provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps.
- **Monthly Leadership Series** (monthly synchronous sessions): School leaders from virtual schools across the country receiving administrative services from K12 meet monthly for training and discussion of current issues.
- **New Administrator Customized Training Plan:** This is a guide provided to new administrators to assist them to create a customized training plan that effectively addresses their own job. Training content will be made available to new administrators on K12Training.com. Each new administrator provides her/his training plan to the administrator's supervisor or designated reviewer.
- **ClassConnect Basics:** This is a series of four synchronous sessions to introduce the use of the web conferencing tool, Blackboard Connect, for direct instruction in the virtual classroom and running school related meetings.

Performance Evaluation and Professional Growth Systems (PE/PG systems)

The MEVA Board will implement rigorous, transparent and fair evaluation systems for the school's teachers, non-teaching professionals, and administrative staff including the CEO and CFO in compliance with Chapter 508 of Title 20-A of the Maine Revised Statutes. We are aware that legislative rules to implement the statute have been drafted and are under review. "Performance Evaluation and Professional Growth Systems" (PE/PG) must be implemented no later than the 2015-2016 school year. After charter approval, we will evaluate the options to pilot a PE/PG system in the 2014-2015 school year.

The standards of effectiveness for teachers used by MEVA will align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards with appropriate

adaptations for a virtual charter school. The standards of effectiveness for the CEO will align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) also with appropriate adaptations for a virtual charter school. The evaluation systems will include criteria that must be met by student learning and growth measures used to determine an educator's effectiveness rating. The measures will relate to growth, not achievement. Standardized tests will not be the only measure used to evaluate student learning and growth. The evaluation systems will include performance data from multiple sources, valid and reliable observation rubrics, measures of student learning, and rating tools. The evaluation process will inform individual's professional development opportunities.

The evaluation system will be designed to support the development of more effective educators in the classroom as well as those in school leadership positions resulting in improved student achievement to prepare MEVA students for their careers or post-secondary training and productive citizenship. The results of the evaluation will support the staff members' growth and development as well as student learning, achievement and growth.

MEVA will modify the pilot evaluation system as the Department of Education provides additional guidance. The school will provide all employees with a training session so they are fully informed of the criteria and procedures associated with the evaluation process before the evaluations takes place.

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

Teachers

Teacher Observation and Practice

K12 products and services include several online and offline tools that allow for meaningful and contemporaneous observation of teachers (scheduled or unscheduled) by the HOS and Academic Administrator. The virtual teaching environment does not easily lend itself to "walk in classroom observations" therefore the Director of Instruction and the CEO will do no less than 3 online classroom observations each year. These observations will take the following form: no less than 2 scheduled online observations and at least one unscheduled online observation. Observations will be conducted with a formal observation tool and will provide informal input and formal documentation to the teachers as a reflection of all the observations. While teachers work at a distance, the CEO can use a collection of online "dashboards", along with various reporting and data collection tools, to monitor and evaluate performance elements, including: course level progress; synchronous (i.e., real-time) instruction; teacher-student & teacher-parent communications; student attendance and performance; teacher professional development; and individual teacher training, development and/or improvement goals. Some of the tools include automatic data collection with warning indicators and alerts if standards are not met, while other tools, such as observation of synchronous instruction, are similar to observation in a traditional classroom.

Staff effectiveness in instructional practice and professional responsibilities will be evaluated annually with a valid and reliable observation protocol, used by a trained evaluator, to assess the teacher's performance. MEVA will be implementing the *Danielson Framework for Teaching* model developed by Charlotte Danielson and used as a state model in Maine. The *Danielson Framework for teaching* model will be reflected in the MEVA classroom observation and practice model. Slight modifications may be needed for effective implementation in the virtual charter school teaching and learning environment. Teachers will receive a rating in each of the following domains: (1) planning and preparation; (2) classroom environment; (3) instruction; and (4) professional responsibilities. The rating is based on classroom observation, practice models, and other evidence or documented artifacts.

The CEO will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. MEVA will train evaluators to use the Danielson protocol for teacher evaluations and participate in technical assistance opportunities offered by the Maine Department of Education. MEVA will also host professional development sessions for teachers to learn about the protocol and teaching practices aligned with the Danielson framework. The CEO will be designated by the board to be responsible for ensuring that annual evaluations of non-teaching professionals are conducted with fidelity to the evaluation system.

CEO

The CEO will be evaluated by the Board using standards which align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) and are to be determined.

Include a draft of a Staff Handbook or Employment Manual. The Manual should address at least: faculty and staff assessment, salary administration and a description of benefits, including any health care provided, vacations, holidays, sick days and other conditions of employment.

K12 and the Board will provide equal employment opportunities to all employees and applicants without regard to race, color, religions creed, sex, national origin, ancestry, citizenship status, pregnancy, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer-related or HIV/AIDS-related) or sexual orientation in accordance with applicable federal, state, and local laws. In addition, K12 and the Board will comply with applicable state and local laws governing nondiscrimination in employment. K12 meets this requirement in every state in which it operates. 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.

The policy of K12 and the Board will be to maintain a drug-free workplace. As a condition of continued employment, all K12 and Board employees must comply with this policy. For K12 and Board employees, the term "workplace" is defined as K12 and Board property, any K12 and

Board-sponsored activity, or any other site where the employee is performing work for K12 or the Board or representing K12 or the Board. 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 or Board 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 K12's and the Board's policies will 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. MEVA will adopt its formal definitions and policies prior to the charter contract signing. A MEVA staff handbook will be completed within fifteen days of charter contract signing as stated in the Pre-Opening Plan (see **Section B.4 Pre-Opening Plan** and **Tab 23**). A draft MEVA Staff Handbook and a K12 Employee Handbook are included in **Tab 22**.

Benefits Information:

K12 offers a generous suite of benefits programs for its employees. While benefits packages vary depending on location and employment status, benefits may include:

Comprehensive Health Benefits

K12 offers medical and dental coverage for individuals and their eligible dependents, including domestic partners. K12 offers multiple plan options to best meet the employee's (and their family's) needs. Coverage is effective the first day of employment.

- Medical
- Prescription / Pharmacy
- Dental
- Vision

Protection

K12 offers programs that help employees prepare for life's ups and downs.

- Basic Life and Personal Accident Insurance
- Voluntary Supplemental Life
- Short-Term Disability
- Long-Term Disability

Retirement Savings Plan

K12 understands that individual planning for retirement is critical. Therefore, they offer a 401(k) program with multiple investment options to help employees save for their retirement through Principal Financial Group. Currently, K12 offers a discretionary company match.

Pre-tax Benefits

Pre-tax benefit programs are designed to help lessen the financial burden to employees so they can take care of themselves and those most important to them.

- Health Care Flexible Spending Account
- Dependent Care Flexible Spending Account

Work/Life Balance Programs

K12 encourages all employees to maintain a balance between work and their personal lives. K12 encourages employees to take advantage of all the wellness programs so employees can take time to recharge.

- Paid Holidays
- Paid Time Off (vacation, sick, and personal days)
- Assistance with certain gym memberships
- Wellness Programs
- Employee Assistance Program (EAP)

The K12 Employee Handbook and a draft MEVA Employee Handbook are included in **Tab 22**. Among other topics, they address faculty and staff assessment, salary administration and a description of benefits, including health care, vacations, holidays (to be coordinated with the school calendar), sick days and other conditions of employment. MEVA will adopt an Employee Handbook within 15 days from the charter contract being signed.

Required Tabs

21. First-year Staffing Chart

22. Staff Handbook or Employee Manual

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Tab 21 First-Year
Staffing Chart

Maine Virtual Academy Staffing Chart	
School Year	Year 1 (2014-15)
Middle School student enrollment	**100**
High School student enrollment	**200**
Staff Positions	
CEO- HOS	1
CFO- Finance	1
Director of Instruction	1
Office Admin/Registrar	1
SPED Manager	1*
Middle School Teachers	2
SPED Teachers	1.25
High School Teachers	4
Counselors	1
TOTAL	12.25
*(*Regional staff of ESP not included in Total)*	

Maine Virtual Academy Staffing Chart										
School Year	Year 1 (2014-15)		Year 2 (2015-16)		Year 3 (2016-17)		Year 4 (2017-18)		Year 5 (2018-19)	
Middle School student enrollment	**100**		**150**		**200**		**250**		**300**	
High School student enrollment	**200**		**250**		**325**		**400**		**450**	
Staff Positions										
CEO- HOS	1		1		1		1		1	
CFO- Finance	1		1		1		1		1	
Director of Instruction	1		1		1		1		1	
Office Admin/Registrar	1		1		1		1		1	
SPED Manager	1*		1*		1*		1*		1*	
Middle School Teachers	2		3		4		5		6	
SPED Teachers	1.25		1.71		2.25		2.785		3.21	
High School Teachers	4		5		6		8		9	
Counselors	1		1		1		1		1	
Family Support Team	0		0		1		2		2	
TOTAL	12.25		14.71		18.25		22.785		25.21	
*(*Regional staff of ESP not included in Total)*										

Tab 22 Staff Handbook
or Employee Manual

Maine Virtual Academy

2014-2015 School Handbook

Draft November 2013

2014-2015 DRAFT

Welcome to Maine Virtual Academy!

Dear Maine Virtual Academy Family,

Welcome to the 2014-2015 school year at Maine Virtual Academy. We are excited that you are a part of our third year at our school! At Maine Virtual Academy, we create real connections for students, families, and teachers within our 21st century "gathering place."

Maine Virtual Academy is serving students across the state. To render the best services to our families, our teachers and administrators have developed several exciting programs. These initiatives are briefly described in this handbook, but your family will enjoy the greatest success in our school if you discuss your interest and participation in these programs with your teacher.

Our goals for this school year are for students to realize the highest levels of academic achievement and to build school community. The K12 curriculum and our school programs were designed with these goals in mind. Our teachers are your partners and they are eager to support and to assist you and your family.

Please keep this document handy. This handbook contains important calendars, phone numbers, and descriptions of programs. We have an exciting year ahead of us and are pleased that you have selected our school. We welcome your comments, criticism, and vision for our community. We look forward to a rewarding year for all!

Best wishes for a great year,

The Maine Virtual Academy Team

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Our Vision

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be ready for college or other post-secondary career training opportunities.Our Mission

It is the mission of the Maine Virtual Academy (MEVA), a high-quality, full-time online public charter school, to develop each student's full potential with research-based curriculum and technology applications; meaningful teacher/student/parent involvement; an engaging, individualized learning plan for the student's pace and style; and continuous assessment of learning growth.School Directory

CEO
CFO
Director of Instruction
Office Manager/Registrar
Counselors
MS Teachers
HS Teachers
Special Education Manager
Special Education Teachers
Family Support Team

K12 Customer Support

1-xxx-xxx-xxxx
With this number you will be able to reach the two support departments at K12.
CUSTOMER CARE – Choose option one if you have issues with any of the following:

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

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TECHNICAL SUPPORT – Choose option two if you have issues with any of the following:

Hardware
Software
Platform
Blackboard
Collaborate

Academic Calendar

August 4-15	Initial Teacher Training
August 28	No School/Teacher Professional Development
September 2	First Day of School
October 13	No School/Teacher Professional Development
November 11	No School/Holiday
November 27-28	No School/Thanksgiving Holiday
December 16	No School/Teacher Professional Development
Dec 23-Jan 1	No School/Winter Break
January 19	No School/Martin Luther King Holiday
January 28	End of 1st Semester
January 29	No School/Semester Break
January 30	No School/Semester Break
February 2	Begin 2nd Semester
February 16	No School/President's Day
February 16-20	Winter break for students
March18	No School/Teacher Professional Development
April 20-24	No School/Spring Break
May 25	No School/Memorial Holiday
June 24	Last Day of School for all students
June 24	High School Graduation
June 26	No School/Teacher Professional Development

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Maine Virtual Academy Student Code of Conduct

The goal of Maine Virtual Academy is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing Maine Virtual

Academy into a school that exemplifies high standards and excellence. Maine Virtual Academy's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Maine Virtual Academy Student Code of Conduct shall apply in all environments- home and community and during the school day and at any school function that goes beyond these hours.

Non-Discrimination Equal Educational Opportunity Policy

Maine Virtual Academy shall not discriminate in its educational programs, activities, or employment practices based on sex, sexual orientation, physical or mental disability, national origin, ancestry, race or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Americans with Disabilities Amendment Act of 2009, and the Maine Human Rights Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

Glossary of Terms

Bullying shall mean include, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has, or a reasonable person would expect it to have, the effect of:

    a. Physically harming a student or damaging a student's property; or

    b. Placing a student in reasonable fear of physical harm or damage to the student's property;

2. Interferes with the rights of a student by:

    a. Creating an intimidating or hostile educational environment for the student; or

    b. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or

3. Is based on a student's actual or perceived sex, sexual orientation, physical or mental disability, national origin, ancestry or race, or is based on a student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics and that has the effect described in subparagraph (1) or (2).

"Bullying" includes cyberbullying.

Cyber-Bullying shall mean bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but

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not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Student Assistance Program (SAP) shall mean a support program for students that allows for the identification, intervention, and follow-up for students experiencing barriers to learning.

Disability shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such impairment; or being regarded as having such an impairment; or a specific disability such as: cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, early childhood developmental delays, specific learning disability, severe multiple disabilities, traumatic brain injury, autism spectrum disorder and deaf-blindness.

Expulsion shall mean the removal of a student from school indefinitely or for a defined period in excess of 10 consecutive school days.

IEP shall mean an Individualized Education Plan to support a student with disabilities who requires specifically designed instruction and related services.

Manifestation Determination shall mean a review of the special education student's program and disability to determine if misconduct is related to the disability.

Possession shall mean physical control over property (whether lost, found, or stolen), such as clothing or bags and the contents contained therein.

Suspension shall mean the involuntary removal of a student from class attendance or school attendance for 10 days or less.

Weapon shall mean any tool or instrument used to inflict serious bodily injury of another person.

Rights and Responsibilities for Students and Parents

Responsibilities and Rights of Students:
All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibilities and rights to do the following:

- be on time and attend school daily;
- put forth a conscientious effort in all school assignments;
- have knowledge of and conform to the school rules and regulations and applicable laws;
- use appropriate speech refraining from indecent, obscene or foul language
- report incidents or activities that may threaten or disrupt the school to a staff member
- not be excluded from public schools or from school privileges because the students is married, pregnant, has a disability, is eligible for special education services and programs or because of sex, sexual orientation, physical or mental disability, national origin, ancestry or race;
- not be subject of corporal punishment;
- be afforded discipline procedures as outlined in this document
- request and receive interpretation and translation assistance for school-related matters

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if English is not their primary language

Responsibilities and Rights of Parents/Guardians:
Parents/Guardians shall have the responsibilities and rights to do the following:

- ensure that their children enrolled in Maine Virtual Academy attend school regularly in accordance with the laws of the State of Maine.
- enroll their child in another school if he/she withdraws from Maine Virtual Academy;
- present to the school administration any concern or complaint in a calm, reasoned manner;
- work with their child daily to ensure that student is completing assignments
- know the rule set forth in this code and review the contents with their child(ren)
- ensure that their child complies with all required testing and assessments, including but not limited to required state tests (NECAP, MHSA, MEA, PAAP, NAEP) scheduled by Maine Virtual Academy;
- ensure that their child receives the periodic health examinations required by law.
- 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 administrator;
- 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.

Student Infractions and Consequences

Disciplinary procedures shall be consistent with applicable requirements of the Maine Revised Statutes, the Maine Unified Special Education Regulations and IDEA. Student offenses dictate the severity of the consequence Maine Virtual Academy will impose. In addition to the specific offenses set forth below, Maine Virtual Academy 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 will be determined at the sole discretion of Maine Virtual Academy in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

Rule	Possible Consequence or Intervention for Infraction

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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: If a student fails to obey directions; uses beepers, cell phones, or telephonic devises during school function or in class; or fails to attend class without a valid excuse.	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.
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 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, Maine Virtual Academy Days Out, orientations, or other face-to-face event.	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.
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, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.	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.
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 -plagiarizes work of another -using answer keys provided for learning coach -copies work from internet sources without proper citations -forges notes -shares test questions with others	First Incident Express concerns and provide concrete examples of dishonesty. (7-8) Allow students to redo assignment and resubmit for a grade. (9-12) Citation submissions can be resubmitted. Any others receive a grade of zero (0). Second Incident Hold a disciplinary meeting with parents/guardians, student and staff members. All second incident assignments receive a zero (0) with no opportunity to make up.

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	Third Incident Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include: -gives his/her password to another individual or uses another individual's account -illegally downloads copyrighted materials from the internet -visits sites on the internet which contain sexually explicit material -harms or destroys data of another student or person, the internet or other networks -creates, downloads, or uploads computer viruses; or -violates any rule outlined in the Acceptable Use Policy	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.
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 Bully Policy and will result in zero tolerance.	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.
Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	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.
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.	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.
Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized	Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team.

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prescription or non-prescription medication.	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.
Prohibition of Bullying and Serious Threats Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus. Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following: 1. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils. 2. Adversely affecting the ability of a pupil to participate in or benefit from the Maine Virtual Academy's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress. 3. Having an actual and substantial detrimental effect on a pupil's physical or mental health. 4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.	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. Expulsion is also possible when the nature of the incident is serious or repeated.
Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.	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.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in	Maine Virtual Academy has a zero tolerance policy on weapons violations.

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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.

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, student's backpack or student automobiles upon reasonable suspicion and may seize any illegal or unauthorized materials discovered during the search.

Flag Salute

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.

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.

Procedures for Suspensions up to 10 Days

Students who are suspended for up to 10 school days shall be afforded a conference with an administrator 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 measures; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measures 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.

Expulsion

Expulsion is the any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and

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place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to the appropriate judicial authority

Discipline of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, the school will consider whether the student has a disability evidenced by an IEP. Disciplinary removals of students with disabilities shall be consistent with the Governing Board's policy on Disciplinary Removal of Students with Disabilities, and the Disciplinary Removal of Students with Disabilities Administrative Procedure.

If a student with disabilities is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of the student's regular school program to help your child continue to work on IEP goals.

If a student with disabilities is suspended for a total of more than 10 days, there will be a meeting to determine if the student's behavior that led to the suspensions is related to the student's disability. This is called a manifestation determination. If the student's behavior is because of his/her disability, the IEP team will do a study of the student's behavior and write a behavior plan, and will return the student to his or her program (unless the suspension involved weapons, drugs or serious injury). If the student's behavior is not because of his or her disability, then the school may treat the student the same way they treat other students, and will consider whether to do a study of the student's behavior or write a behavior plan.

If the school decides that the student's behavior is not because of his orher disability and the parent disagrees, the parent can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If the student was placed in a different setting because of his or her behavior, the student must remain in that different setting while the due process hearing takes place unless the parent and the school come to a different agreement.

Bullying and Cyber Bullying

The Governing Board of Maine Virtual Academy has approved the following anti-bullying policy.

I. Introduction

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All students have the right to attend schools that are safe and secure learning environments. It is the intent of the Governing Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of Maine Virtual Academy, and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment;
4. Retaliation against those reporting such defined behaviors; and
5. Knowing and false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to consequences.

III. Bullying and Cyberbullying Defined

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

(1) Has, or a reasonable person would expect it to have, the effect of:

(a) Physically harming a student or damaging a student's property; or

(b) Placing a student in reasonable fear of physical harm or damage to the student's property;

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(2) Interferes with the rights of a student by:

(a) Creating an intimidating or hostile educational environment for the student; or

(b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.
10.

B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application;

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2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target;
3. Impersonating or representing another student through use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting an act of bullying when it is not made in good faith.

IV. Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by the school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.

2. Takes place while students are being transported to or from schools or school-sponsored events;

3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

V. Reporting

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Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

A. School staff are required to report incidents of bullying to the CEO or other school personnel designated by the CEO.

B. Students who have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

C. Parents and other adults who are aware of incidents of bullying are encouraged to report this behavior to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Responding

The CEO or designee will:

A. Promptly investigate and respond to allegations of bullying behavior;

B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report substantiated incidents to the CEO;

C. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;

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9. Community service; and

D. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services;

E. Communicate to the parent of a student who has been bullied the measures being taken to ensure the safety of the student who has been bullied and to prevent further acts of bullying;

F. Communicate with a local or state law enforcement agency if the CEO or designee believes that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate; and

G. Notify parents, guardians and students of the right to appeal a decision of a school administrator or the CEO's designee related to taking or not taking disciplinary action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the Governing Board and may include an appeal to the CEO.

VII. Assignment of Responsibility

A. The Governing Board is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parents, volunteers, administrators, teachers and school staff.

2. Posting this policy and related procedures on MEVA's publicly accessible website.

3. Including in student handbooks a section that addresses in detail this policy and related procedures.

B. The CEO is responsible for:

1. Oversight, implementation, and enforcement of this policy.

2. Designating school personnel to administer the policies at the school level;

3. Developing a procedure for publicly identifying the CEO's designee or designees for administering the policies at the school level;

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4. Developing procedures to implement the requirements for reporting and responding to bullying under sections V and VI of this policy or delegating that responsibility to designees.

5. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the CEO is assured that the person will comply with the policies of the Governing Board; and

6. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;

7. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;

8. Filing the Governing Board policies to address bullying and cyberbullying with the Department of Education.

Where to go with Questions or Concerns

Maine Virtual Academy staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Maine Virtual Academy 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 student's teacher. If a Maine Virtual Academy 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. The Maine Virtual Academy teacher will monitor the concern to ensure resolution.
Step 2: If the issue or concern is about the Maine Virtual Academy teacher, parents are advised to contact the Director of Instruction. (see School Directory).
Step 3: If the concern is not resolved at the Director of Instruction level, parents/responsible adults are advised to contact the CEO (see School Directory).

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such 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

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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 Maine Virtual Academy 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. Maine Virtual Academy 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 CEO 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:

1. 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.
2. 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.
3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. 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, the CEO shall take further action on the report.
5. The CEO or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Maine Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Maine Virtual Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the CEO'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 in concluded.

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7. If a student remains aggrieved by the CEO's designee's response, the student may pursue the complaint as one of discrimination pursuant to The Maine Virtual Academy Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule 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
The Maine Virtual Academy 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. Maine Virtual Academy 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 CEO. The CEO responds within ten (10) working days.

If the concern or grievance is not resolved by the CEO, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the CEO's response, request a meeting (via phone or in person) with the CEO to discuss the concern or grievance. The meeting request must be in writing. The CEO shall investigate and responds within ten (10) working days. If the family's concern is not resolved at the meeting with the CEO, the family may file a complaint with the Maine Virtual Academy Governing Board.

Maine Virtual Academy Attendance Policy

The law in Maine governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age seven to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection 20-A M.R.S. §5001-A.

Attendance Responsibilities

- Attendance is logged **daily** in the Online School by parent/ Learning Coach.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Extended family travel, except during normal school vacation periods, requires written notification and vacation contract approval by the CEO or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a Parent Orientation and the new students will attend "Introduction to Online Learning" course via the online school.
- The family must maintain regular communication with the Maine Virtual Charter Academy teachers.

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- Students and parents/learning coaches must check their kmail, email, and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all required Blackboard Collaborate Live sessions for direct instruction as directed by their teachers.

Reporting Absences: Please kmail your teacher if your student will be absent and unable to attend ClassConnect sessions or log in to the OLS/LMS. Please state the reason for the absence in the kmail as well as the expected duration of the absence.

Excused Absences: The school recognizes student illness, death in the family, prior permission to leave school by parents and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments to be excused. Remember that regardless of the absence reason students are expected to make up work in the OLS/LMS.

Unexcused Absences: An unexcused absence is an absence not recognized by state law or Maine Virtual Academy. Unexcused absences may result in loss of credit for assignments missed.

Habitual Truancy: A student is habitually truant if the student is required to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) and the student:

A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or

B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

As required by law, the following procedure shall be followed when a student is habitually truant:

A. If the school staff determine that a student is habitually truant, they shall inform the CEO. The CEO/designee shall first try to correct the problem informally. Informal attempts to correct the problem must include meeting with the student and the student's parent(s) to identify possible causes of the habitual truancy and to develop a plan to implement solutions to the problem. If the initial meeting does not resolve the problem, the CEO/designee shall implement interventions that best address the problem including but not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;

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4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

B. As part of correcting the problem informally, the CEO/designee shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher or other school personnel designated by the CEO. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Department of Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The CEO/designee shall schedule the meeting(s) at mutually convenient times.

C. If the CEO/designee is unable to correct the student's truancy, the CEO/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:

1. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);

2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and administrator''s reports;

3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties. The penalties are described in 20-A M.R.S.A. § 5053-A and include a minimum $250.00 fine; the court may also order a parent to take specific action to ensure the student's attendance including compliance with the plan developed in accordance with this policy, participation in a parent-training class, attending school with the child, community service hours at the school, or participation in counseling or other services as appropriate. All or part of the fine may be suspended upon the parent's compliance with a court order.

4. State that the CEO/designee may notify local law enforcement authorities of a violation of the habitual truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and

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5. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.

D. Prior to notifying local law enforcement authorities, the CEO/designee shall schedule at least one meeting as required by law and paragraph B of this policy and may invite a local prosecutor.

E. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph C, the CEO/designee shall report the facts of the unlawful absence to local law enforcement authorities.

F. When a student is determined to be habitually truant and in violation of the compulsory attendance law and the CEO/designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the CEO/designee shall notify the Governing Board and local law enforcement authorities of the truancy.

Instructional Time

Maine requires all public schools to offer minimum number of instructional days as specified in 20-A M.R.S. § 4801.

Instructional time can occur at anytime during the day and on any day of the week. Instructional time must directly relate to lesson objectives which are aligned to the Maine Standards.

Process for Attendance Monitoring

Students are required to follow the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).
Students are expected to log into the OLS (7-8) LMS (9-12) each scheduled school calendar day.

Truancy: a student will be considered truant after the minimum days of unexcused absences defined above.

Doctor/Medical Excuses: students must present doctors' notes when they are absent from school for three or more days consecutively due to illness. Parent should send doctors' notes to the assigned teacher through k-mail.

Excuse Notes for Absence: in order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the teacher. Excuse notes or kmails must state the student's name, the date of the absence, and the reason for the absence. The parent or guardian has three calendar days from the date of absence to submit the excuse through k-mail.

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Educational Leave: Pupils may be excused for an educational purpose that has been approved. Please understand that it shall be the family's responsibility to contact the teacher(s)s to determine what obligations must be met as a result of this proposed absence. Further understand that:

- no more than ten (10) days of absence will result.
- no absence will occur in the last ten (10) days of the school year.
- experiences such as "Long Weekends" and "Vacations" will not justify any request
- request must be submitted and approved 24 hours prior to the absence
- requests will not be approved for time off during the state testing window.

No Internet Access or Power Outage: students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work. If the student does not have a back-up plan and cannot go to the library, the student must notify his or her teacher in order to legitimize the reason for the absence.

Testing Attendance Policy

Maine Virtual Academy, a Maine public school, must follow the laws set by the Maine Department of Education. Every Maine Virtual Academy student will be required to participate in required state testing. Being a part of Maine Virtual Academy means that some travel will be required for testing. Travel includes going to and from testing locations.

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student's grade level.

Specific testing dates and locations will be published no later than two weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

Attendance FAQs

Q: When can I log attendance?
A: You are able to log attendance from your first day of school until the last day of school

Q: Where do I need to log my child's attendance and how often?
A: Student attendance hours are logged in the attendance screen on the parent's OLS and must be entered daily.

Q: Why should I log attendance?
A: In addition to meeting the legal attendance requirements for Maine Virtual Academy and the Maine Revised Statutes, logging attendance provides you and your child with a log of the work accomplished.

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Q: What are supplemental hours?

A: Provided that the child first completes the K12 coursework, attendance time may be logged if the child engaged in activities related to the course objectives. Contact your teacher before entering supplemental attendance time to ensure the additional activity you wish to include satisfies course objectives.

Q: What should I do if I forgot to log my child's supplemental hours?

A: You can go back to add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your teacher for assistance in entering your supplemental hours.

Q: How many hours should my child log if he or she enrolled after the start of school?

A: Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook. Your teacher will also provide you with a prorated schedule.

Q: Do I log attendance for the actual time the lesson took or just the default time that comes up on the OLS?

A: You must log the actual amount of time it took for the student to complete the lesson(s) each day. If you consistently observe your student completing lessons before he or she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than just expecting one lesson per day.

Confidentiality

Every effort is made to maintain the confidentiality of students who attend Maine Virtual Academy. Parent permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Maine Virtual Academy. Student files are accessible only to authorized employees of Maine Virtual Academy 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.

Health Policy

All students must comply with Maine state immunization requirements. The only exemptions to the school laws for immunizations are for medical reasons or religious or philosophical beliefs. Medical Exemptions must be submitted in writing and must be signed by the child's physician. Religious/philosophical exemptions must be submitted in writing and must be signed by a parent/guardian. Immunization records must be delivered to the school prior to acceptance for enrollment. Parents should request their child's health records from the

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previous school prior to starting school at Maine Virtual Academy. Please contact the Maine Virtual Academy office with any questions regarding health requirements.

Physical Education

Maine Virtual Academy recognizes the important role of Physical Education in the education of our students. Parents/guardians are an integral member of the student's educational team. The in-home nature of the "Virtual-school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Teachers will provide the learning coach with resources and information concerning the Physical Education standards. Students and learning coach can complete a log of hours and activities to match the standards and submit it to the teacher for verification. Physical Education forms are available for third party completion. Students should receive an average of 150 minutes of physical education per week. Physical Education requirements for Special Education students should be aligned in conjunction with the child's IEP.

Academic Pacing

In grades 7-8, within the Maine Virtual Academy program, every child progresses through the curriculum at his or her own pace. Decisions to advance in a course level are made jointly by the parent and teacher at any time of the year. Advancement of a student from one course level to the next requires the approval of the Maine Virtual Academy administration. Every lesson is presented independently to each child at his or her own ability level. 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.

Change of Home Address

In the event you change addresses after initial enrollment, please send a k-mail to the CEO or designee verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your K-mail:

- previous address and new address (Required)
- new phone if applicable
- effective date of address change (Required)

In addition to the kmail, you are required to submit the following documents to our office within 10 days of receipt of this letter. Please be advised, the documents are state mandated for all enrolled students. Failure to submit the documents will cause your child to be out of compliance with state requirements.

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Change of Data Form (complete and sign the form and submit one per child).
Proof of Residence (please see below for acceptable documentation of residency).
Submit ONE of the following:

- valid driver's license
- valid non-driver's license
- current utility bill (gas, water, electric, sewage, cable and land line phone)
- current mortgage statement
- current residency card
- deed, vehicle registration
- property tax bill
- current credit card bill

Maine Virtual Academy
Attention: CEO or Designee
Address: tbd

OR please fax the documents to our main office at:
xxx-xxx-xxxx

Withdrawing From Maine Virtual Academy

Parents wishing to withdraw their children from the Maine Virtual Academy must contact their teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The CFO 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.

Supplemental Activities

Parents seek to provide a fuller education for their child by enriching their child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. It is necessary that the learning coach first discuss their supplemental activities with their students' assigned Maine Virtual Academy teachers. This discussion must be before notifying the teachers of the hours that will be logged. This ensures that the supplemental activities are recorded in the appropriate area(s) of the curriculum.

Use of School Property

Maine Virtual Academy 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

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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.

Objectionable Content Policy

There may be times a parent considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent finds material objectionable; he or she should contact his or her Maine Virtual Academy teacher via kmail. Teachers will work with parents to find alternative lessons to meet the lesson objectives. An assessment for the lesson must be completed to show that the objectives have been met.

Student Records

Student records are maintained at the Maine Virtual Academy office. The Maine Virtual Academy provides parents with access to the academic records of their children. The access rights of parents consist of:

- the right to inspect and review the contents of educational records
- the right to obtain one copy of the education records at no charge, and additional copies, if requested, at a charge. These will be stamped as "unofficial."
- the right to receive from school personnel an explanation and interpretation of the educational records
- the right to a hearing to challenge the contents of the educational records
- the right to bring an attorney or parent advocate to review educational records

A parent seeking access to the educational records may make a request by telephone or in person to the CEO or designee. However, prior to reviewing and inspecting the educational records, a parent must sign an official request form. Access to educational records is granted within forty-five days of the receipt of the written request.

After examining their child's educational record, parents may request a hearing to challenge the contents of the record. The purpose of the hearing is to establish the accuracy of the record. At an informal meeting between the parents and the Site Administrator or designee, an attempt is made to answer any questions raised by the parents. If the questions are not resolved, a formal hearing is conducted in the office of the CEO.

In general, the school may not permit access to, nor release of, educational records to third parties without the consent of the child's parents or guardians. However, educational records may be released without the consent of parents to another public school system to which a pupil transfers. Pupil directory information, which includes: the pupil's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parents unless the school is notified annually by the parents not to release the information without their prior written consent. State law provides that the following

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additional conditions will apply regarding the educational records of special needs students:

- If you have asked to see your child's records, you must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation, or placement of your child.
- You may designate another person to examine your child's records, if you wish to have further advice. You may ask for a list of the types and locations of the records kept about your child.

Parents/legal guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents/responsible adults change their address, telephone, e-mail address, or place of employment, they are asked to notify their children's teachers immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS.

Internet Service Provider (ISP) Reimbursement Program

Families at Maine Virtual Academy who qualify for free and reduced lunch and make a written request to the school will receive ISP reimbursement checks twice per year at the rate of $12.00 per month (per family) for the school year. Disbursements will be made in January and June, 2015. Receipts must be submitted to receive a reimbursement.

Families must participate in the Online School, as well as have compliant attendance as described in the Maine Virtual Academy Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll. Students must be in good standing and have participated in whatever testing was required during the semester being reimbursed.

Please be aware that if an ISP check is lost, Maine Virtual Academy does not automatically reissue a check to that family. If a check is lost, parents must contact the school office within 60 days, or a replacement may not be issued.

School Supplies

Maine Virtual Academy provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year. Additionally, some elective High School courses may have specific hard/software requirements. Refer to the High School Course Catalog for details and planning.

Printer Ink Usage Guidelines

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. Maine Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it

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is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your Start menu
- Go to Printers and Faxes
- Right click on your printer name
- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose Fast Draft
- Click Apply, then click OK

Family Education Rights and Privacy Act (FERPA)

Maine Virtual Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the Maine Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

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

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

When educational records, other than those required, are no longer educationally relevant, the public school shall notify parents in writing and may destroy records or, at the request of the

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parents, may destroy said records. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

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

- the right to inspect and to review the student's educational records within 45 days of the date Maine Virtual Academy receives a request for access.
- the right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
- the right to consent to disclosure of personal information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by Maine Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Maine Virtual Charter Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom Maine Virtual Academy 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, Maine Virtual Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a

reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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(Note: Directory information includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.)

Advanced Learners Program

The Advanced Learners Program (ALP) is a supplemental enrichment program for K-8 students who are one or more grade levels ahead of their age appropriate grade level in a core subject, have been identified as gifted through a previous program, and/or are recommended to the program by their teacher or parents. Students in the ALP are supported with accelerated course planning, topic enrichment, and other activities and instructional strategies that include invitations to National Learning Circles. Participants in the ALP are expected to maintain adequate progress and achievement. If you feel that your child would benefit from the program, contact your teacher for more information.

At-Risk Program

Maine Virtual Academy supports the academic achievement of all students, particularly those most at risk. The school has a strong commitment to the federally mandated goals of the No Child Left Behind Act (NCLB). It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students.

The At-Risk Program at Maine Virtual Academy uses an early intervention process to identify and to serve struggling students. This process includes parents, teachers, and administrators. It uses a multi-tier model of service delivery, problem-solving methods to make decisions, and research-based, scientifically validated interventions/instruction. If a teacher identifies an area of weakness for any student and prescribes intervention strategies and activities supplementing daily curriculum, it is expected that the student would follow the prescribed plan which could include mandatory Blackboard Collaborate sessions. Attendance is expected and student participation required. Additional assignments may be requested, but if a student does not participate, he or she will be subjected to the attendance policy.

Counseling Opportunities

Maine Virtual Academy will provide all students with a developmentally appropriate comprehensive school counseling program. The school counseling program guides students through a systematic approach to developing the academic, personal/social and career skills of each student. Maine Virtual Academy will use a combination of curriculum, web based tools, and strategies that have demonstrated success. The school counseling program is a key piece of school's mission to make all students college and career ready as they prepare for the complex demands of the 21st century.

Maine Virtual Academy will offer the following components to support our comprehensive school counseling program:

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- career assessment, exploration, and skills development
- individual and group counseling services for all students on personal/social issues
- study skills as determined by needs assessment
- developmental guidance curriculum to promote the academic success and personal growth of every student
- parent outreach, education and support services, facilitating community resources and referral programs
- individualized academic advisement and graduation planning, ensuring all students graduation on time with the most rigorous course selection,
- college and postsecondary education counseling and web tools that guide students through the preparation, selection, application, and admissions processes

Special Education Services

Maine Virtual Academy's Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Maine Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

IDEA

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. Maine Virtual Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in Maine Virtual Academy and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of Maine Virtual Academy that children with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free appropriate public education.

Special Education Screening

Maine Virtual Academy screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on statewide and district-wide assessments
- periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the Maine Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school

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personnel.

For information about the dates of various screening activities by Maine Virtual Academy, please contact the school directly. Parents of preschool-age children (three through five) may obtain information about screening activities, or may request a screening of their children by calling or writing their local School District, Early Intervention Services.

Response to Intervention (RtI)

RtI is a viable means to intervene prior to academic failure. Using RtI, Maine Virtual Academy can identify students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

Maine Virtual Academy (MEVA) will have a documented process for identifying "at- risk" students, built on Maine's "responsiveness to intervention" (RTI) framework. MVCA stands ready to provide parents and students with the support they need to have a successful academic experience. MVCA will implement a system of three tiers for providing interventions to help all students.

All students in MVCA students are a part of Tier I, with the general education teacher supporting the regular MVCA/ K12 school curriculum in two ways:

- reviewing, recording, and analyzing Scantron benchmarks and all state-mandated testing
- creating a differentiated Individual Learning Plan (ILP) for each student, based on their age appropriate grade level and on curriculum placement levels.

For Tier II the general education teacher and/or subject specific specialists provide extra support and attention to students whose progress and test scores show gaps in skills acquisition. In Tier II, the general education teacher and/or subject specific specialists begin a program of one to three research-based intervention strategies (best practices) and documentation of these strategies over a six week period, including at least four assessments. If a student responds to Tier II intervention strategies, the student can remain at this level of support or return to Tier I, when mastery of skills occurs.

If a student does not respond to Tier II, the student is referred for a Tier III Student Meeting, which is attended by members of the RTI Committee. The RTI Committee (which will meet bi-weekly) gives additional support to the teacher and the parent/guardian, implementing and reviewing additional, more intensive strategies for the student's specific needs. Depending on student response to more intensive interventions, a student may remain in Tier II (if he or she shows marked improvement) or may be referred for a meeting to determine if further diagnostic evaluations and possible Special Education services are warranted. Teachers at MVCA will receive continuing professional development regarding RTI and the role it plays in our school.

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Services by Disability

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the Maine Virtual Academy school community believe that varied instructional practices and learning environments benefit all children.

Services by disability area are as follows:

- Autism Spectrum Disorder Visual Impairment
- Hearing Impairment
- Cognitive Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Early Childhood Development Delays
- Specific Learning Disability
- Speech and Language Impairment
- Deaf-Blindness
- Other Health Impairments

Commitment to Serve Students

Maine Virtual Academy is committed to the full implementation of NCLB and IDEA. When students with special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve at the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to Maine Standards).

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

Academic Advancement (Grades 7-8)

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Maine Virtual Academy and the K12 curriculum. Maine Virtual Academy understands children do not learn at the same rate or in the same manner. The program offers families flexibility in

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scheduling and instructional strategies. Maine Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Maine Virtual Academy allows students to advance to the next course level at any time of the year up to April 30, 2015. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to April 30, 2015. Together, the Maine Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Maine Virtual Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

The Middle School Programs

The Middle School Program (Grades 7-8): The Maine Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences, Maine Virtual Academy gatherings, and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress towards these goals throughout the school year.

As expected, students identified as "at-risk" will hold a higher priority of contact as determined by the teacher and the parent. Students with IEP's will also require more interaction. The regular and special education teachers will work in cooperation to ensure the increased interaction.

Academic Advancement (Grades 7-8):

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Maine Virtual Academy and the K12 curriculum. Maine Virtual Academy understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Maine Virtual Academy focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Maine Virtual Academy allows students to advance to the next course level at any time of the year up to April 30, 2015. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to April 30, 2015. Together, the Maine Virtual Academy teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the Maine Virtual Charter Academy administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

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7-8 Promotion and Retention

Throughout the 2014-2015 school year, Maine grade level standards will be measured for all Maine Virtual Academy students in grade 7-8. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student- teacher interaction along with results from local assessments, integral programs such as Study Island, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards. For more information on Maine state standards please go to:
http://www.Maine.gov/documents/MaineCurriculumFramework_8172_7.pdf

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or Elluminate, and attend testing (if applicable). As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student's progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year.

Maine Virtual Academy's goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the students IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur.

Online School (OLS) Progress

The K12 curriculum is outstanding and helps students master state standards. Therefore, it is always recommended that students master all core lessons on the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

If a student's work ever shows evidence of intentional or unintentional academic dishonesty, the student lessons will be marked incomplete and the student must complete the work again.

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Any future instance of academic dishonesty will result in disciplinary action. Teachers will also meet with students individually in Blackboard Collaborate or by phone to assess mastery of content.

Communication with the student's teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent must be available to attend weekly and bi-weekly conferences set up by the teacher, as well as weekly homeroom meetings, and Classroom Connect sessions. Students need to attend and to interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

The High School Program (Grades 9-12)

This section of the handbook is designed to help you to build and maintain your relationship with the Maine Virtual Academy's High School program. Maine Virtual Academy is a public charter school. One of the key success factors of the High School Program is developing relationships between the school and the students' support network. A critical component of this relationship is trust, which comes through the sharing of critical information, meaningful and regular communications, the setting of clear expectations and living up to our mutual commitments.

Summary of High School Model

K12 Inc. utilizes their Learning Management System (LMS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources, and courses- all combined into one interactive and easy to use interface. The student calendar which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, a Raise Your Hand area to ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated, but may be accepted up until midnight of the Sunday of that week without penalty.

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The Maine Virtual Academy's High School program is primarily asynchronous – students work according to their own individual daily schedules. Teachers provide asynchronous and synchronous – live support. Course activities may include:

- reading online text and transcripts
- viewing moving and static images and streaming video
- listening to audio recordings and pronunciations
- linear and interactive animations and simulations
- hands-on and virtual activities
- threaded discussions with teachers and fellow students in a section, cohort or group
- teacher announcements
- online self-check exercises
- teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, Advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Parents or caring adults (referred to as mentors), will still be crucial as motivators and coaches. However, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

At the center of the Maine Virtual Academy High School program is the Maine Virtual Academy student.

High School Grading Policies

Graded activities in the Maine Virtual Academy high school-level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and mentors can access the current grades for all courses by viewing their accounts in the LMS or the My Info area, at any time during the semester.

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

He/she faces the risk of suspension or expulsion from Maine Virtual Academy.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment and may be suspended or expelled from Maine Virtual Academy.

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Academic Dishonesty Policy

Academic integrity is highly valued at Maine 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. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Non-citation infraction:

- 1st incident = grade of zero on assignment
- 2nd incident = grade of zero on assignment and administrative review.

Citation infraction

- 1st incident = counseling on correct use of citations
- 2nd incident = grade of zero on assignment
- 3rd incident = grade of zero on assignment and administrative review

Note: **Turnitin.com** is used to ensure plagiarism does not occur within assignments.

Evidence of Mastery

Grades will be determined based on how students perform on teacher graded activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- threaded-discussions
- essays, research papers, and other writing assignments
- presentations

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

Grading Scale:

A	**4.0**	**93-100%**	**C**	**2.0**	**73-76%**
A-	**3.7**	**90-92%**	**C-**	**1.7**	**70-72%**
B+	**3.3**	**87-89%**	**D+**	**1.3**	**67-69%**
B	**3.0**	**83-86%**	**D**	**1.0**	**63-66%**
B-	**2.7**	**80-82%**	**D-**	**0.7**	**60-62%**
C+	**2.3**	**77-79%**	**F**	**0.0**	**0-59**

Credits

All students will be placed in 9th, 10th, 11th, or 12th grade using the credit scale below.
0-4.99 Credits – 9th Grade
5-10.99 Credits – 10th Grade

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11-15.99 Credits – 11th Grade
16- 22 Credits – 12th Grade

Graduation Requirements

In accordance with Maine Revised School Code 380.1278a and b and Maine Virtual Academy academic standards, all students must complete all course requirements. Please pay close attention to the new credit breakdown and where you need to earn credits.

Course Requirements

4 Credits – Math	3.5 Credits – Electives
4 Credits – English	0.5 Credits – Career Planning
3 Credits – Social Studies/History	0.5 Credits – Physical Education
3 Credits – Science	0.5 Credits - Health
2 Credits – World Language	1 Credit Fine Art
	*22 Credits Total

* Passport Program students are not required to complete elective courses, so the credits required for graduation will total 16.
**Not required for students beginning high school before the 2013-2014 school year

Course Distribution:

Math	4 credits	(to include Algebra I, Geometry, Algebra II, and fourth math course)
English	4 credits	
Science	3 credits	(to include Biology, Chemistry or Physics and an additional course)
Social Studies	3 credits	(World History and Geography, US History and Geography, .5 credit Government and .5 credit Economics)
PE/Health	1 credit	(.5 PE and .5 Health)
V/F/AA	1 credit	
(World Languages)**	2 credits	

Awarding of Extra Credit

Extra credit is awarded at the discretion of the individual teacher. Teachers will post their extra credit policies and opportunities within their individual courses. Extra credit will not be awarded for completion of assigned work. Extra credit may be awarded for work above and beyond regularly assigned work.

Progress Updates

Progress updates will be sent twice within the course of the semester. All students will receive the update via email. Students with a failing grade in a course will receive their information via e-mail and US Mail. The mailing date of these items will be posted within the LMS. Report cards will be sent at the end of each semester.

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Determining Class Rank and Honor Roll

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.25 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course:

A	**4.0**	**B-**	**2.7**	**D+**	**1.3**
A-	**3.7**	**C+**	**2.3**	**D**	**1.0**
B+	**3.3**	**C**	**2.0**	**D-**	**0.7**
B	**3.0**	**C-**	**1.7**	**F**	**0.0**

Late Work Policy

Graded assignments–whether teacher or electronically scored–must be completed and submitted no later than midnight (Eastern Standard Time) on the Sunday after the due date. Zeros are entered as grades for every assignment not received by the Sunday deadline. Teacher-scored assignments and assessments are accepted up to 1 week after the Sunday deadline, but the grade will be reduced by 5% each day it is late. This grade will replace the zero in the grade-book.

In most cases, students can complete computer-scored assessments after the Sunday deadline. In some circumstances, however, teachers will lock some assignments to prevent late access to them. In most cases, teacher-scored assignments and assessments received two weeks after the due date will not be accepted or graded. Teachers are always willing to discuss the late submission of work past the above-listed deadlines. Please contact teachers directly to find out if this is an option.

Teachers will grant due date extensions on assignments under some circumstances. Never assume that teachers will automatically grant these requests. Due date extensions must be requested on a normal school day before the due date of the assignment. Requests received on or past the due date, or on a non-school day will most likely not be granted.

Standardized Testing –

Maine assesses students in the areas of reading, writing, mathematics and science at least once in high school. Requiring the Maine High School Assessment (MHSA) of all students raises expectations and aspirations and increases readiness for college or other post-secondary opportunities. Such preparation is consistent with the expectations expressed in the Maine Learning Results and helps to ensure that Maine students are well prepared to succeed in the increasingly complex state, national and world economy. Students may be required to travel up to 1.5 hours to a centralized test site. Early arrangements will ensure compliance with this condition of attending MEVA.

Scantron Testing

Maine Virtual Academy utilizes the Scantron Assessment Series throughout the year to

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determine the academic needs of our students. These assessments help you and your child's teacher understand how your child is learning and to watch his/her growth over the course of the year. It is our goal to provide your child with an individual learning plan designed specifically for your child.

All students in grades 7 through 11 will complete the Scantron Performance Assessment at the beginning of the year or upon entering the school. This test is a computer adaptive test that will be given in your home. Your teacher will provide you with your child's login information. It is very easy to use. The results will go directly to your teacher. Your child will be directed to take the Scantron Assessment through the Introduction to Online Learning Course. It is important that you do not help your child with the answers to the test. The purpose of the test is to provide your teacher with information on your child's strengths as well as areas that need additional focus this school year. If you assist in anyway the test will not be valid. If the test is not valid either we will have inaccurate information on your child's abilities and/or the test will be 'spoiled' automatically by the system and the student will need to complete the test again. Likewise if a student quickly moves through the questions without sufficiently reading them the test will likely spoil automatically. Please simply make sure your student finishes the test carefully and completely.

Communication (My Info and K-Mail)

Students and parents are able to contact their teachers through K-mail, an online communication system found on the On Line School's My Info area. K-mail allows internal documentation eliminating the use of e-mail for discussing student matters. It is safe and secure and should be used for all communications between parent, student and teacher. Traditional e-mail will only be used among staff, students and mentors/parents when k-mail does not permit communication between or among parties. It is expected that students and mentors/parents read their k-mail at least once a day. Critical information is sent via k-mail.

Family Directory

Accessed through the OLS, this secure directory allows parents to find other parents by location, student grade levels, special interests and more. Parents may search by name and other information in a parent profile. The new directory is automatically updated as a parent's status changes, such as if a parent has changed location or an e-mail address. There is an online opt-in/out capability on the OLS. Parents can easily include or exclude themselves from the directory.

Maine Virtual Academy Special Interest Student Clubs

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Maine Virtual Academy. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by Maine Virtual Academy teachers who welcome parent participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family- neither K12 nor Maine Virtual

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Academy will provide these materials or supplies.

Maine Virtual Academy Gatherings

Maine Virtual Charter Academy teachers arrange a variety of special gatherings for students and families on a monthly 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. All gatherings/notices are posted on the School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher 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 as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

The Board recognizes that students attending Maine Virtual Academy gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

Acceptable Use Guidelines

This document describes the policies and guidelines for the use of the Maine Virtual Academy program and exists to ensure that all Maine Virtual Academy students are aware of, and understand their responsibilities when accessing and using Maine Virtual Academy resources. Maine Virtual Academy reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to Maine Virtual Academy instructional computing resources. Maine Virtual Academy instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Maine Virtual Academy.

As a parent or guardian of a student enrolled in Maine Virtual Academy, you 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 Maine Virtual Academy instructional computing resources, which could result in your inability to complete learning activities:

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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 Maine Virtual Academy'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-Maine Virtual Academy commercial activities, non-Maine Virtual Academy product advertising, or political lobbying on a Maine Virtual Academy-owned instructional computing resource. Do not use Maine Virtual Academy 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 Maine Virtual Academy's instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any Maine Virtual Academy 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 Maine Virtual Academy. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with Maine Virtual Academy.

Network Etiquette

At Maine Virtual Academy, 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.

Academic Integrity

All work submitted is assumed to have been completed by you. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the

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composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from Maine Virtual Academy.

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 Maine Virtual Academy 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).

Appropriate Use of Technology

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

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Maine Virtual Academy Indemnification Provision

Maine Virtual Academy assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive. Maine Virtual Academy assumes no responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. Maine Virtual Academy 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 Maine Virtual Academy, its affiliates or its employees. Maine Virtual Academy 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 CEO 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

Parents should always sign in using their first name and last initial always. Students should

- arrive promptly at the scheduled time for the Blackboard Collaborate session.
- wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- only communicate regarding direct content of the lesson
- be respectful and courteous towards others at all times
- always participate and engage in the session (stepping away without the teacher's approval will count as an absence)
- log in to each session individually

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents should remove their child from an Blackboard Collaborate if the student displays offensive behavior or is ill. If you must remove your child from an Blackboard Collaborate session, please contact the teacher to discuss the situation.

Parents should keep comments and questions specific to the lesson. Contact your child's 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. Please refrain from coaching your child during Blackboard Collaborate sessions. The

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goal of this instructional time is for your child to become an independent learner and critical thinker.

I Understand and Agree

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page. Please initial each statement. The purpose of this section is to set expectations for Maine Virtual Academy parents. Students' success is a primary goal of Maine Virtual Academy and that can only be achieved if you, the parent, are successful. Therefore, it is important that parents of Maine Virtual Academy children understand and agree with the following curricular and attendance requirements:

_____I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. Maine Virtual Academy requires between 6 – 6.5 hours per day of instruction depending on my child's grade level. Students in grades 7-12 must complete 1098 hours of instruction during the course of the school year.

_____I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and does not take the place of, the K12 curriculum lessons. Maine Virtual Academy does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.

_____I understand and agree that student progress is an expected part of the Maine Virtual Academy program, in addition to the attendance hours logged. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Promotion is based on progress and content mastery, not simply attendance.

_____I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the Maine Virtual Academy program with my student.

_____I understand and agree that I am expected to participate in scheduled interactions with my student's teacher, and that I must submit work samples when requested by your student's teacher.

_____I understand and agree that, as a public school, Maine Virtual Charter Academy students are required to participate in state standardized and other testing. My child is expected to participate fully in the testing at his or her grade level and will be withdrawn if he or she does not participate in required testing.

____ I understand and agree that my child is expected to participate in Scantron performance and achievement testing.

_____I understand and agree that it is my responsibility to secure an Internet Service Provider, and that I am reimbursed according to the school policy as described in this handbook.

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_____I understand and agree that Maine Virtual Academy is a full-time public school program, and that my child may not be enrolled in any other full-time or part-time public or private school.

_____I read and understand Maine Virtual Academy policy for all addressed topics found in the Maine Virtual Academy Handbook/Student Code of Conduct.

We have read and reviewed the Maine Virtual Academy's Handbook including the "I understand" statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

Student's Signature: _____ Date: _____

Student's Signature: _____Date: _____

Student's Signature: _____Date: _____

Student's Signature: _____Date: _____

Student's Signature: _____Date: _____

Parent's Signature: _____Date:_____

Sign and return this signature page to your homeroom teacher or High School counselor.

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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 11/2013

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WELCOME!

K^{12} 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 K^{12} 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 K^{12} 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, K^{12} 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 K^{12} employees should not construe them as such.

Thank you for choosing K^{12} 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 K^{12} 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 K^{12} Inc. or any of its subsidiaries.
- The term "employment" as used throughout this handbook means your employment with K^{12} Inc. or one of its subsidiaries.
- The term "Company" as used throughout this handbook means K^{12} 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

K^{12} 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, K^{12} complies with applicable state and local laws governing nondiscrimination in employment in every location in which K^{12} 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, K^{12} classifies its employees as follows:

Full-time Regular Employees – Employees hired to work K^{12} 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. K^{12} 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. K^{12} 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 MMDDYYY 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 (updated 11/2013)

All media inquiries regarding K¹², its clients, or vendors should be referred to Corporate Communications at 703-436-3168 or to press@k12.com. 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 Corporate Communications.

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, K^{12} 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 K^{12} 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. K^{12} 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 K^{12} is one aspect of employment that cannot be changed except in writing and signed by an authorized Officer of K^{12}. Nothing in K^{12}'s policies is intended to create a contract of any sort on the part of K^{12} 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 (update 11/2013)

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 K^{12}, 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. An employee's resignation date is their actual last day worked. Vacation, sick, or personal time or a Company holiday may not be used to extend a resignation date. Employees will accrue benefits, up to and including the date of termination, but not extend beyond the date last worked.

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 K^{12} 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 K^{12}, financial interests in or loans from customers, suppliers or competitors of K^{12}, 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 K^{12}, 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.

K^{12} 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 K^{12} 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 K^{12} 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 K^{12} to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for customers and others with whom we do business. K^{12} has zero tolerance for violent acts or threats of violence.

K^{12} 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 K^{12} 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 K^{12} premises will be subject to immediate discharge. If an employee, while engaged in K^{12} 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 K^{12} and/or its reputation in the community.

Employees within K^{12} 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, K^{12} 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 K^{12} 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 K^{12} 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 K^{12} 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 K^{12} premises.

Management and Human Resources approval is required prior to extending virtual employment to an employee.

K^{12} 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 K^{12}'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 K^{12}, 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 (updated 11/2013)

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 eighty (80) hours of paid leave over the course of a continuous 60 day period if the employee is directly affected by the natural disaster. Employees will be required to use all available leave balances (personal, sick, and vacation) to supplement the 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. Employees are responsible for ensuring that that they have provided the required documentation to Human Resources and the direct manager, and 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 within 1-2 business days. 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 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 K^{12}. K^{12} 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 (updated 11/2013)

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, in advanced, by the on-site supervisor. A paid holiday does not count as a day worked in calculating overtime for the week.

K^{12} 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)
Note: No holiday pay will be awarded after an employee's last day worked. For example, an employee's last day worked is on July 1st and he/she has 80 hours of vacation to be paid out. The

employee will receive the 80 hours of vacation, but NOT the 8 hours of holiday pay from the Independence Day (July 4th) holiday.

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 11/2013)

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 to16 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.

If an employee's residence is in Washington, D.C., the state of Wisconsin, or the state of California the above policy does not apply to you. (An employee who lives in Washington, D.C., WI, or CA, will accrue vacation time based on the portion of the full time vacation plan based off your employment status of .25 FTE, .5 FTE or .75 FTE).

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

NON-FMLA MILITARY LEAVE POLICY

Military leave will be granted to employees who are members of the U. S. Armed Forces and/or reserve components, including the National Guard, to attend required annual training or other duty required by the services. Advance notice is required to maintain such a leave status, unless advance notice is prevented by military necessity (such as a classified recall) or in those rare circumstances where it is impossible to provide advance notice. Employees must 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 Military Leave process and answer any questions you may have.

You will be notified of the status of your Military Leave claim by an FMLASource Benefits Specialist once it has been processed.

In addition to contacting FMLA Source, contact your Supervisor and Human Resources to discuss steps for business planning purposes. Employees will be required to provide a copy of the military orders.

If an employee so desires, he or she may use vacation or personal time for military service. The use of an employee's leave balances would be a supplement to the military pay an employee is receiving during service. If an employee is supplementing military pay with vacation and/or personal leave balances, information regarding the employee's military salary must be provided to Human Resources. If any additional time needed for military service is needed once vacation and/or personal time is exhausted, the leave of absence will be without pay. If the military pay exceeds an employee's K12 salary, the leave will be unpaid. Should an employee be required to take an extended leave without pay to fulfill his or her military duty, eligibility for reinstatement after military duty or training is completed is determined in accordance with all applicable federal and state laws.

Subject to the terms, conditions, and limitations of the applicable plans for which the employee is otherwise eligible, health insurance benefits will be provided by the Company if currently elected for the full term of the military leave of absence. Vacation, sick leave, and personal leave will continue to accrue during a military leave to the same extent they accrue for employees who are not on military leave.

K12 complies with the Uniformed Services Employment and Re-employment Rights Act (USERRA). An overview of the Act can be found at:
http://www.dol.gov/vets/programs/userra/USERRA_Private.pdf

Requests for a military leave of absence should be submitted at least 30 days prior to the start of the leave period. When the need for leave or an extension is not foreseeable, employees should give as much notice as is practicable.

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 K^{12} '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 K^{12} 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. K^{12} 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

K^{12} 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, K^{12} will comply with applicable law as to garnishments and levies.

INTERNAL TRANSFER (EMPLOYEES CHANGING ROLES WITHIN K^{12}) (updated 9/25/12)

Every K^{12} 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.

REMOTE WORKER / HOME-BASED WORKER POLICY

K12 ("the Company") considers employment at a remote location to be an acceptable alternative work arrangement in certain situations where the employee and supervisor both find that the job responsibilities can still be met from an off-site location without disruption to the Company. A remote work location allows an employee to work from home, on the road, or in a satellite location for all or part of their regular workweek. It is not an entitlement; it will be evaluated on a case-by-case basis; and in no way changes the terms and conditions of employment with K12. The Company can determine at any time that a remote work location is not satisfactory to the Company, whether because of an employee's performance, the Company's needs, or any other reason. In such an event, the employee will be expected to work at a K12 location determined by the Company. The employee remains obligated to comply with all Company rules, policies, practices and instructions.

Responsibilities

If a situation arises where a work location change is requested by an employee, the employee must present the request in writing to their immediate supervisor. The supervisor will review the request with Human Resources and together the supervisor and HR will make the decision.

If the Company approves the change in work location, the employee and Company will outline the details of the alternate work arrangement to include work rules, location/office setup, and expectations (to be available and online during business hours, etc).

The employee continues to perform all normal job responsibilities, including those that may be assigned from time to time. The amount of time the employee is expected to work per day or pay period will not change as a result of the work location. The employee will attend all required meetings (which may include meetings the employee must attend at K12 or other locations), conference calls, and other required work related activities. The supervisor shall perform all required duties as a supervisor and maintain open communication and discuss with the employee any concerns as they arise.

Employees working at home are expected to schedule work with interruptions kept to a minimum. Employees are expected to maintain professionalism in terms of job responsibilities. The same current high standards of productivity, and outcome of work products are to be maintained by employees working in a telecommuting arrangement.

Under no circumstances will an outside business associate/vendor of the Company, a Company employee or student visit the employee's remote work site without prior written approval by the employee's supervisor.

Tax Liability

It is the employee's responsibility to determine any income tax implications of maintaining a remote or home office area. The Company will not provide tax guidance nor will the Company assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

Equipment / Tools

The Company may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, telephone, and other applicable equipment as deemed necessary.

K12 equipment is for K12-related work and projects only. You may not use Company equipment for unlawful purposes or for work for other employers, nor may non-K12 employees use it. Please refer to the Company policy on Computer Guidelines for more information.

Any hardware or software provided by K12 remains the property of K12 and must be returned to K12 on request. Products, software and all other intellectual property developed while working remotely are solely the property of K12.

When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment. The employee is responsible for ensuring that firewalls and anti-virus software comparable to that used at the Company is installed, regularly updated, and maintained on employee-owned equipment. Should the employee use their own equipment, such as computers, internet access from home, office furniture, and telephone, the employee must refer to the Confidentiality Policy which outlines the responsibility of the employee to maintain full confidentiality of K12 information and data during access of K12 network. Employees should take appropriate measures to ensure proper, stringent methods to protect confidential information are taken and adhered to. That includes, but is not limited to, password protecting access to all K12 files and information and maintaining any hard copies of K12 materials in protected locations.

Viruses, hacking, phishing, or any other potential corruption or inadvertent disclosure of K12 files must be promptly (and in no event later than the next business day) reported to the supervisor.

Workspace

The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used during the workday. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Employees should follow proper ergonomic standards for creating a safe, secure, and productive workspace.

Office Supplies

Office supplies will be provided by the Company as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless prior approval of the employee's manager has been received, and the proper processes are followed.

Workers' Compensation / Liability

Worker's compensation liability for job-related accidents will continue to exist for telecommuting employees. Worker's compensation will not apply to non-job related injuries that might occur in the home.

The Company is not liable for loss, destruction, or injury that may occur in or to the employee's home or remote location that is not under contract with the Company (i.e. offices in Portland, OR, Chicago, IL, Maumee, OH, Las Vegas, NV and Herndon, VA). This includes family members, visitors, or others that may become injured within or around the employee's remote work location.

Insurance

Employees should note that some homeowner policies do not automatically cover injuries arising out of, or relating to, the business use of the home. Employees are required to have their homeowners/tenants liability policy endorsed to cover bodily injury, property damage or theft, and the business use of K12 and personal equipment to all parties arising out of or relating to the business use of their approved alternate worksite.

Employees who live in rented property should be aware that their lease may not permit business use of the premises.

Dependent Care

During established work hours, the employee agrees that family care demands shall not compete with work except in the case of an emergency. Working at a remote location is not designed to be a replacement for appropriate family care (i.e. children, pets, other adult dependents). Although an individual employee's schedule may be modified to accommodate family care needs with the approval of the employee's supervisor, the focus of the remote work arrangement must remain on job responsibilities, meeting business needs, and individual performance.

Communication

Employees must be available by phone, email, and other pre-determined communication methods during core business hours. (Core hours are defined as 8:00 a.m. through 5:00 p.m.) Employees will be available for staff meetings, and other meetings deemed necessary by the Company.

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 be 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 K^{12} 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 K^{12}. 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 K^{12}, 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 K^{12}, and should be considered public information. K^{12} 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.

PORTABLE ELECTRONIC DEVICE USE IN VEHICLES

This policy applies to any portable electronic device ("PED") that makes or receives phone calls, leaves messages, sends text messages, has the ability to search the Internet, or downloads and allows for the reading of and responding to email whether the device is Company-supplied or personally owned (and whether or not reimbursed by the Company for any costs related to the PED).

An employee is prohibited from 1) using a PED while driving for Company-related business, and 2) when using (whether or not for business-related purposes) a Company-supplied PED while driving any vehicle. This policy applies whether or not the PED is used with a hands-free device. This prohibition on use includes, but is not limited to, text messaging, conducting Internet searches, receiving or responding to email, downloading, uploading, or phone calls (per state or local regulations). Use of Company owned devices for personal business is discouraged.

The Company recognizes that other distractions occur during driving, however curbing the use of PEDs, while driving, is one way to minimize the risk, for our employees and others, of accidents. Therefore, employees should stop their vehicle in a safe location so that they can safely use a PED.

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 K^{12}. 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.

K^{12} 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 11/2013)

The employee referral program hopes to bring the highest caliber of talent to K^{12}. It enables employees to participate in the recruiting process and to work with talented professionals from their network who can help make significant strides in our business.

Referral Process:

- Employees refer candidates by having them apply online to a K^{12} position (http://www.k12.com/careers/)
- When applying online, the applicant must answer "Yes" to the question "Are you an Employee Referral?" and additionally, the referrer's name must be added in to the "Employee Referral Name" text field.
- All information regarding the referral and the hiring process remains confidential.
- If all requirements 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.

Compensation:

- $500 for full-time K^{12} teachers and non-exempt ("hourly") positions
- $150 for part-time K^{12} teachers and Instructional Services teachers hired as contractors
- $1,000 for other K^{12} positions (full-time, not a teacher)
- $2,000 for all Systems & Technology positions and Heads of School (full-time)

Eligibility & Rules:

- The referral must represent the candidates' first contact with K^{12}
- Payment under the Employee Referral Program will only be made if the referrer is a current K12 employee on the scheduled payroll date.
- Bonuses are not paid for contractors, converting contractors or employees of K^{12} managed schools applying, to a K^{12} position unless specified above
- Candidates who are former K^{12} employees do not qualify for this program
- Referral bonuses will not be paid if an employee referral creates a profile and does not apply to a specific K^{12} job opening
- Referral bonuses are not be paid for internal transfers
- If more than one (1) employee refers the same candidate and is documented as such the referral bonus will be split
- Employees are ineligible to receive employee referral bonuses if they work within HR, participate in the hiring process and/or directly manage the position
- Vice Presidents and above are ineligible for referral bonuses

TUITION ASSISTANCE BENEFIT PROGRAM (TAB) (updated 11/2013)

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) Waiting period is one year of continuous, full-time employment
2) Must be a current employee in good standing: no current written corrective actions in employment record at the time of the request. **Must** meet the performance expectations of his or her current position.

Other 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, and this approved form is to be sent to Human Resources no less than twenty (20) days *prior* to the start of the class by the supervisor or employee.
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. Employees who leave the company for reasons other than layoff prior to completion of a course shall forfeit rights to any reimbursement for courses completed after termination.
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). To the extent allowed by applicable law, Employee authorizes payroll deductions of the amount owed should payback be due. To the extent that the payback is not accomplished through payroll deductions, Employee shall remit the balance due prior to leaving the organization.
    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 (i.e. PHR/SPHR, CPA, J.D., PMP). Teacher certifications and endorsements will be reimbursed up to $500 per calendar year. Teacher preparatory courses are not included in this program, and will not be reimbursed.

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 allowance. Receipt, proof of payment and grades must be submitted no later than Dec 10th 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 (updated 11/2013):

✓ **ARIZONA VIRTUAL ACADEMY**
✓ **GEORGIA CYBER ACADEMY** (Teachers only)
✓ **IQ KANSAS**
✓ **INSIGNT ARIZONA**
✓ **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 (updated 11/2013):

- ✓ **INSIGHT WASHINGTON**
- ✓ **MICHIGAN VIRTUAL CYBER ACADEMY**
- ✓ **IOWA VIRTUAL ACADEMY**
- ✓ **CAPCS**
- ✓ **INSIGHT OHIO**
- ✓ **TEXAS VIRTUAL ACADEMY**
- ✓ **INSIGHT MINNESOTA**
- ✓ **MASSACHUSETTS VIRTUAL ACADEMY**
- ✓ **FLORIDA VIRTUAL ACADEMY**
- ✓ **TEXAS ONLINE PREPARATORY SCHOOL**
- ✓ **MICHIGAN GREAT LAKES 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 (update 11/2013):

- ✓ **INSIGHT COLORADO**
- ✓ **CPA – Colorado Preparatory 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	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 (UPDATED 11/2013):

✓ **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 (updated 11/2013):

✓ **INSIGHT KANSAS**
✓ **LAWRENCE VIRTUAL HIGH SCHOOL**
✓ **KANSAS VIRTUAL ACADEMY**
✓ **TENNESSEE 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	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 (f 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 FOR (updated 11/2013):

✓ **INSTRUCTIONAL SERVICES**
✓ **NATIONAL MATH LAB**

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 K^{12} 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, K^{12} 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.

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B.4 Pre-Opening Plan

Provide a Pre-opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks. Identify primary responsibility by individual or position and document anticipated resource needs.

The Pre-Opening Plan (key tasks to be completed between approval of the application and opening of the school) for Maine Virtual Academy is based on a six month timeline (see **Tab 23**). K12 has over twelve years of experience launching new schools within comparable timelines.

Required Tab

23. Pre-opening Plan Template

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Maine Charter School Commission
Required Elements Pre-Opening Plan

Tab 23

School Name Maine Virtual Academy

Approved 1-8-13

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	Prior to contract	February 7, 2012
	Articles of Incorporation and Nonprofit filings	Founders/ Governing Board	Prior to contract	Articles/ME nonprofit—5.25.12 501(c)(3)-11.29.13
	By-laws	Founders/ Governing Board	Prior to contract	April 2012
	Organizational Chart	Founders/ Governing Board	Prior to contract	12.2.13 Draft
	Organizational Policies and Procedures	Founders/ Governing Board	Prior to contract	
	Staff Handbook	Governing Board/ CEO	15 days after contract signing	12.2.13 Draft
Enrollment	Enrollment Policy and Enrollment Plan	Governing Board	Prior to contract	12.2.13 Draft
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ CEO	Prior to contract	12.2.13 Draft

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued:	Assessment of student interest	CEO /Registrar	Ongoing	NA
	Admissions and Lottery procedures	CEO /Registrar	Prior to contract	12.2.13 Draft
	Admissions Notification and/or Lottery Deadline	CEO / Registrar	Prior to April 1st of school year	
	Admissions Acceptance Decisions	CEO / Registrar	Prior to April 1st of the school year	
	File Pre-enrollment Report to SAU's	CEO/Registrar	April 1 of the school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date**

				Complete
Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Education Manager, others)	Governing Board / CEO	Prior to contract	12.2.13 Draft
	Hiring of CEO and Key Admin. (CFO, Special Education Manager, others)	Governing Board/ CEO/Education Service Provider	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Education Service Provider/CEO	30 days prior to start of school year	
	Paraprofessionals	NA	NA	NA
	Clerical Staff	Education Service Provider	20 days prior to start of school year	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**

Staff Recruitment and Hiring continued:	Substitute Teachers	NA	NA	NA
	Initial Professional Development and Staff Orientation	CEO /Education Service Provider	5 days prior to start of school year	
Facilities and Safety	Signed lease for all space as listed in application	Governing Board/ CEO	60 days prior to start of school year	
	All required renovations to meet approved school inspections	Governing Board / CEO	60 days prior to start of school year	
	Certificate of Occupancy	CEO	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	CEO	60 days prior to start of school year	
	Insurance Policies in place	CEO	10 days after contract date	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**

Facilities and Safety continued:	Utilities (water and air quality, plumbing, electricity)	CEO	60 days prior to start of school year	
	Capital Equipment and Installation	CEO	60 days prior to start of school year	
	Office ~~and Classroom~~ Equipment and Installations	CEO	60 days prior to start of school year	
	Emergency Contact Sheet and Safety Plan	CEO	15 days prior to start of school year	12.2.13 Draft
Student Learning	School Calendar and Student Schedule	CEO	On contract date	12.2.13 Draft
	Code of Conduct	CEO	On contract date	12.2.13 Draft
	Special Services and Special Education Policy	CEO/Special Education Manager	On contract date	12.2.13 Draft
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Student Learning	Approved Special	CEO / Special	On contract date	

continued:	Education Plan	Education Manager		
	Curriculum Accommodation Plan	CEO	30 days prior to start of school year	
	Title 1, Special Education and ELL Approved Plans	CEO/ Special Education Manager	30 days prior to start of school year	
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / CEO/CFO	45 days prior to school opening	
	Cash-flow Projections	CEO/CFO	On approval of application	12.2.13 Draft
	Fiscal Policies and Procedures Manual	CEO/CFO	Prior to contract	12.2.13 Draft
	Financial accounting system compatible with MEDMS	Governing Board / CEO/CFO	On signing of contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
	Grants /	CEO /CFO	Ongoing	

	Entitlements (State and Federal)			
	Other Grants	Board/CEO /CFO	Ongoing	
	Misc. Funds / Fundraising Plan	Board/CEO/CFO	Ongoing	
	Audit Timeline	Governing Board/ CEO/CFO	On signing of contract	
Technology	Hardware installed and set-up	Education Service Provider	30 days before opening of school	
	Software installed and set-up	Education Service Provider	20 days before opening of school	
Curriculum and Instruction	Curriculum Plan	CEO/Director of Instruction	On signing contract	12.2.13 Draft
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**
Curriculum and	Instructional	CEO / Director of	On signing contract	

Instruction continued:	Materials purchasing plan	Instruction		
	Classroom assignments and set-up	CEO / Director of Instruction	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	CEO / Director of Instruction	On signing contract	
	Academic Performance Information	CEO / Director of Instruction	On signing contract	
	Student information system compatible with MEDMS	CEO / Education Service Provider	On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	CEO / Education Service Provider	On signing contract	
Contract Dimension	**Task Element**	**Responsible Party**	**Required Completion Date**	**Date Complete**

	Transportation Plan and Contract	CEO	60 days prior to school opening	Draft 12.2.12
	Nutrition/Food Service Plan and Contract	NA	NA	NA
	Health and Wellness Plan	CEO/Director of Instruction	On signing contract	
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Governing Board / CEO	On signing contract	
	Professional Development Plan	CEO/Director of Instruction	On signing contract	

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B.5 Management and Operation

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, facilities management, legal compliance and any special staffing needs. Provide background information on school leadership and management team members, if identified.

The organizational chart in **Tab 24** reflects Maine Virtual Academy (MEVA)'s proposed staffing structure and reporting responsibilities for the board, administration, and staff. The MEVA Governing Board is fully responsible for all governance of the school and ultimately responsible for all management, policy, and budgeting decisions impacting the school and its students. The Board will hire and oversee the MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO). The Board's major roles and responsibilities will be to establish and approve all major governance, educational and operational policies as they relate to the school, approving all contracts, establishing the school's annual budget, and overseeing the school's fiscal affairs. The Board will be the policy-makers, ensuring the sound operation and financial management of the school; setting goals and holding the CEO and staff accountable for their role in meeting the goals; and expecting annual and continuous growth in student achievement. Title 20-A MRSA §2408(2) assigns the following responsibilities to the charter school governing board:

A. Provide each student enrolled in the virtual public charter school with online courses that meet or exceed state standards and all instructional materials required for the student's participation in the school;
B. Ensure that the persons who operate the virtual public charter school on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules and policies of the school;
C. Ensure that a parent of each student verifies the number of hours of educational activities completed by the student each school year; and
D. Adopt a plan by which the governing board provides:
   (1) Frequent, ongoing monitoring to ensure and verify that each student is participating in the virtual public charter school, including synchronous contact between teachers and students and between teachers and parents to ensure and verify student participation and learning;
   (2) Regular instructional opportunities in real time that are directly related to the virtual public charter school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;
   (3) Verification of ongoing student attendance in the virtual public charter school;
   (4) Verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student course work; and
   (5) Administration to all students in a proctored setting of all applicable assessments as required by the State.

The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K^{12} Virtual Schools LLC ("K12"), a wholly owned subsidiary of K12 Inc., and the nation's largest provider of K-12 virtual instruction services (see **Exhibit A** of **Tab 42)**. The draft services agreement in **Tab 42** proposes that K12 will employ administrative staff, student support staff, teachers, and such other staff as needed to deliver the Educational Product and Services described in this Agreement.

The MEVA administrative personnel are proposed to include a CEO, a CFO, a Director of Instruction, and other school personnel are proposed to include office/administrative support staff, family support staff, a special education manager and special education teachers, high school teachers, middle school teachers, and a counselor (see **Tab 24**). Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, and administration according to their position in the school. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Services Agreement (see draft in **Tab 42**) reflects the Board's determination that K12 is uniquely situated with 12 years of experience providing not only the K12 end-to-end curriculum and learning system, but also the associated administrative and technology services necessary to deliver that curriculum. Given the unique academic materials, highly technical integration of the K12 OLS and academic components, it is the Board's determination that K12, itself, is in the best position to make final hiring and supervisory decisions relative to the school support staff.

Explain partnerships and contractual relationships central to the school's operation or mission.

K12 School Services

As the Education Service Provider hired by the MEVA Board, K12 will implement the policies set by the Board. K12 will provide regular reports to the Board that ensure that the school is meeting the terms of the charter, the mission of the board, and is in good fiscal standing.

K12's mission is to maximize a child's potential by providing access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have developed curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for online schools, traditional brick and mortar classroom instruction, and other education applications.

K12 Inc., located in Herndon, Virginia, is a publicly traded company listed on the New York Stock Exchange (NYSE: LRN). Because most online providers serve individual courses and sometimes part-time enrollments, the industry standard for measuring student enrollments is the number of semester courses completed in a given year. By this measure, K12 provided over 1,000,000 courses to 120,000 full-time students in public schools they provided administrative

and technology services to in 33 states and the District of Columbia in the 2012-2013 school year —by far the nation's leader. K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED.

K12 believes they are unique in the education industry because of their direct involvement in every component of the educational development and delivery process. While most educational content, software and service providers typically concentrate on only a portion of that process, K12 has taken a holistic approach. They have developed over 22,000 lessons of engaging curriculum, which includes online lessons, video, assessment, learning games, labs, physical experiences and published textbooks and workbooks. They combine this holistic, mostly in-house approach with a rigorous system to test and assess students and processes to improve school performance and ensure compliance. Their proprietary data management tools include a web-based Learning Management system (curriculum, assessments, etc.), Lesson Planning and Scheduling Tools, Progress Tracking Tools, and a Student Administration Management System (master digital database).

K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. According to both the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K12 is the nation's leader in preparing teachers to teach online. K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. In the 2012-2013 school year alone, they provided support and professional development to 4,500 teachers teaching K12 math, English/language arts, science, history, music, art, World Languages, and elective courses in virtual and blended schools all across the country. In 2012-2013 they also provided professional development to the head administrators of more than 35 schools that K12 provided educational products and services to similar to the services proposed for MEVA.

Your response should describe the primary responsibilities for each key management position and should identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and, if already identified, actual qualifications or desired qualifications of the school leader

Position Descriptions and Qualifications for Key School Management Positions*
(Position Descriptions and Qualifications are also found in **Tab 25**)*

<u>Chief Executive Officer (MEVA School Leader)</u>

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.

Responsibilities

- 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 proficiency and progress goals in the Maine School Performance Grading System. 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 the governing board and K12 in regards to performance management, succession planning, staffing requirements, etc. Must be able to have a working relationship with K12 senior leadership, the staff, and the school's governing board.
- Finance – Work with the CFO to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with K12 School Services staff to meet financial obligations.
- Marketing– Promote the school throughout the state and develop relationships within the charter school network. Work closely with K12 teams on enrollment and retention programs. Actively participate in community events.
- 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.
- Responsible for educational policy development.

Qualifications

- Masters degree or equivalent work experience
- Experience as a school principal
- Experience with Local, State, and Federals 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

Chief Financial Officer (CFO)

The key role of the CFO is to work with the CEO and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the state of Maine. This includes all reporting obligations to the state, and support the process and logistics for annual state testing. The operations manager reports to the CEO and to the Board.

Responsibilities

Operations Support

- Serve as an information resource and provide problem solving and ongoing support
- Support the development of documents, support management and operational best practices
- Support the process and logistics for annual state testing.
- Identify and conduct analyses to support cost savings or revenue growth opportunities

Supply Chain

- Support 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
- Support state compliancy reporting

Qualifications

- 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.

Director of Instruction

The Director of Instruction is employed by K12, has reporting responsibilities to the CEO and works closely with the CFO. Responsibilities include:

- Coordinate all academic aspects of the school
- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Manage teaching staff:
    - recruitment/hiring
    - new teacher orientation
    - annual professional development calendar & sessions
    - teacher evaluation
- Work with Special Education Manager and CFO 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 regarding student disciplines and withdrawals
- Coordinate with K12 Enrollment for 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 Director of Instruction 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 Director of Instruction:

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federals 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

Office Administrator/Registrar

The office administrator/registrar reports to the Director of Instruction. The office administrator/registrar supports daily operations and functions at the administrative office of the school, including but not limited to; student enrollment, attendance and withdrawals; administrative tasks, reports, student records, and filing. The qualifications we will seek in a candidate for this position are:

Responsibilities

- Support administrators with local enrollment process
- Support student attendance
- Process student withdrawals
- Fulfill records requests for withdrawn students
- Request and track receipt of records for newly enrolled students
- Maintain the K12 and state student-level database
- Maintain student cumulative files and other student records
- Establish secure access to student records
- Assist in the preparation of progress reports

- Assist in school-wide mailings
- Assist in the preparation and maintenance of transcripts

Qualifications

- Great organizational and time management skills
- Ability to work both independently and with a team;
- Experience in school front office preferable;
- Professional experience using 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
- Strong written and verbal communication skills
- A.A. degree or equivalent experience.

Teachers

Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health, physical education, career education development, and a variety of electives. All MEVA teachers will be certified and highly qualified (HQT). Teachers assigned to middle school or high school core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Below are summary job descriptions for general education and special education teachers.

General Education 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 virtual educational program. 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 Maine 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 Maine 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
- Meet at least three times per year with each student's family to discuss student progress
- Learns the K12 curriculum for assigned grade levels and courses
- Able to teach in a co-teaching environment with multiple teachers on different subjects
- Proactive in assessing and addressing students' individual needs and creating the Individualized Learning Plan (ILP)
- Demonstrates knowledge of state standards and testing requirements
- Assesses student academic progress, performance and attendance in the K12 Online School
- Provides students and parents with regular feedback regarding student performance and progress
- Supports students with special needs, including participation on IEP teams as needed
- Prepares students for standardized tests and proctor site-based exams
- Proctors and supports the testing process

Professional Responsibilities
- Builds community by contributing to school message boards, newsletter and events
- Participates in staff meetings and professional development sessions

Qualifications
- Highly qualified in a content area, if appropriate (Math, Social Studies, English/Language Arts or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle and high school students
- Demonstrated ability in improving student performance, especially with students who are academically at-risk
- 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

Special Education Teacher

Special education teachers will be highly qualified and certified teachers responsible for delivering specific course content in a unique environment. We will 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 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 for 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, as well as Individualized Learning Plans
- Collaborate through the co-teaching model 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 Special Education Manager 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 certification as HQT Special Education Teacher in each of the areas of disability for students needing special education
- 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 educators and parents

High School Counselor

Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that focuses on academic success, personal and social development and career and college guidance for all students. Services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Responsibilities

- Deliver guidance curriculum supporting student development.
- Analyze student data and develop data driven programs for intervention action plans.
- Provide responsive services to individuals or groups on academic and personal issues.
- Provide an individual planning system to guide students toward postsecondary goals.
- Assist students in the acquisition of study skills, academic opportunities and benefits.
- Provide system support to strengthen the efforts of teachers, staff, and parents.
- Support standardized testing program; parent education; staff development.
- Implement student transition programs
- Implement career and college readiness programs
- Other duties as assigned.

Qualifications

- Master's degree or equivalent work experience
- Appropriate state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card or background check
- Proficient in MS tools, search engines, database systems
- Flexible schedule – ability to travel as needed

Desired Qualifications

- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience in a customer service environment
- Experience with local, state, and federals laws and mandated reporting
- Experience in a charter school environment preferred

Discuss any plans for recruiting and selection of the school leader - if not already identified.

School Leader Recruitment and Selection

Immediately upon charter authorization, the process to advertise for, select and employ the MEVA CEO will begin. The CEO will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as www.CareerBuilder.com, and in local media throughout Maine.

As stated in the CEO job description above, the requirements for a CEO include:

- Masters degree or equivalent work experience
- Experience as a school principal
- Experience with Local, State, and Federals 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

CEO Candidates must comply with all state laws requiring fingerprinting through the Maine State Police, criminal background checks, and other documentation. Resumes will be reviewed and sorted. Compensation level (salary and benefits) for the CEO will be competitive with starting local salaries and benefits. Employment agreements will be signed. Benefits will be secured. As a vacancy occurs in this position, the same recruitment, selection, and employment techniques will be used.

Teacher Recruitment and Selection

The hiring process for instructional staff will comply with all EEOC (Equal Employment Opportunity Commission) regulations. The most qualified applicants will be sought for all positions. In Year 1, teacher recruitment effort will begin immediately after charter authorization which is assumed to be in March 2014. Each school year beginning in 2014, teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as CareerBuilder.com, and in local media throughout Maine. MEVA administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher candidates will be interviewed via a phone interview and in-person group and/or individual interviews. To ensure certification compliance, reference checks and background checks will be completed on each candidate. Candidates must comply with all state laws requiring fingerprinting through Maine State Police, criminal background checks, and other documentation.

Teacher compensation levels (salary and benefits) for MEVA will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, therefore, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- Ability to work from home
- Removal of pressure of classroom management from instructional duties

- Significant adult contact
- Exposure to a rich and rigorous curriculum
- Family involvement in education
- Additional economic benefits such as a subsidized high-speed internet connection and unlimited long distance calling
- Potential for bonuses

MEVA teachers will be certified, experienced educators and considered highly qualified as defined by the No Child Left Behind Act of 2001. Each teacher should also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will also be recruited and hired.

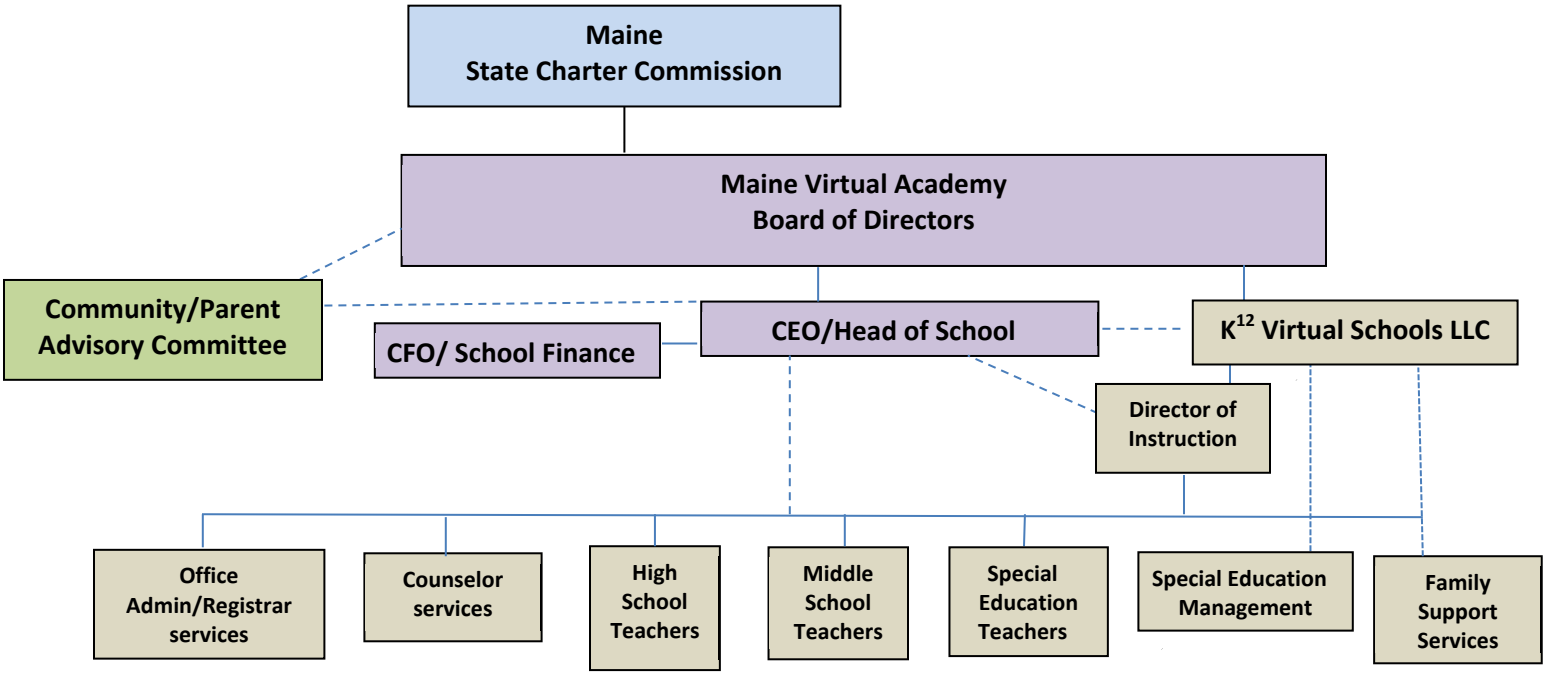
Required Tabs

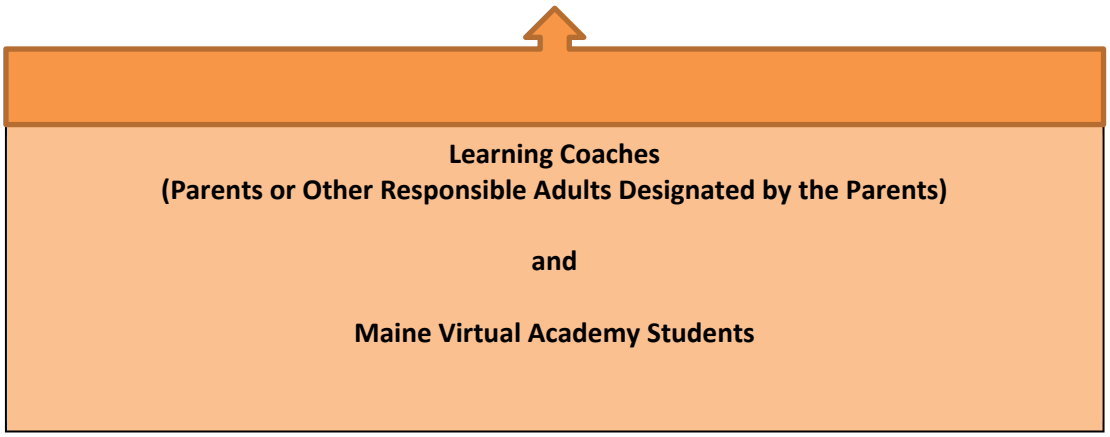
24. Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff

25. Key position descriptions including critical skills or experience of every employee that will be hired based on organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that fingerprinting and background checks will be conducted in accordance with the law. Resumes should be included for key staff.

Tab 24 Organizational Chart

Tab 24


Maine
State Charter Commission
Maine Virtual Academy
Board of Directors
Community/Parent
Advisory Committee
CFO/ School Finance
CEO/Head of School
K12 Virtual Schools LLC
Director of
Instruction
Office
Admin/Registrar
services
Counselor
services
High
School
Teachers
Middle
School
Teachers
Special
Education
Teachers
Special Education
Management
Family
Support
Services


Learning Coaches
(Parents or Other Responsible Adults Designated by the Parents)
and
Maine Virtual Academy Students

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Tab 25 Key Staff Position
Descriptions/Resumes

POSITION DESCRIPTIONS

Chief Executive Officer (MEVA School Leader)

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.

Responsibilities

- Academic Achievement – responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for meeting Annual Yearly Progress (AYP) for the entire school. 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 the governing board and K12 in regards to performance management, succession planning, staffing requirements, etc. Must be able to have a working relationship with K12 senior leadership, the staff, and the school's governing board.
- Finance – Work with the CFO to oversee budgets and forecasting.
  Manage the budget and expenditures in cooperation with K12 School Services staff to meet financial obligations.
- Marketing– Promote the school throughout the state and develop relationships within the charter school network. Work closely with K12 teams on enrollment and retention programs. Actively participate in community events.
- 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.
- Responsible for educational policy development.

Qualifications

- Masters degree or equivalent work experience
- Experience as a school principal
- Experience with Local, State, and Federals 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

Chief Financial Officer (CFO)

The key role of the CFO is to work with the CEO and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the state of Maine. This includes all reporting obligations to the state, and support the process and logistics for annual state testing. The operations manager reports to the CEO and to the Board.

Responsibilities

Operations Support

- Serve as an information resource and provide problem solving and ongoing support
- Support the development of documents, support management and operational best practices
- Support the process and logistics for annual state testing.
- Identify and conduct analyses to support cost savings or revenue growth opportunities

Supply Chain

- Support 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
- Support state compliancy reporting

Qualifications

- 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.

Director of Instruction

The Director of Instruction is employed by K12, has reporting responsibilities to the CEO and works closely with the CFO. Responsibilities include:

- Coordinate all academic aspects of the school
- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Manage teaching staff:
    - recruitment/hiring
    - new teacher orientation
    - annual professional development calendar & sessions
    - teacher evaluation
- Manage Master and Lead Teachers and programs
- Work with Special Education Manager and CFO 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 regarding student disciplines and withdrawals
- Coordinate with K12 Enrollment for 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 Director of Instruction 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 Director of Instruction:

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federals 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

Office Administrator/Registrar

The office administrator/registrar reports to the Director of Instruction. The office administrator/registrar supports daily operations and functions at the administrative office of the school, including but not limited to; student enrollment, attendance and withdrawals; administrative tasks, reports, student records, and filing. The qualifications we will seek in a candidate for this position are:

Responsibilities

- Support administrators with local enrollment process
- Support student attendance
- Process student withdrawals
- Fulfill records requests for withdrawn students
- Request and track receipt of records for newly enrolled students
- Maintain the K12 and state student-level database
- Maintain student cumulative files and other student records
- Establish secure access to student records
- Assist in the preparation of progress reports
- Assist in school-wide mailings
- Assist in the preparation and maintenance of transcripts

Qualifications

- Great organizational and time management skills
- Ability to work both independently and with a team;
- Experience in school front office preferable;
- Professional experience using 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
- Strong written and verbal communication skills
- A.A. degree or equivalent experience.

Teachers

Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health, physical education, career education development, and a variety of electives. All MEVA teachers will be certified and highly qualified (HQT). Teachers assigned to middle school or high school core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Below are summary job descriptions for general education and special education teachers.

General Education 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 virtual educational program. 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 Maine 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 Maine 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
- Meet at least three times per year with each student's family to discuss student progress
- Learns the K12 curriculum for assigned grade levels and courses
- Able to teach in a co-teaching environment with multiple teachers on different subjects
- Proactive in assessing and addressing students' individual needs and creating the Individualized Learning Plan (ILP)
- Demonstrates knowledge of state standards and testing requirements
- Assesses student academic progress, performance and attendance in the K12 Online School
- Provides students and parents with regular feedback regarding student performance and progress
- Supports students with special needs, including participation on IEP teams as needed
- Prepares students for standardized tests and proctor site-based exams
- Proctors and supports the testing process

Professional Responsibilities

- Builds community by contributing to school message boards, newsletter and events
- Participates in staff meetings and professional development sessions

Qualifications

- Highly qualified in a content area, if appropriate (Math, Social Studies, English/Language Arts or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle and high school students
- Demonstrated ability in improving student performance, especially with students who are academically at-risk
- 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

Special Education Teacher

Special education teachers will be highly qualified and certified teachers responsible for delivering specific course content in a unique environment. We will 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 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 for 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, as well as Individualized Learning Plans
- Collaborate through the co-teaching model with general education teachers regarding "at-risk" students to support the development and implementation of interventions within the regular classroom

- Maintain all required reports as assigned by the Special Education Manager 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 certification as HQT Special Education Teacher in each of the areas of disability for students needing special education
- 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 regular educators and parents

High School Counselor

Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that focuses on academic success, personal and social development and career and college guidance for all students. Services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Responsibilities

- Deliver guidance curriculum supporting student development.
- Analyze student data and develop data driven programs for intervention action plans.
- Provide responsive services to individuals or groups on academic and personal issues.
- Provide an individual planning system to guide students toward postsecondary goals.
- Assist students in the acquisition of study skills, academic opportunities and benefits.
- Provide system support to strengthen the efforts of teachers, staff, and parents.
- Support standardized testing program; parent education; staff development.
- Implement student transition programs
- Implement career and college readiness programs
- Other duties as assigned.

Qualifications

- Master’s degree or equivalent work experience
- Appropriate state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card or background check
- Proficient in MS tools, search engines, database systems

- Flexible schedule – ability to travel as needed

Desired Qualifications

- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience in a customer service environment
- Experience with local, state, and federals laws and mandated reporting
- Experience in a charter school environment preferred

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B.6 Parent and Community Involvement

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Describe the role to date of any parents and community members involved in developing the proposed school.

and

Discuss your plans for community involvement in the governance and operation of the school.

There are many groups whose voices are important to the MEVA Governing Board. These include students and parents, teachers and staff, members of our communities and organizations and companies that support the mission of MEVA. Our board will work to establish committees to reach out to each of these groups and include their input into our mission of guiding and governing MEVA.

The Maine Learning Innovations board, the proposed governing board of Maine Virtual Academy (MEVA), is composed of seven members of the Maine community who have been deeply involved in the development of the Maine community in education, business, public affairs, and technology over the past several decades. They have experience, capacity and dedication to develop this proposed school as an effective, innovative and inclusive charter school. The Board members are caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school (see **Tab 31**):

- the experience and the capacity to oversee the successful development and implementation of the education program presented in the application;
- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;
- the capacity to oversee the effective and responsible management of public and private funds;
- the capacity to oversee and be responsible for the school's compliance with its legal obligations;
- the background and ability to represent the interests of the community; and
- awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

A summary of the expertise and experience the Board members will contribute to MEVA follows:

Amy Carlisle, Governing Board President, is the elected Vice President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing school issues on a monthly basis. As the northeast regional coordinator for this online school attended by her daughters, she has substantially grown community involvement in the regional family "meet ups" she has planned: from five families in the first year, to ten or twelve families last year, to twenty-one families attending this year. She is also a former employment lawyer and human resource executive.

Alan Casavant, a high school teacher for 35 years, is now a Maine legislator whose committee assignments include serving on the Standing Committee on Educational and Cultural Affairs as well as the Standing Committee on State and Local Government.

James Chiavacci holds a Ph.D. in Instructional Technology with expertise in educational program management, curriculum design and assessment, and technology integration. He has demonstrated consistent success as an educator, administrator, and manager in both education and corporate settings in Maine.

Ed LeBlanc, Governing Board Treasurer, is the president of Allegra Consulting Group, Inc. in Maine, which specializes in financial management, strategic growth, and technology assessment and integration.

Jennifer LeBlanc, a Client Services Management Executive, is experienced in building customer and client relationships. She has demonstrated her ability to coach teams in organizations to perform at high levels exceeding key performance indicators all across Maine.

Peter Mills, Governing Board Secretary, has served on over fifteen educational boards, tasks forces and committees in Maine and the federal government, providing invaluable expertise and legislative service on education issues in the past seventeen years.

Tim Walton, who has years of experience in government affairs, is currently Director of External Affairs and Public Policy for Cianbro, a national construction services firm with Corporate Offices in Maine. Tim will contribute valuable knowledge about government programs at the state and national levels from his previous staff positions working for elected officials and candidates for elective office.

The MEVA Governing Board members will work to represent and meet the interests and needs of Maine students, families and communities by bringing their expertise and experience in in Maine in educational programming, fundraising and outreach, training, community engagement, financial management, government affairs, and school leadership to the development of this proposed school.

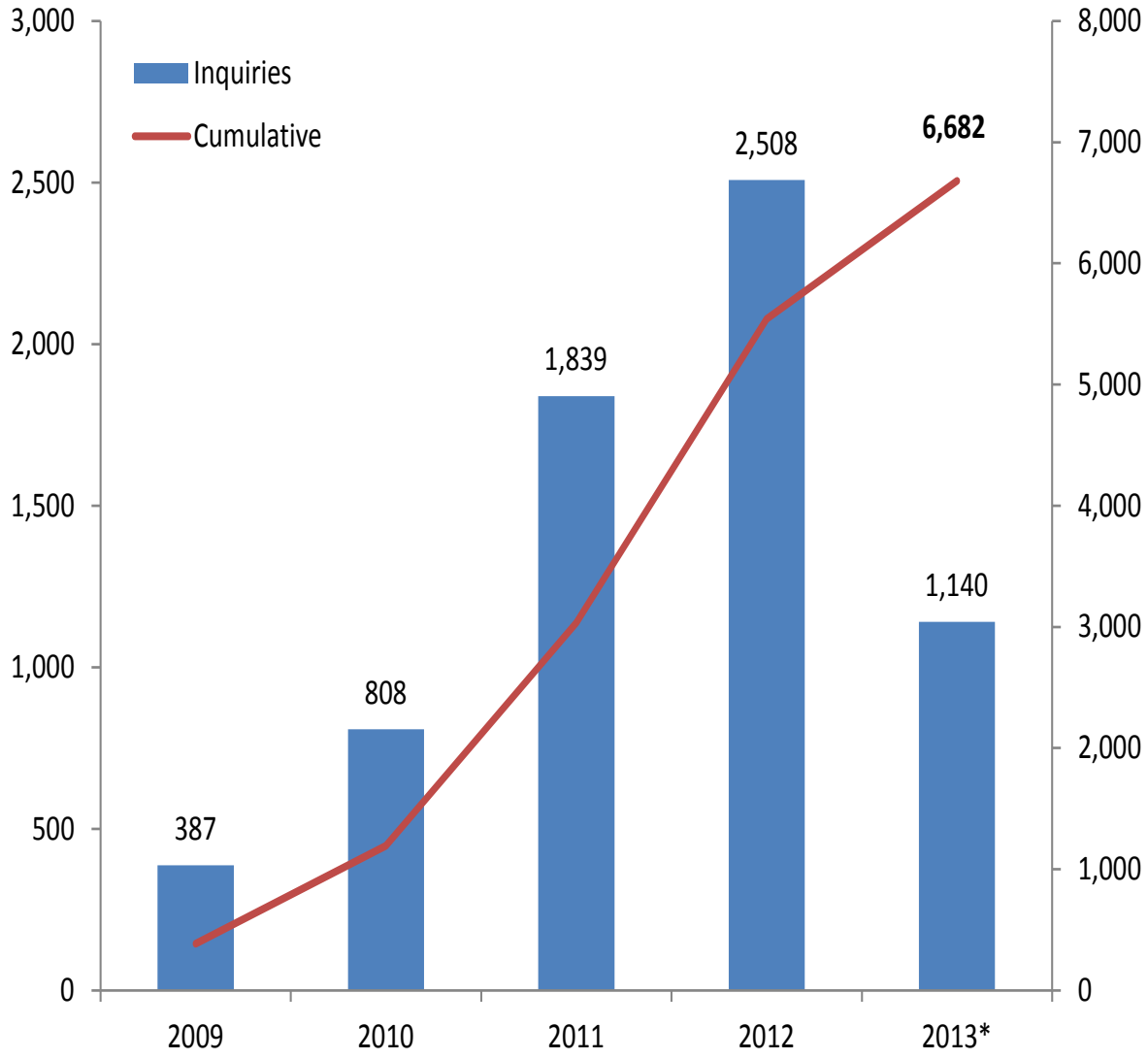
Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Assessment of community demand

There were many sources of data and other information that were used to assess local and state demand for MEVA. For instance, in **Tab 43** we have included a spreadsheet listing 124 Maine families who support the authorization of the MEVA charter and indicated their interest in enrolling their students in the school. We have also included 22 letters in support of our school in **Tab 43** that come from individuals and community organizations across Maine. MEVA has also conducted over a dozen online information sessions and continues to conduct these sessions on a regular basis.

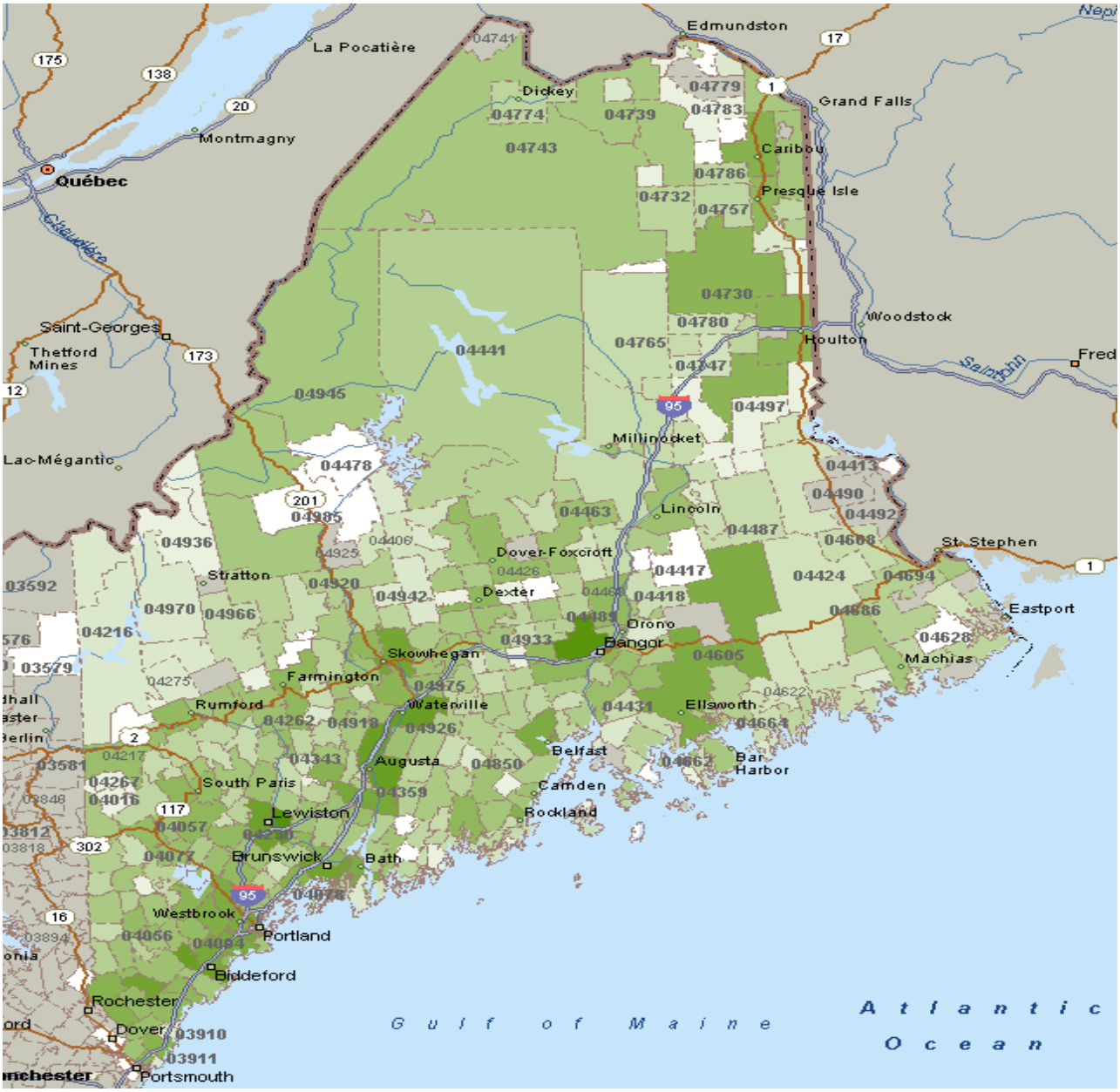
The MEVA Governing Board, Maine Learning Innovations, chose to determine the support, demand and commitment for MEVA by researching the need for the school. Data that K12 provided to Maine Learning Innovations documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. The data K12 provided us went back to 2009. From January 1, 2009 through July 31, 2013, K12 has received 6,682 inquiries from the state of Maine. The number of inquiries has grown dramatically during that time, with more than 80% of the total inquiries coming since January 2011. Please refer to the graph below which illustrates the number and growth of inquiries to K12 about virtual education from across the state of Maine.

STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009– JULY 2013

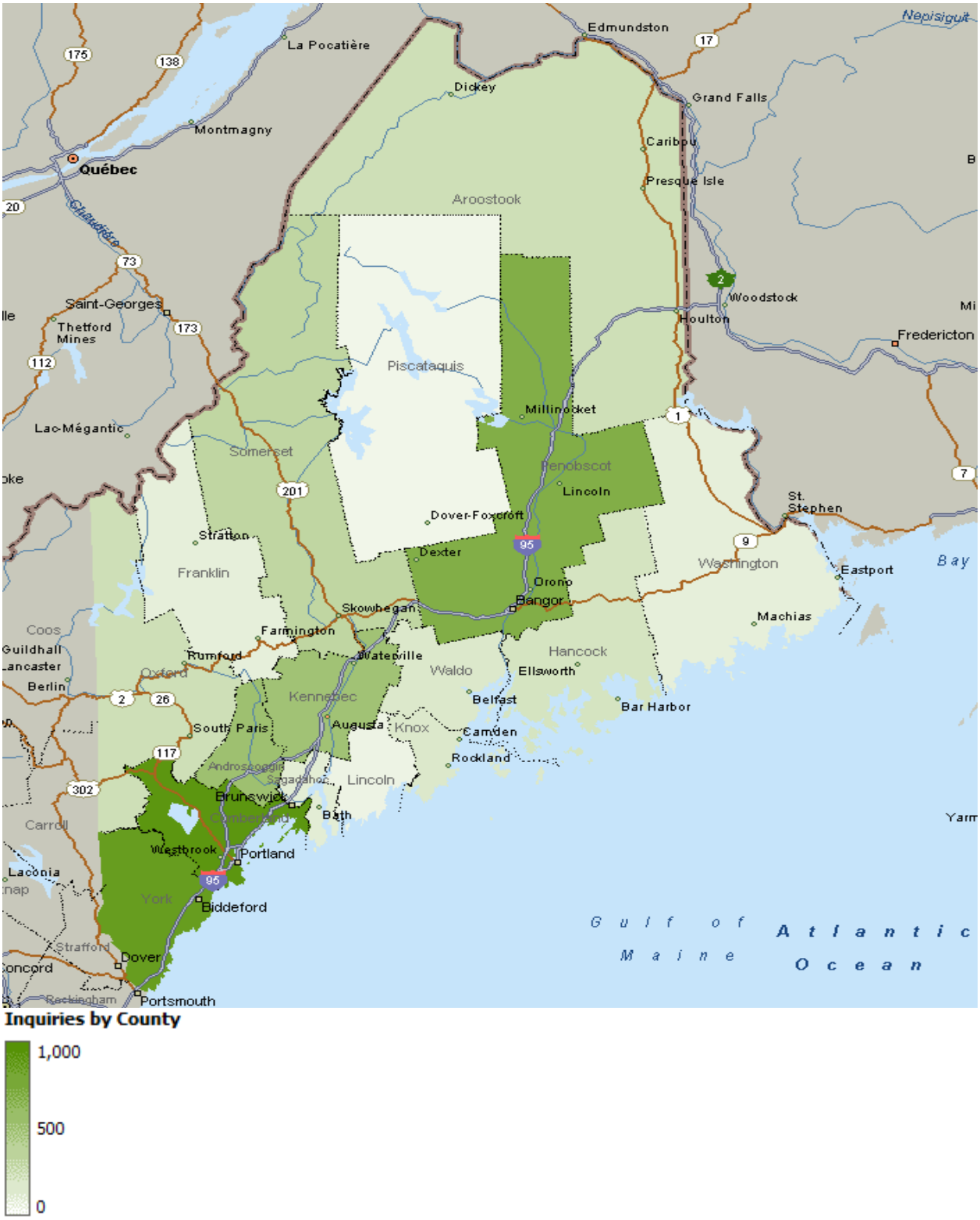


While inquiries have come to K12 from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Auburn (Androscoggin County), and Augusta (Kennebec County). The following maps represent the geographically widespread interest in virtual education in the state.

STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009– JULY 2013 (BY ZIP CODE)



STATE OF MAINE FAMILY INQUIRIES TO K12
ABOUT VIRTUAL EDUCATION PROGRAMS
JANUARY 2009-JULY 2013 (BY COUNTY)



STATE OF MAINE FAMILY INQUIRIES TO K12 ABOUT VIRTUAL EDUCATION PROGRAMS JANUARY 2009-JULY 2013			
COUNTY(County Seat)*	**# OF INQUIRIES**	**COUNTY (County Seat)***	**# OF INQUIRIES**
Cumberland (Portland)	**963**	**Hancock (Ellsworth)**	**255**
York (Alfred)	**905**	**Waldo (Belfast)**	**210**
Penobscot (Bangor)	**727**	**Knox (Rockland)**	**202**
Androscoggin (Auburn)	**580**	**Sagadahoc (Bath)**	**167**
Kennebec (Augusta)	**555**	**Washington (Machias)**	**146**
Somerset (Skowhegan)	**358**	**Franklin (Farmington)**	**137**
Aroostook (Houlton)	**293**	**Lincoln (Wiscasset)**	**104**
Oxford(Paris)	**290**	**Piscataquis (Dover-Foxcroft)**	**85**
TOTAL			**6,682**
705 inquiries could not be matched to a county due to an invalid zip code provided			

Building Community Demand and Engaging Community Members

MEVA will use several means of engaging students, families and community members, including those that are traditionally less informed about educational options. It is an outreach model which has been used successfully by charter schools in other states to attract diverse student bodies, to engage local communities, and to ensure equal access to low-income families in order to match the school program to their different needs.

- MEVA members and representatives will meet with community leaders throughout the state, making sure to include those in minority and low income areas, to raise awareness for the school.

- Information sessions open to interested families, local communities, and the general public will be held throughout the state as well as online. Information sessions will be advertised in various print and electronic media. During these sessions, MEVA will connect with prospective patrons and give them the opportunity to interact with the school curriculum, including lessons and materials, and have questions concerning the school answered. MEVA will use this feedback in the development and improvement the school.

- MEVA may participate in organized awareness activities such as flyers and sponsored events.

- MEVA may deliver program information through a variety of media such as radio, TV, Internet, and out of home advertising.
- MEVA will establish a website and will use this as a mechanism to communicate with local families and community members.

- MEVA will establish a call center to provide information to students, families and the local community.

- MEVA may participate in local and state television, radio and newspaper interviews as necessary.

- MEVA will distribute outreach materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.

- There will be parent orientation sessions conducted across the state or online for parents who enroll their children. At the orientation session, parents will have the opportunity to meet the administrative staff, teachers, and K12 representatives. Sessions are designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

- Each fall, soon after school starts, MEVA and K12 will assess the efficacy of each of the outreach strategies (TV, radio, online search, etc.) to raise awareness for the school and engage the local community. The efficacy of outreach strategies is measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the state of Maine. For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the state's demographic make-up and to ensure equal access by families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure. The assessment of these strategies are also used to develop a long-term, multi-year outreach plan.

Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to or require of parents.
And
Discuss opportunities and expectations for parent involvement such as, but not limited to, volunteering, monitoring their child's education and holding the school accountable.

MEVA believes the involvement of parents in the education of students is critical to school and student success. The virtual school model the school utilizes places critical importance on the parent's role on the teaching team and the expectation is that they will contribute significantly to the education of the student in that role. Teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations.

MEVA will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play will be in their role in supporting their child's learning and in helping continuously evaluate MEVA's operation, governance, and instructional program. At MEVA, parents are usually the learning coaches who will help guide students through their daily coursework using the K12 curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child's progress. In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student's education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly. Learning coaches of high school students also communicate regularly with their student's teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. In addition to face-to-face interaction,

MEVA parents can participate in several online programs and activities for learning coaches including workshops, a parent hotline, round table discussions, and parent clubs. Parents benefit from exchanging ideas and information with others and gain a sense of connectedness within the boundaries of a contained but global community. Each school K12 provides services for has its own subcommunity within the larger virtual social 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.

MEVA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. Where possible, the school also asks that parents volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the school's academic, extracurricular, finance, personnel, daily business, and legal matters.

- Parents who are not members of the Board are actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.

- MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council is parent-driven and is recognized as the official voice of the school's parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.

- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.

- The MEVA website will have a moderated school online community discussion board to facilitate a constructive and interactive communication process.

- Parents will help to continuously evaluate the operation and governance of the school both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school.

Throughout the school year, the MEVA CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Discuss the community resources that will be available to students and parents

School Community

Maine Virtual Academy, as a virtual public charter school, has a unique definition of "community." Most significantly, MEVA will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. Our local "community" is a statewide network of students, their families, and the diverse and widespread communities they live in.

More than being just part of an online academic delivery system, we are part of a much bigger community: a network connecting similar virtual academies (in 33 states as of this year) to each other and the resources and experience of our partner K12. Being part of this network will be valuable to everyone associated with MEVA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements. MEVA will provide programs to meet individual student needs and for the benefit of the school community:

- development of strong community within the virtual academy;
- national and local parent trainings and networking;
- implementation of Learning Centers during Year Two, if appropriate for serving the student population of the school and if the budget can support this option;
- frequent (i.e., every two to three week) teacher/parent communication through emails and scheduled meetings;
- establishment of unique settings for students and parents to interact;
- connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K12 national competitions (e.g., art contest and spelling bees) and student clubs (see **Tab 49**);
- participation in a national advanced learners programs;
- a comprehensive Title I program that will provide additional services for students;
- school led trips, for example, visits to colleges, grade level specific trips such as student summer trips overseas, etc.;
- school prom;
- school graduation ceremonies;
- national college guidance through a network of K12 counselors;
- school community service opportunities;
- student developed student body council;
- school extracurricular activities and student clubs: possibilities would include the development of a golf club, chess club, bowling club.

MEVA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. As a

graduation requirement, we will also require students to document 30 hours of community service. Students will work with others in their community, with their family, with school staff, and with other students independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents.

Describe any partnerships the school will have with community organizations, businesses or other educational institutions. Specify the nature, purposes, terms and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding and/or contracts.

MEVA is committed to developing community partnerships to provide MEVA students and families with all the community and local supports they need for success in the school. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated and if the budget can support this option. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 43** for letter of support).

Describe the nature of potential partnerships including examples of how community partners will play an integral part in the life of the school and identify specific organizations with which the school is already working, or likely to partner. Describe your plans for developing community partnerships and any specific steps you have already taken. Include in your response relevant documentation such as letters of support or commitments to provide or share resources.

Board has been establishing relationships with multiple Chamber offices, businesses and industry. We hope to utilize these relationships and partnerships as we further develop our career pathways for our students. Some areas we are exploring include: healthcare, business, manufacturing, and IT. We feel that these relationships will not only inform our career pathway options but will also provide our students with resources such as concurrent programs, technical training, internships, mentorships, etc. to ensure their readiness for college and career.

Provide evidence that the proposed charter school has held public meetings in the catchment area for students to share the mission, vision and academic program of the school and has gathered community and local stakeholder feedback through the meetings, email, website or other means. Provide evidence of community support for the proposed public charter school, including information on discussions, if any, with school administrative units where the public charter school will be located concerning recruitment and operations of the public charter school and possible collaboration with school administrative units.

MEVA has hosted over a dozen online info sessions to inform interested families and community members about the proposed school. MEVA continues to host these info sessions on a regular basis. MEVA has also reached out to and received support from 124

families who support the authorization of the MEVA charter and indicated their interest in enrolling their children in the proposed school (see **Tab 43**). Below are excerpts from letters of support written by parents to MEVA. We have also included 22 letters in support of our school in **Tab 43** that come from individuals and community organizations across Maine.

> "For children, such as my child, who have been diagnosed with Asperger's and also designated as gifted and talented academically, the offerings within the public school system are limited. Our local school tries their best to accommodate, but as a first grader that can read and comprehend 8th grade level material, can read college level material, produces arithmetic results at the fourth grade level, but comprehends algebra and geometry...they will soon run out of options. All children do not fit within the same round holes. We, as parents, have the responsibility to advocate for our children, provide them with the tools they will need to be successful in this world, and work to obtain the absolute best education possible for them. Having the option to engage in a program of education such as what MEVA offers would be an incredible blessing to our children."

> "My daughter […] is a 16 year old junior at [] High School. She is an honor roll student with all her electives complete […] She is an amazing writer and loves to read. She has many friends and has loved attending school all these years. You may wonder why I am writing this today after all this wonderful information. She has been through some hard life lessons this year, and made some major life altering decisions that she simply cannot take back. We recently found out that she is 3 month pregnant. After getting over the anger, disappointment, heart ache as a mother, I now find myself looking at how smart, loving, and passionate for life she is, and she in her heart is also pro-life as we are. She can be an educated and wonderful mother with our help, not a statistic. She can accomplish all her dreams; she needs our help more than ever. I thought of home schooling, finding it not a fair choice for her next year, as she will not earn her diploma that she has worked so hard for 11 years for. She has so much to offer our community and the State of Maine. She also needs to learn at a young age to be a mother. She can do it all, this program would help her succeed at both, so she can live at home and finish school, and raise her beautiful child."

> "We are a military family who moves frequently, so I am looking at homeschooling options that are secular, online/supported, affordable, and offer continuity from state-to-state. Our daughter will start school in Maine, and I had hoped there would be a local charter option utilizing K12 curriculum, but currently there is none. Maine is the perfect place for kids to be offered the opportunity to school at home through a state charter school. Online schooling is absolutely the future of education - perhaps not tomorrow, but definitely in the decade ahead as the need to school at home continue to skyrocket in the U.S. The sooner Maine engages with this growing opportunity for enriching, affordable, accessible online education for its children by offering an online charter school

for K-12 education, the better equipped the state's children will be for their future."

"Every year I have had [my daughter] tested shows she is intelligent and she is learning at her grade level, she is very artistic, a kind and loving girl, willing to help anyone, but just struggles so hard to fit into the "normal" classroom. Now she is suffering from anxiety and some depression as well as some other medical issues. She is on track to miss quite a bit of school this year until we can get her fixed up. I believe this academy could benefit her as well as others that are struggling in times like this"

"I have a child who has an anxiety and sensory and the schools never follow his IEP. He would benefit from a school such as this [MEVA] because the schools push him to mainstream but the sensory overload is too great. It would save a lot of heart ache for both parent and child."

"In a lot of areas in Maine, school districts cover a very large and spread out region, where there is very little choice besides attending their regionally assigned school. Therefore if students are not being successful in their school, there is little or no alternative besides homeschooling your child. Having a program like MEVA can serve as a credit recovery program that can help students get credit in the areas they need without having to wait for a course to be offered again. In a lot of the smaller schools, certain non-essential semester courses are only offered once a year or every other year. Having a program like MEVA will provide for a more rounded and complete education for those in high school as it would add to the electives a student can take and may open up areas of interest that would not otherwise exist."

See **Tab 43** for complete letters of support.

C.1 Governing Body

C. Governance

The Governing Board of the school is the entity responsible to ensure that school leadership carries out the requirements of the charter contract. The Board is responsible for ensuring that the viability of the school is secured into the future by hiring an outstanding school leader and insisting that key positions are filled with competent staff and providing adequate resources to support the educational program.

C.1 Governing Body

Regardless of the corporate structure of a proposed virtual school and whether or not it **has a national or international profile, any virtual school affiliate serving Maine students must clearly demonstrate that the Board of the Maine charter school has complete authority to make all of the decisions relating to the operation of the school and is the sole entity able to resolve any issues or concerns that the Maine Charter School Commission has with the school.**

Describe the entity that will hold the charter and be responsible for governing the school. To be eligible for a charter from the Commission, the entity must be a Maine non-profit corporation and must have filed for status as a charitable organization under section 501(c)(3) of the Internal Revenue Code or have received a notice of exemption. Provide documentation of the entity's legal status - including Articles of Incorporation, by-laws and documentation of incorporation as a Maine non-profit corporation. The Governing Board must be independent having legal, fiduciary and oversight authority for the charter school with autonomy over key decisions, as referenced in MRS 20-A § 2401, sections 6, 9A:

> ***6. Governing board. "Governing board" means the independent board of a public charter school that is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.***
>
> ***9. Public charter school. "Public charter school" means a public school formed pursuant to this chapter that:***
> ***A. Has autonomy over key decisions, including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction.***

Maine Learning Innovations will hold the charter for Maine Virtual Academy (MEVA) and be responsible for governing the school. As the Governing Board of MEVA, Maine Learning Innovations has complete authority to make all of the decisions relating to the operation of the school and is the sole entity able to resolve any issues or concerns that the Maine Charter School Commission has with the School. Maine Learning Innovations filed Articles of Incorporation as a public benefit nonprofit Maine corporation with the Maine Secretary of State on April 23, 2012. Amended Articles were subsequently filed on May 25, 2012 (see **Tab 26**). Maine Learning Innovations filed an application for exemption (Form 1023) with the Internal Revenue Service prior to the submission of this charter application (see **Tab 28**).

The Board of Directors of Maine Learning Innovations has adopted Corporate Bylaws (**Tab 27**).

The Bylaws provide sustainability for the school including financial stability (i.e., providing the capacity for the Board and school to endure) in numerous ways including: a clear statement of purpose; citation of the state and federal statutes which are the legal basis for the creation and operation of the public charter school and the nonprofit corporation; selection and term of office of the Board of Directors and its officers; powers and duties of the Board of Directors and its officers including the Board Treasurer; provision for Board meetings (regular, annual, and special meetings and procedures for meeting notices) and committee meetings; execution of instruments; gifts and contributions; tax-exempt provisions; indemnification; current and correct reports and records including financial accounts; and other provisions. Please also see Sections D.1 and D.2 below for further information about the provisions for sustainability as it relates to financial stability. The Board has also adopted a Conflict of Interest Policy (**Tab 29**) and a Racial Non-Discrimination Policy (see **Tab 27).** Other policies in draft form are under consideration.

The Board is independent, and has legal, fiduciary, and oversight authority for MEVA with autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction, as referenced in MRS 20-A § 2401, sections 6, 9A. Its purpose, as stated in the Bylaws, "is to broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq. of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended ("IRC"), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all of the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine."

Explain the governance philosophy that will guide the Board, including the nature and extent of involvement by key stakeholder groups.

The Board will ensure the sound, transparent operation and financial management of the school; setting goals and holding the teachers and staff accountable for their role in meeting the goals; and expecting annual and continuous growth in student achievement. As the party accountable for the charter contract and the development and performance of the Maine Virtual Academy, the Board takes an inclusive approach to its school governance philosophy. The Board is responsible for hiring and managing an outstanding school leader and dedicated finance officer to ensure the viability and vitality of the school. These individuals will be charged with implementing the school policies that are developed by the Governing Board with input from the Chief Executive Officer, Chief Finance Officer and Director of Instruction, and reviewed and revised on at least an annual basis.

There are many groups whose voices are important to the MEVA Governing Board. These include students and parents, teachers and staff, members of our communities and organizations and companies that support the mission of MEVA. Our board will work to establish committees to reach out to each of these groups and include their input into our mission of guiding and governing MEVA.

As we move forward with our own community of students, parents, teachers, administrators, and Governing Board members, we are engaging in an innovative education model. Our Board is committed to being on the forefront of research trends and best practices in the field of virtual education and virtual school governance. We have already reached out to experienced charter organizations in other states such as Grand Valley State University in Michigan for advice on best practices, and have sought research and/or consult from organizations who are expert in the field of online education, including iNACOL, the Evergreen Education Group and the eLearn Institute. Our board is establishing an advisory relationship with Chris Harrington and the eLearn Institute. The eLearn Institute has significant experience with educational service providers and works with school districts in managing these relationships. We will seek their consult and guidance on the continued development of best practices for our board and the policies that govern our school. Our Board will continue to seek research and best practices from these groups as well as other organizations with long track records with online learning such as the Clayton Christensen Institute and Getting Smart to assist our board with best practices and keep current with new research and policy trends in online education. We are committed to providing ongoing professional development to our board members.

Describe the governance structure of the proposed school, including the primary roles of the Governing Board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers and duties of the Governing Board. Identify key skills, areas of expertise and constituencies that will be represented on the Governing Board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the Board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Governance Structure

The primary purpose and role of the MEVA Governing Board is to broaden the educational opportunities available to students across Maine and specifically, to operate and oversee the development of MEVA as an effective, innovative, and comprehensive public charter school. The MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO) will be employed by the Governing Board and they will be responsible for the overall compliance of the School with Applicable Law and the Charter Agreement. They will also assist the Board in its oversight and supervision of the provision of the educational products and services by the proposed Education Service Provider (ESP) pursuant to the Services Agreement with that Provider. Staff effectiveness in instructional practice and professional responsibilities will be evaluated annually with a valid and reliable observation protocol, used by a trained evaluator, to assess the teacher's performance. MEVA will be implementing the *Danielson Framework for Teaching* model developed by Charlotte Danielson and used as a state model in Maine. The CEO will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. The CEO will be evaluated by the Board using standards which align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) and are to be determined after charter approval. (see **Section B.3**). The Chief Financial Officer shall be responsible for the oversight and control of all school funds, financial audits, and other financial matters. The Governing Board will establish a Finance Committee made up of knowledgeable individuals who will work

closely with the Board, CEO, and CFO to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. Several members of the Board have substantial experience with managing budgets that utilize State and local funds. Other permanent and ad hoc Board committees will be established after charter approval before school opens and periodically as the school operates as needs arise.

The Board will require a scheduled review of all its policies as well as frequent operating reviews from the School CEO and CFO in order to ensure that they are implementing the policies and meeting the goals set by the Board. In doing so, the MEVA Board will demonstrate to the Maine Charter School Commission that it is properly performing its oversight responsibilities, meeting the performance expectations and carrying out the operational responsibilities agreed to in the charter contract.

The Board has retained the services of *Brann & Isaacson* of Lewiston, Maine, as its ongoing legal counsel in managing and negotiating contracts with Education Service Provider K12 who will be providing MEVA with curriculum and select school services. This ensures Board independence from K12 and Board authority over school administration. The Board shall be responsible for overseeing the school's quality, operational and financial performance. The Board shall be responsible for monitoring and supervising K12's performance under, and compliance with, the terms of contracts for services in accordance with Applicable Law. K12 shall cooperate with such monitoring and oversight. As stated previously, the Board is independent and has legal, fiduciary, and oversight authority for MEVA with autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction, as referenced in MRS 20-A § 2401, sections 6, 9A.

Governing Board

The Maine Learning Innovations Board, the proposed Governing Board of Maine Virtual Academy (MEVA), is composed of seven members with the requisite experience and capacity to develop this proposal for an effective, innovative and inclusive charter school. The Board members are caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. The founders fully embrace the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students. The diverse set of expertise and experience the MEVA Board members bring ensure that there is active and effective representation of key stakeholders, including parents, and that the school will be an educational and operational success.

Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school (see **Tab 31**):

- the experience and the capacity to oversee the successful development and implementation of the education program presented in the application;

- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;

- the capacity to oversee the effective and responsible management of public and private funds;

- the capacity to oversee and be responsible for the school's compliance with its legal obligations;

- the background and ability to represent the interests of the community; and

- awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

A summary of the expertise and experience the Board members will contribute to MEVA follows:

Amy Carlisle, Governing Board President, is the elected Vice President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing school issues on a monthly basis. As the northeast regional coordinator for this online school attended by her daughters, she has substantially grown community involvement in the regional family "meet ups" she has planned: from five families in the first year, to ten or twelve families last year, to twenty-one families attending this year. She is also a former employment lawyer and human resource executive.

Alan Casavant, a high school teacher for 35 years, is now a Maine legislator whose committee assignments include serving on the Standing Committee on Educational and Cultural Affairs as well as the Standing Committee on State and Local Government. He is also the Mayor of Biddeford.

James Chiavacci holds a Ph.D. in Instructional Technology with expertise in educational program management, curriculum design and assessment, and technology integration. He has demonstrated consistent success as an educator, administrator, and manager in both education and corporate settings.

Ed LeBlanc, Governing Board Treasurer, is the president of Allegra Consulting Group, Inc. which specializes in financial management, strategic growth, and technology assessment and integration.

Jennifer LeBlanc, a Client Services Management Executive, is experienced in building customer and client relationships. She has demonstrated her ability to coach teams in organizations to perform at high levels exceeding key performance indicators.

Peter Mills, Governing Board Secretary, has served on over fifteen educational boards, tasks

forces and committees, providing invaluable expertise and legislative service on education issues in the past seventeen years.

Tim Walton, who has years of experience in government affairs, is currently Director of External Affairs and Public Policy for Cianbro, a national construction services firm with Corporate Offices in Maine. Tim will contribute valuable knowledge about government programs at the state and national levels from his previous staff positions working for elected officials and candidates for elective office.

The expertise and experience of the members of the MEVA Governing Board in educational programming, fundraising and marketing, training, community engagement, financial management, government affairs, and school leadership will ensure MEVA's viability, sustainability and success.

To the extent that the organization has already existed and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation and the relationship between its existing operations and the proposed school.

Maine Learning Innovations filed Articles of Incorporation as a public benefit nonprofit Maine corporation with the Maine Secretary of State on April 23, 2012. Amended Articles were subsequently filed on May 25, 2012 (see **Tab 26**). At this time, Maine Learning Innovations has no other functions independent of the operation of the proposed school.

The Governing Board will be responsible for documentation in response to the external review by the Maine Charter School Commission. As part of a complete review system, discuss the internal review process and data collection that will be used to evaluate the academic and organizational functioning of the charter school.

The Governing Board will provide the documentation required by the Maine Charter School Commission for their external review. The school's Student Achievement Improvement Process (SAIP) will be a primary means of internal review and data collection that will be used to evaluate the academic and organizational functioning of the charter school. The SAIP will be a self-evaluation of the curriculum, instructional methods and practices on an annual basis when Maine Virtual Academy is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application and the charter contract. The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve instruction and student learning. The SAIP process also provides up-to-date data for the CEO to provide to the governing board regarding the progress and success the school is experiencing in reaching its goals. The Student Achievement Improvement Process (SAIP) is described in detail in **Section A.4 Assessment.**

Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide the Board's proposed Code of Ethics and Conflict of Interest policy.

and

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board of Directors of Maine Learning Innovations has adopted a Conflict of Interest Policy (**Tab 29**) covering Board members, officers, agents, employees and substantial contributors, that, with applicable state and federal laws governing conflicts of interest, will protect Maine Learning Innovations when it does business that might benefit an individual or entity. The Board has not identified any existing relationships that could pose actual or perceived conflicts of interest, and it will make every effort to avoid any actual conflicts of interest and to mitigate perceived conflicts.

Required Tabs

26. **Articles of Incorporation**
27. **Corporate By-laws**
28. **Documentation that the applicant is a Maine nonprofit corporation, has filed an application for exemption (Form 1023) with the Internal Revenue Service or has a notice of exemption**
29. **Conflict of Interest Policy (covering Board Members and key administrators)**

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Tab 26 Articles of Incorporation

TAB 26

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

File No. 20120440ND Pages 4
Fee Paid $ 40
DCN 2121141400033 ARTI
-----FILED----------
04/23/2012

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

ARTICLES OF INCORPORATION

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation:

FIRST: The name of the corporation is Maine Learning Innovations

SECOND: ("X" one box only Attach additional page(s) if necessary.)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes

See Exhibit A

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select **either** a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

(name of commercial registered agent)

☑ Noncommercial Registered Agent

Peter Lowe
(name of noncommercial registered agent)

184 Main Street, Lewiston, ME 04240
(physical location, not P O. Box – street, city, state and zip code)

PO Box 3070, Lewiston, ME 04243-3070
(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 8

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 15

SIXTH: Members ("X" one box only.)

☑ There shall be no members.
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: **(Optional)** ☑ (Check if this article is to apply)

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 in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: **(Optional)** ☑ (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit A attached hereto and made a part hereof.

Incorporators*

(signature)

David T. Slatery
(type or print name)

Street 184 Main Street
(residence address)

Lewiston, ME 04240
(city, state and zip code)

(signature)

(type or print name)

Street
(residence address)

(city, state and zip code)

(signature)

(type or print name)

Street
(residence address)

(city, state and zip code)

Dated April 19, 2012

Form No. MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries **(207) 624-7752** Email Inquiries: CEC Corporations@ Maine gov

Form No MNPCA-6 (3 of 3) Rev. 7/1/2008

ARTICLES OF INCORPORATION

MAINE LEARNING INNOVATIONS

EXHIBIT A

Article Second

To broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections.

Article Eighth

Notwithstanding any other provisions of these Articles of Incorporation or the Bylaws of the Corporation, the Corporation shall not conduct or carry out any activity which is not permitted to be conducted or carried out by an organization which is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future federal tax code) or by an organization to which donations are deductible from taxable income to the extent allowed by the Internal Revenue Code and other applicable legislation or regulation as they currently exist or may later be amended.

The Corporation shall be operated exclusively for educational and charitable purposes. No funds shall be disbursed for any other purpose. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its tax-exempt purposes.

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended

Minimum Filing Fee $10.00. An additional $10 filing fee if

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF AMENDMENT

File No 20120440ND Pages 3
Fee Paid $ 20
DCN 2121601400035 PURP
-----FILED-----
05/25/2012

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

Maine Learning Innovations
(Name of Corporation)

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment

FIRST: ("X" one box only) [X] public benefit corporation [ ] mutual benefit corporation

SECOND: Describe **NATURE OF CHANGE** (i e change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc) as well as **TEXT** of amendment Attach additional pages as needed

The third paragraph of Article Eighth of the Corporation's Articles of Incorporation is amended to read as set forth on Exhibit A.

FORM NO. MNPCA-9 (1 of 2)

THIRD: ("X" one box only) The amendment was adopted on (date) 5/22/2012 as follows

☐ By the members at a meeting at which a quorum was present and the amendment received at least a majority of the votes which members were entitled to cast

☐ (If the Articles require more than a majority vote) By the members at a meeting at which the amendment received at least the percentage of votes required by the Articles of Incorporation

☐ By the written consent of all members entitled to vote with respect thereto.

☒ (If no members, or none entitled to vote thereon.) By majority vote of the board of directors

FOURTH: The address of the registered office of the corporation in the State of Maine is c/o Brann & Isaacson, 184 Main Street, PO Box 3070, Lewiston, ME 04243-3070

(street, city, state and zip code)

DATED May 24, 2012

*By _____
(signature)

David Slatery, Assistant Clerk
(type or print name and capacity)

*By _____
(signature)

_____
(type or print name and capacity)

MUST BE COMPLETED FOR VOTE OF MEMBERS

I certify that I have custody of the minutes showing the above action by the members.

_____
(signature of clerk, secretary or asst secretary)

*This document **MUST** be signed by any duly authorized officer (13-B MRSA §104 1.B)

Please remit your payment made payable to the Maine Secretary of State

SUBMIT COMPLETED FORMS TO: CORPORATE EXAMINING SECTION, SECRETARY OF STATE, 101 STATE HOUSE STATION, AUGUSTA, ME 04333-0101
TEL. (207) 624-7752

FORM NO MNPCA-9 (2 of 2) Rev. 9/16/2005

MAINE LEARNING INNOVATIONS
EXHIBIT A TO AMENDMENT TO ARTICLES OF INCORPORATION

The third paragraph of ARTICLE EIGHTH is amended to read as follows:

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed (i) the State of Maine for a public purpose in accordance in accordance with the provisions of 20-A M R S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

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Tab 27 Corporate By-Laws

BYLAWS

OF

MAINE LEARNING INNOVATIONS

ARTICLE I
NAME AND LOCATION

The name of the corporation is **Maine Learning Innovations** (the "Corporation"), a Maine nonprofit corporation organized and existing pursuant to the Maine Nonprofit Corporation Act, 13-B M.R.S.A. § 101, et seq. (the "Act"). The principal office of the Corporation shall be located in the City of Lewiston and the State of Maine. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE II
PURPOSES

Section 1. Purpose. The purpose of the Corporation is to broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq. of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning of Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended ("IRC"), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine.

Notwithstanding any other provisions of these Bylaws, the Corporation is organized exclusively for one or more of the purposes as specified in IRC Section 501(c)(3), and shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under IRC Section 501(c)(3) or corresponding provisions of any subsequent tax law.

Section 2. Limitations.

(a) Upon dissolution of the Corporation or the termination of its activities, the assets of the Corporation remaining after the payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under IRC Section 501(c)(3). Such a distribution under clause (ii)above shall only be made: (x) to an organization that qualifies as a public benefit corporation under the Act,

which organization is engaged in activities substantially similar to those of the Corporation; or, (y) to another entity pursuant to a conversion plan approved pursuant to 5 M.R.S.A. §§ 194-B to 194-K.

(b) No part of the net earnings of the Corporation shall inure to the benefit of any member, director, or officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in carrying out one or more of its purposes), and no member, 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.

(c) The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatsoever.

(d) No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by IRC Section 501(h)), or participating in or intervening in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

ARTICLE III
MEMBERSHIP

There shall be no Members.

ARTICLE IV
BOARD OF DIRECTORS: SELECTION, TERM OF OFFICE

Section 1. Number. The Board of Directors shall consist of between three (3) and fifteen (15) directors, and the number of directors may be increased or decreased from time to time, by resolution of the Board of Directors, but there at no time shall be less than three (3) directors, and a director's term may not be shortened by a reduction in the Board's size. Irrespective of the number of directors at any given time, no more than 49% of the members of the Board of Directors shall be "financially interested persons" as defined by Section 713-A of the Act.

Section 2. Manner of Selection. All vacancies or increases in the Board of Directors shall be filled by the remaining members of the Board at any regular meeting of the Board or at a special meeting of the Board called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 3. Term and Vote. The Directors shall be elected at the annual meeting of the Corporation by a majority vote of the Directors then serving in office. Each Director so elected shall serve until the next succeeding annual meeting and until his or her successor shall have

been elected and qualified, except in cases of death, resignation or removal of the Director. Each Director will have one vote on Corporation matters.

Section 4. Compensation. No Director will receive compensation for any service rendered to the Corporation. However, any Director may be reimbursed for actual expenses incurred in the performance of his or her duties as a Director.

Section 5. Resignation and Removal. Any Director may resign by giving written notice of his or her resignation from the Board to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified in such notice and the acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed from office, with or without cause, by a two-thirds vote of all Directors then serving in office.

ARTICLE V
POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors will have the powers and duties necessary for the administration of the affairs of the Corporation, consistent with purpose of the Corporation, its Articles of Incorporation, these Bylaws, and the Act. The Board shall select, employ, and manage all staff of the Corporation. The Board may further delegate authority to committees or to individual Directors as it deems necessary for carrying out the purposes and business of the Corporation, consistent with the provisions of the Act governing public benefit corporations.

ARTICLE VI
MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of Directors shall normally be held during the month of September each year, or on such other date as may be fixed by the Board of Directors.

Section 2. Regular Meetings. Regular meetings of the Board of Directors will be held at such regular times as set by the Board of Directors, at such place and hour as may be fixed from time to time by resolution of the Board. Should a regularly scheduled meeting fall upon a legal holiday, then that meeting will be held at the same time on the next day that is not a legal holiday.

Section 3. Special Meetings. Special meetings of the Board of Directors will be held when called by the President of the Corporation, or by any two Directors, after not less than three days' notice to each Director.

Section 4. Notice of Meetings of the Board of Directors. Written notice stating the place, day, and hour of the meeting and the agenda for the meeting will be delivered either in person, by mail, by electronic mail, by facsimile, or as otherwise permitted by the Act, by or at the direction of the President, or the persons calling the meeting, as provided in these Bylaws, to the registered mailing address for notice of each Director. The notice will include copies of the

proposed minutes of the previous meeting if the minutes have been prepared by the Secretary or the Clerk.

Section 5. Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as may otherwise be required by law or the Articles of Incorporation, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors.

Section 6. Waiver of Notice. Attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Before, at, or after any meeting of the Board of Directors, any Director may waive in writing notice of such meeting, and such waiver will be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the waiver of notice of such meeting.

Section 7. Action Taken Without a Meeting. The Directors will have the right to take any action which they could take at a meeting in the absence of a meeting by obtaining the written approval of all the Directors. Any action so approved will have the same effect as though taken at a meeting of the Directors.

Section 8. Telephone Meetings. Members of the Board of Directors or of any committee designated thereby may participate in a meeting of the Board or of such committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participating in a meeting in such a manner by any member who does not object at the beginning of such meeting to the holding thereof in such manner shall constitute presence in person at such meeting.

Section 9. Committee Meetings. Committee meetings may be held without notice at such time and at such place as shall from time to time be determined by the committee. Committees of the Corporation shall keep regular minutes of their proceedings, and report these minutes to the Board of Directors when required.

ARTICLE VII
OFFICERS

Section 1. Enumeration of Officers. The officers of the Corporation will be a President, Treasurer, and a Secretary or Clerk. The Board of Directors may also elect one or more Vice Presidents, (one of whom may be designated by the Board of Directors as the Executive Vice President), and such other officers or assistant officers as the Board determines necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors.

Section 3. Term. The officers of the Corporation will each hold office for one year or until his or her successor is duly elected and qualified, unless he or she sooner resigns, or is removed, or is otherwise disqualified to serve.

Section 4. Special Appointments. The Board of Directors may elect such other officers as the affairs of the Corporation may require, each of whom will hold office for such period, have such authority, and perform such duties as the Board may from time to time determine.

Section 5. Resignation and Removal. Any officer may be removed from office with or without cause by the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary. Such resignation will take effect on the date of receipt of such notice or at any later time specified in the notice, and unless otherwise specified in the notice, the acceptance of such resignation will not be necessary to make it effective.

Section 6. Vacancies. A vacancy in any office may be filled by appointment by the Board of Directors. The officer appointed to such vacancy will serve for the remainder of the term of the officer replaced.

Section 7. Multiple Offices. Any two or more offices may be held by the same person.

Section 8. Duties. The duties of the officers are as follows:

(a) President. The President shall preside at all meetings of the Board of Directors, and shall supervise the affairs of the Corporation and perform any other such duties as may be assigned to the office by the Board of Directors.

(b) Vice President. The Vice President, if any, or if more than one, the Executive Vice President, will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(c) Secretary. The Secretary, if any, will record the votes and keep the minutes of all meetings and proceedings of the Board of Directors; serve notice of meetings of the Board of Directors; keep appropriate current records listing the members together with their addresses; be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors; be responsible for filing such annual reports with the Secretary of State as may be required by law; and, perform such other duties as required by the Board of Directors.

(d) Treasurer. The Treasurer will receive and deposit in appropriate bank accounts all monies of the Corporation and will disburse such funds as directed by resolution of the Board of Directors; sign all checks of the Corporation unless the Board specifically directs otherwise, and co-sign all promissory notes of the Corporation; keep proper books of account; and prepare an annual budget and a statement of income and expenditures to be presented to the

Board at their regular meeting, and deliver or make copies available of each to the Directors. If the Corporation should have no Vice President, the Treasurer will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(**e) Clerk.** The Clerk, if any, shall be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors. The Clerk shall keep minutes of all meetings of the Board of Directors and shall keep or cause to be kept minutes of all meetings of any committees formed by the Board of Directors. The Clerk shall be responsible for filing such annual reports with the Secretary of State as may be required by law, and shall perform any other such duties as may be assigned by the Board of Directors.

ARTICLE VIII
EXECUTION OF INSTRUMENTS

Section 1. Contracts and Instruments. Contracts and other instruments (not including routine instruments) to be executed by the Corporation shall be signed, unless otherwise required by law, by the President. The President, signing alone, is also authorized and empowered to execute in the name of this Corporation on all routine instruments arising in the day to day operation of the business of this Corporation. The Board of Directors may authorize any person or persons, whether or not an officer of the Corporation, to sign any contract or other instruments, and may authorize any such officer or other person to delegate, in writing, all or any part of such authority to any other person or persons.

Section 2. Notes, Checks, and the Like. All notes, drafts, acceptances, checks, endorsements and all evidences of indebtedness of the Corporation shall be signed by the Treasurer or other such person or persons and in such manner as the Board of Directors may from time to time determine.

ARTICLE IX
GIFTS AND CONTRIBUTIONS

Section 1. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be invested by the Treasurer of the Corporation in accordance with the advice and consent of the Board of Directors.

Section 2. Restricted Gift. No gift may be accepted by the Corporation which is subject to restrictions which are inconsistent with the Corporation's status as a tax exempt entity under the provisions of the IRC or any corresponding, subsequently enacted Federal tax law. The limitations and restrictions upon any grant, gift, donation, bequest or device shall be observed strictly except and unless it shall be determined by the Board of Directors that changed conditions or other reasons shall have rendered the application of the gift, donation, bequest or device for the purpose provided illegal, unnecessary or impracticable or that the purposes of the gift, donation, bequest or device have been fulfilled or have become impossible to fulfill, in

which event said funds shall be administered for such other purpose of the Corporation as will best carry out the intentions of the donor or testator and as may be sanctioned by law.

ARTICLE X
OTHER TAX-EXEMPT PROVISIONS

Section 1. Distributions. The Corporation shall distribute its income, and such amounts of its other property, to support the activities identified in Article II of these Bylaws. Distributions shall be made at such time and in such manner so that the Corporation will not become subject to the tax on undistributed income imposed by IRC Section 4942, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 2. Self-Dealing Prohibited. The Corporation shall not engage in any act of self-dealing as defined in IRC Section 4941(d), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 3. Investments. The Corporation shall not make any investments in a manner that would subject it to tax under IRC Section 4944, or any corresponding provisions of any subsequently enacted Federal tax law, nor will it retain any excess business holdings as defined in IRC Section 4943(c), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 4. Expenditures. The corporation shall not make any taxable expenditures as defined in IRC Section 4945, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 5. Operating Expenses. The operating expenses of the Corporation may be defrayed out of the investment income, but only to the extent which is consistent with the other provisions of this Article.

ARTICLE XI
INDEMNIFICATION

Section 1. Indemnification. The Directors, officers, employees, and agents of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, cost, and expense (including attorney's fees) reasonably incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, officer, or employee of the Corporation.

Section 2. Prudent Care. Indemnification is subject to the condition that a majority of a quorum of the Board of Directors comprised of those Directors who are not parties to such action, suit, proceeding, claim, or investigation, or if there be no such quorum, independent counsel selected by a quorum of the entire Board of Directors, shall be of the opinion that the

person requesting indemnification acted in good faith and in the reasonable belief, under the circumstances, that his or her actions were in the best interests of the Corporation, or that such person took or omitted to take such action in reliance upon advice of counsel for the Corporation or acted on information furnished by an officer or employee of the Corporation and accepted in good faith by the person seeking indemnification.

Section 3. Benefit. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators of any Director, officer or employee and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board of Directors.

Section 4. Insurance. The Directors shall procure insurance covering the Directors, officers, and any agents of the Corporation against any liability incurred in such capacity or arising out of his or her status as such.

ARTICLE XII
AMENDMENTS

These Bylaws may be altered, amended, or repealed in whole or in part at a regular or special meeting of the Board of Directors, by a vote of a majority of a quorum of Directors present in person or by proxy, but any amendment of Articles II, IV or XII will require approval of all Directors.

ARTICLE XIII
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation will begin on the first day of January and end on the 30th day of June every year, except that the first fiscal year will begin on the date of incorporation.

Section 2. Conflicts of Documents. In case of any conflict between the Articles of Incorporation and these Bylaws, the Articles of Incorporation will control.

Section 3. Books, Records, and Reports.

(a) Annual Report. The President of the Corporation shall cause to be prepared annual reports or other reports required by law and shall provide copies to the Board of Directors.

(b) Permanent Records. The Corporation shall keep current and correct records of the accounts, minutes of the meetings and proceedings of the Corporation. Such records shall be maintained at the registered office or the principal place of business of the Corporation. Any such records shall be in written form or in a form capable of being converted into written form.

RACIAL NON-DISCRIMINATION POLICY

Maine Learning Innovations (the "Corporation") is committed to providing an equal educational opportunity to all students and employees, and the Corporation will not discriminate on the basis of race, color, and national or ethnic origin. This commitment applies to all aspects of the Corporation's mission and operations, including admissions, programs, financial support and scholarships, and all educational policies.

Any complaints of such unlawful discrimination will be investigated promptly, and the Corporation will take the appropriate corrective action if a complaint is substantiated. No person shall be subject to any retaliation for making or supporting a complaint about discrimination.

It is the responsibility of the Corporation's board of directors to ensure that all programs and other activities are compliant with this racial non-discrimination policy.

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Tab 28 Federal Tax
Exemption Form

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___	No ✓	Schedule E	Yes ___	No ✓
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ✓
Schedule C	Yes ___	No ✓	Schedule G	Yes ___	No ✓
Schedule D	Yes ___	No ✓	Schedule H	Yes ___	No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **P4, Art.2.**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **P 4, Art.8, 3d pgh**

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Form **2848**
(Rev. March 2012)
Department of the Treasury
Internal Revenue Service

Power of Attorney and Declaration of Representative

▶ Type or print. ▶ See the separate instructions.

OMB No. 1545-0150

For IRS Use Only
Received by:
Name
Telephone
Function
Date / /

Part I Power of Attorney

Caution: *A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.*

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address	Taxpayer identification number(s)	
Maine Learning Innovations **c/o Amy Carlisle** **149 Falmouth Road** **Falmouth, ME 04105**	**45-5311876**	
	Daytime telephone number **207-797-9735**	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address	
Kenleigh Nicoletta, Esq. **184 Main Street, PO BOX 3070** **Lewiston, ME 04243-3070**	CAF No. **0310-16442R** PTIN Telephone No. **207-786-3566** Fax No. **207-783-9325**
Check if to be sent notices and communications ☐	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address	CAF No. PTIN Telephone No. Fax No.
Check if to be sent notices and communications ☐	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address	CAF No. PTIN Telephone No. Fax No.
	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
Application for Recognition of Exemption --Section 501(c)(3)	**Form 1023**	

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF** . . . . . ▶ ☐

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

☐ Disclosure to third parties; ☐ Substitute or add representative(s); ☐ Signing a return;

☐ Other acts authorized:

(see instructions for more information)

Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney:

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here . . . . . ▶ ☐

YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ **IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.**

Signature	Date	Title (if applicable)
	Nov. 25, 2013	President

Amy Carlisle

Print Name

☐☐☐☐☐ PIN Number

Maine Learning Innovations

Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:

a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.

b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.

c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.

d Officer—a bona fide officer of the taxpayer's organization.

e Full-Time Employee—a full-time employee of the taxpayer.

f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).

g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).

h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**

i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**

k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.

r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE.** See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation—Insert above letter (a–r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
a	Maine	4250		

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
Maine Learning Innovations

2 c/o Name (if applicable)
Kenleigh Nicoletta

3 **Mailing address** (Number and street) (see instructions) Room/Suite
c/o Amy Carlisle, 149 Falmouth Road

4 Employer Identification Number (EIN)
45-5311876

City or town, state or country, and ZIP + 4
Falmouth, ME 04105

5 Month the annual accounting period ends (01 – 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: **Kenleigh Nicoletta -- Attorney**
b Phone: **207-786-3566**
c Fax: (optional) **207-783-9325**

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☑ Yes ☐ No

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ Yes ☑ No

9a Organization's website: **www.k12.com/meva/home**

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ Yes ☑ No

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **04 / 23 / 2012**

12 Were you formed under the laws of a **foreign country?** ☐ Yes ☑ No
If "Yes," state the country.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☑ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☑ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☑ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☐ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 4 (Exh A), Art. Second** ☑

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 4 (Exh A), Art. Eighth, 3d pg.**

2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____ ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Amy Carlisle	President/Director	149 Falmouth Road Falmouth, Maine 04105	none
Ed LeBlanc	Treasurer/Director	6 Allegra Way Buxton, Maine 04093	none
Peter Mills	Secretary/ Director	P.O. Box 9 Skowhegan, ME 04967	none
Jennifer LeBlanc	Director	538 Deerwander Road Hollis, ME 04042	none
Tim Walton	Director	36 Limberlost Road Fayette, ME 04349	none

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Unknown	**Chief Executive Officer**	**Unknown**	**$80,000**
Unknown	**Chief Financial Officer**	**Unknown**	**$65,000**

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☑ Yes ☐ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☑ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☑ Yes ☐ No

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☑ No

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☑ No

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☑ No

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☑ No

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☑ No

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☑ No

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☑ No

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☑ No

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☑ Yes ☐ No

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☑ No

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☑ No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☑ No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☑ No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year (a) From 2013 To 2014	3 prior tax years or 2 succeeding tax years (b) From 2014 To 2015	(c) From 2015 To 2016	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	See Attached				
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year)

			Year End: (Whole dollars)
	Assets		
1	Cash	1	See attached
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity.** Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation.** (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☐

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☑

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☑ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes ☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).	☑

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ (Signature of Officer, Director, Trustee, or other authorized official)

Amy Carlisle
(Type or print name of signer)

President
(Type or print title or authority of signer)

Nov. 25, 2013
(Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☑ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☑ Yes ☐ No

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☐ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

	[redacted]					
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

	[redacted]							
		[redacted]						
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ **Yes** ☐ **No**

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 1: PART II, QUESTION 1

ARTICLES OF INCORPORATION
OF MAINE LEARNING INNOVATIONS

(*PLEASE SEE ATTACHED*)

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

File No. 20120440ND Pages 4
Fee Paid $ 40
DCN 2121141400033 ARTI
----FILED----
04/23/2012

Julie R Flynn
Deputy Secretary of State

A True Copy When Attested By Signature

Julie R Flynn
Deputy Secretary of State

ARTICLES OF INCORPORATION

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation-

FIRST: The name of the corporation is Maine Learning Innovations

SECOND: ("X" one box only Attach additional page(s) if necessary.)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes

See Exhibit A

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

_____
(name of commercial registered agent)

☑ Noncommercial Registered Agent

Peter Lowe
(name of noncommercial registered agent)

184 Main Street, Lewiston, ME 04240
(physical location, not P O. Box – street, city, state and zip code)

PO Box 3070, Lewiston, ME 04243-3070
(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 8

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 15

SIXTH: Members ("X" one box only.)

☑ There shall be no members.
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: **(Optional)** ☑ (Check if this article is to apply)

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 in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: **(Optional)** ☑ (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit A attached hereto and made a part hereof.

Incorporators*

Dated April 19, 2012

(signature)

Street 184 Main Street
(residence address)

David T. Slatery
(type or print name)

Lewiston, ME 04240
(city, state and zip code)

(signature)

Street
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street
(residence address)

(type or print name)

(city, state and zip code)

Form No. MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

Name of Corporate Incorporator _____

By _____ (signature of officer)

Street _____ (principal business location)

_____ (type or print name and capacity)

_____ (city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries (207) 624-7752 Email Inquiries: CEC.Corporations@Maine.gov

Maine Learning Innovations, EIN 45-5311876

ARTICLES OF INCORPORATION

MAINE LEARNING INNOVATIONS

EXHIBIT A

Article Second

To broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections.

Article Eighth

Notwithstanding any other provisions of these Articles of Incorporation or the Bylaws of the Corporation, the Corporation shall not conduct or carry out any activity which is not permitted to be conducted or carried out by an organization which is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future federal tax code) or by an organization to which donations are deductible from taxable income to the extent allowed by the Internal Revenue Code and other applicable legislation or regulation as they currently exist or may later be amended.

The Corporation shall be operated exclusively for educational and charitable purposes. No funds shall be disbursed for any other purpose. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its tax-exempt purposes.

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended

Minimum Filing Fee $10.00. An additional $10 filing fee if changing the purpose

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF AMENDMENT

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

Maine Learning Innovations
(Name of Corporation)

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment:

FIRST: ("X" one box only.) [X] public benefit corporation [ ] mutual benefit corporation

SECOND: Describe **NATURE OF CHANGE** (i.e. change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc.) as well as **TEXT** of amendment. Attach additional pages as needed.

The third paragraph of Article Eighth of the Corporation's Articles of Incorporation is amended to read as set forth on Exhibit A.

THIRD: ("X" one box only.) The amendment was adopted on (date) _____ as follows:

☐ By the members at a meeting at which a quorum was present and the amendment received at least a majority of the votes which members were entitled to cast.

☐ (If the Articles require more than a majority vote.) By the members at a meeting at which the amendment received at least the percentage of votes required by the Articles of Incorporation.

☐ By the written consent of all members entitled to vote with respect thereto.

☒ (If no members, or none entitled to vote thereon.) By majority vote of the board of directors.

FOURTH: The address of the registered office of the corporation in the State of Maine is c/o Brann & Isaacson, 184 Main Street, PO Box 3070, Lewiston, ME 04243-3070.
(street, city, state and zip code)

DATED May __, 2012

*By _____
(signature)

David Slatery, Assistant Clerk
(type or print name and capacity)

*By _____
(signature)

_____
(type or print name and capacity)

MUST BE COMPLETED FOR VOTE OF MEMBERS

I certify that I have custody of the minutes showing the above action by the members.

_____
(signature of clerk, secretary or asst. secretary)

*This document MUST be signed by any duly authorized officer. (13-B MRSA §104.1.B)

Please remit your payment made payable to the Maine Secretary of State.

SUBMIT COMPLETED FORMS TO: CORPORATE EXAMINING SECTION, SECRETARY OF STATE, 101 STATE HOUSE STATION, AUGUSTA, ME 04333-0101 TEL. (207) 624-7752

Maine Learning Innovations, EIN 45-5311876

MAINE LEARNING INNOVATIONS
EXHIBIT A TO AMENDMENT TO ARTICLES OF INCORPORATION

The third paragraph of ARTICLE EIGHTH is amended to read as follows:

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed (i) the State of Maine for a public purpose in accordance in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 2: PART II, QUESTION 5

BYLAWS
OF MAINE LEARNING INNOVATIONS

(*PLEASE SEE ATTACHED*)

BYLAWS

OF

MAINE LEARNING INNOVATIONS

ARTICLE I
NAME AND LOCATION

The name of the corporation is **Maine Learning Innovations** (the "Corporation"), a Maine nonprofit corporation organized and existing pursuant to the Maine Nonprofit Corporation Act, 13-B M.R.S.A. § 101, et seq. (the "Act"). The principal office of the Corporation shall be located in the City of Lewiston and the State of Maine. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE II
PURPOSES

Section 1. Purpose. The purpose of the Corporation is to broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq. of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning of Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended ("IRC"), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine.

Notwithstanding any other provisions of these Bylaws, the Corporation is organized exclusively for one or more of the purposes as specified in IRC Section 501(c)(3), and shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under IRC Section 501(c)(3) or corresponding provisions of any subsequent tax law.

Section 2. Limitations.

(a) Upon dissolution of the Corporation or the termination of its activities, the assets of the Corporation remaining after the payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under IRC Section 501(c)(3). Such a distribution under clause (ii)above shall only be made: (x) to an organization that qualifies as a public benefit corporation under the Act,

which organization is engaged in activities substantially similar to those of the Corporation; or, (y) to another entity pursuant to a conversion plan approved pursuant to 5 M.R.S.A. §§ 194-B to 194-K.

(b) No part of the net earnings of the Corporation shall inure to the benefit of any member, director, or officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in carrying out one or more of its purposes), and no member, 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.

(c) The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatsoever.

(d) No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by IRC Section 501(h)), or participating in or intervening in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

ARTICLE III
MEMBERSHIP

There shall be no Members.

ARTICLE IV
BOARD OF DIRECTORS: SELECTION, TERM OF OFFICE

Section 1. Number. The Board of Directors shall consist of between three (3) and fifteen (15) directors, and the number of directors may be increased or decreased from time to time, by resolution of the Board of Directors, but there at no time shall be less than three (3) directors, and a director's term may not be shortened by a reduction in the Board's size. Irrespective of the number of directors at any given time, no more than 49% of the members of the Board of Directors shall be "financially interested persons" as defined by Section 713-A of the Act.

Section 2. Manner of Selection. All vacancies or increases in the Board of Directors shall be filled by the remaining members of the Board at any regular meeting of the Board or at a special meeting of the Board called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 3. Term and Vote. The Directors shall be elected at the annual meeting of the Corporation by a majority vote of the Directors then serving in office. Each Director so elected shall serve until the next succeeding annual meeting and until his or her successor shall have

been elected and qualified, except in cases of death, resignation or removal of the Director. Each Director will have one vote on Corporation matters.

Section 4. **Compensation**. No Director will receive compensation for any service rendered to the Corporation. However, any Director may be reimbursed for actual expenses incurred in the performance of his or her duties as a Director.

Section 5. **Resignation and Removal**. Any Director may resign by giving written notice of his or her resignation from the Board to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified in such notice and the acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed from office, with or without cause, by a two-thirds vote of all Directors then serving in office.

ARTICLE V
POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors will have the powers and duties necessary for the administration of the affairs of the Corporation, consistent with purpose of the Corporation, its Articles of Incorporation, these Bylaws, and the Act. The Board shall select, employ, and manage all staff of the Corporation. The Board may further delegate authority to committees or to individual Directors as it deems necessary for carrying out the purposes and business of the Corporation, consistent with the provisions of the Act governing public benefit corporations.

ARTICLE VI
MEETINGS OF DIRECTORS

Section 1. **Annual Meeting**. The annual meeting of Directors shall normally be held during the month of September each year, or on such other date as may be fixed by the Board of Directors.

Section 2. **Regular Meetings**. Regular meetings of the Board of Directors will be held at such regular times as set by the Board of Directors, at such place and hour as may be fixed from time to time by resolution of the Board. Should a regularly scheduled meeting fall upon a legal holiday, then that meeting will be held at the same time on the next day that is not a legal holiday.

Section 3. **Special Meetings**. Special meetings of the Board of Directors will be held when called by the President of the Corporation, or by any two Directors, after not less than three days' notice to each Director.

Section 4. **Notice of Meetings of the Board of Directors**. Written notice stating the place, day, and hour of the meeting and the agenda for the meeting will be delivered either in person, by mail, by electronic mail, by facsimile, or as otherwise permitted by the Act, by or at the direction of the President, or the persons calling the meeting, as provided in these Bylaws, to the registered mailing address for notice of each Director. The notice will include copies of the

proposed minutes of the previous meeting if the minutes have been prepared by the Secretary or the Clerk.

Section 5. Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as may otherwise be required by law or the Articles of Incorporation, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors.

Section 6. Waiver of Notice. Attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Before, at, or after any meeting of the Board of Directors, any Director may waive in writing notice of such meeting, and such waiver will be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the waiver of notice of such meeting.

Section 7. Action Taken Without a Meeting. The Directors will have the right to take any action which they could take at a meeting in the absence of a meeting by obtaining the written approval of all the Directors. Any action so approved will have the same effect as though taken at a meeting of the Directors.

Section 8. Telephone Meetings. Members of the Board of Directors or of any committee designated thereby may participate in a meeting of the Board or of such committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participating in a meeting in such a manner by any member who does not object at the beginning of such meeting to the holding thereof in such manner shall constitute presence in person at such meeting.

Section 9. Committee Meetings. Committee meetings may be held without notice at such time and at such place as shall from time to time be determined by the committee. Committees of the Corporation shall keep regular minutes of their proceedings, and report these minutes to the Board of Directors when required.

ARTICLE VII
OFFICERS

Section 1. Enumeration of Officers. The officers of the Corporation will be a President, Treasurer, and a Secretary or Clerk. The Board of Directors may also elect one or more Vice Presidents, (one of whom may be designated by the Board of Directors as the Executive Vice President), and such other officers or assistant officers as the Board determines necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors.

Section 3. Term. The officers of the Corporation will each hold office for one year or until his or her successor is duly elected and qualified, unless he or she sooner resigns, or is removed, or is otherwise disqualified to serve.

Section 4. Special Appointments. The Board of Directors may elect such other officers as the affairs of the Corporation may require, each of whom will hold office for such period, have such authority, and perform such duties as the Board may from time to time determine.

Section 5. Resignation and Removal. Any officer may be removed from office with or without cause by the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary. Such resignation will take effect on the date of receipt of such notice or at any later time specified in the notice, and unless otherwise specified in the notice, the acceptance of such resignation will not be necessary to make it effective.

Section 6. Vacancies. A vacancy in any office may be filled by appointment by the Board of Directors. The officer appointed to such vacancy will serve for the remainder of the term of the officer replaced.

Section 7. Multiple Offices. Any two or more offices may be held by the same person.

Section 8. Duties. The duties of the officers are as follows:

(a) President. The President shall preside at all meetings of the Board of Directors, and shall supervise the affairs of the Corporation and perform any other such duties as may be assigned to the office by the Board of Directors.

(b) Vice President. The Vice President, if any, or if more than one, the Executive Vice President, will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(c) Secretary. The Secretary, if any, will record the votes and keep the minutes of all meetings and proceedings of the Board of Directors; serve notice of meetings of the Board of Directors; keep appropriate current records listing the members together with their addresses; be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors; be responsible for filing such annual reports with the Secretary of State as may be required by law; and, perform such other duties as required by the Board of Directors.

(d) Treasurer. The Treasurer will receive and deposit in appropriate bank accounts all monies of the Corporation and will disburse such funds as directed by resolution of the Board of Directors; sign all checks of the Corporation unless the Board specifically directs otherwise, and co-sign all promissory notes of the Corporation; keep proper books of account; and prepare an annual budget and a statement of income and expenditures to be presented to the

Board at their regular meeting, and deliver or make copies available of each to the Directors. If the Corporation should have no Vice President, the Treasurer will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(e) **Clerk.** The Clerk, if any, shall be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors. The Clerk shall keep minutes of all meetings of the Board of Directors and shall keep or cause to be kept minutes of all meetings of any committees formed by the Board of Directors. The Clerk shall be responsible for filing such annual reports with the Secretary of State as may be required by law, and shall perform any other such duties as may be assigned by the Board of Directors.

ARTICLE VIII
EXECUTION OF INSTRUMENTS

Section 1. Contracts and Instruments. Contracts and other instruments (not including routine instruments) to be executed by the Corporation shall be signed, unless otherwise required by law, by the President. The President, signing alone, is also authorized and empowered to execute in the name of this Corporation on all routine instruments arising in the day to day operation of the business of this Corporation. The Board of Directors may authorize any person or persons, whether or not an officer of the Corporation, to sign any contract or other instruments, and may authorize any such officer or other person to delegate, in writing, all or any part of such authority to any other person or persons.

Section 2. Notes, Checks, and the Like. All notes, drafts, acceptances, checks, endorsements and all evidences of indebtedness of the Corporation shall be signed by the Treasurer or other such person or persons and in such manner as the Board of Directors may from time to time determine.

ARTICLE IX
GIFTS AND CONTRIBUTIONS

Section 1. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be invested by the Treasurer of the Corporation in accordance with the advice and consent of the Board of Directors.

Section 2. Restricted Gift. No gift may be accepted by the Corporation which is subject to restrictions which are inconsistent with the Corporation's status as a tax exempt entity under the provisions of the IRC or any corresponding, subsequently enacted Federal tax law. The limitations and restrictions upon any grant, gift, donation, bequest or device shall be observed strictly except and unless it shall be determined by the Board of Directors that changed conditions or other reasons shall have rendered the application of the gift, donation, bequest or device for the purpose provided illegal, unnecessary or impracticable or that the purposes of the gift, donation, bequest or device have been fulfilled or have become impossible to fulfill, in

which event said funds shall be administered for such other purpose of the Corporation as will best carry out the intentions of the donor or testator and as may be sanctioned by law.

ARTICLE X
OTHER TAX-EXEMPT PROVISIONS

Section 1. Distributions. The Corporation shall distribute its income, and such amounts of its other property, to support the activities identified in Article II of these Bylaws. Distributions shall be made at such time and in such manner so that the Corporation will not become subject to the tax on undistributed income imposed by IRC Section 4942, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 2. Self-Dealing Prohibited. The Corporation shall not engage in any act of self-dealing as defined in IRC Section 4941(d), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 3. Investments. The Corporation shall not make any investments in a manner that would subject it to tax under IRC Section 4944, or any corresponding provisions of any subsequently enacted Federal tax law, nor will it retain any excess business holdings as defined in IRC Section 4943(c), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 4. Expenditures. The corporation shall not make any taxable expenditures as defined in IRC Section 4945, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 5. Operating Expenses. The operating expenses of the Corporation may be defrayed out of the investment income, but only to the extent which is consistent with the other provisions of this Article.

ARTICLE XI
INDEMNIFICATION

Section 1. Indemnification. The Directors, officers, employees, and agents of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, cost, and expense (including attorney's fees) reasonably incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, officer, or employee of the Corporation.

Section 2. Prudent Care. Indemnification is subject to the condition that a majority of a quorum of the Board of Directors comprised of those Directors who are not parties to such action, suit, proceeding, claim, or investigation, or if there be no such quorum, independent counsel selected by a quorum of the entire Board of Directors, shall be of the opinion that the

person requesting indemnification acted in good faith and in the reasonable belief, under the circumstances, that his or her actions were in the best interests of the Corporation, or that such person took or omitted to take such action in reliance upon advice of counsel for the Corporation or acted on information furnished by an officer or employee of the Corporation and accepted in good faith by the person seeking indemnification.

Section 3. Benefit. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators of any Director, officer or employee and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board of Directors.

Section 4. Insurance. The Directors shall procure insurance covering the Directors, officers, and any agents of the Corporation against any liability incurred in such capacity or arising out of his or her status as such.

ARTICLE XII
AMENDMENTS

These Bylaws may be altered, amended, or repealed in whole or in part at a regular or special meeting of the Board of Directors, by a vote of a majority of a quorum of Directors present in person or by proxy, but any amendment of Articles II, IV or XII will require approval of all Directors.

ARTICLE XIII
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation will begin on the first day of January and end on the 30th day of June every year, except that the first fiscal year will begin on the date of incorporation.

Section 2. Conflicts of Documents. In case of any conflict between the Articles of Incorporation and these Bylaws, the Articles of Incorporation will control.

Section 3. Books, Records, and Reports.

(a) Annual Report. The President of the Corporation shall cause to be prepared annual reports or other reports required by law and shall provide copies to the Board of Directors.

(b) Permanent Records. The Corporation shall keep current and correct records of the accounts, minutes of the meetings and proceedings of the Corporation. Such records shall be maintained at the registered office or the principal place of business of the Corporation. Any such records shall be in written form or in a form capable of being converted into written form.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 3: PART IV

NARRATIVE DESCRIPTION OF ACTIVITIES

Maine Learning Innovations is a Maine non-profit corporation, which has applied to the State of Maine Charter School Commission for a charter to operate, as its sole enterprise, a public charter school known as the "Maine Virtual Academy" ("MEVA"). Maine Learning Innovations' charter school application and its proposed operations as summarized below will be reviewed by the Commission. The proposed school will only operate if the Commission grants a charter to Maine Learning Innovations to operate a public charter school.

Maine Virtual Academy will be a full time public virtual charter school serving grades 7-12. Its mission will be to develop each student's full potential with research-based curriculum and technology applications, meaningful teacher/student/parent involvement, engaging individualized learning plans, and continuous assessment of learning growth.

Each student will have an Individual learning Plan (ILP) with specific learning goals. Students will receive course content, instruction, assignments, assessments and supplemental materials online as well as hands-on materials provided by the school. Middle school students will study Language Arts/English, Mathematics, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages. High school students will have access to over 150 courses in Math, English, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages in multiple levels, remediation and credit recovery courses, and electives.

The Board of Directors of Maine Learning Innovations ("Board") will assume responsibility for all of the operations and the budget of the school. The Board will employ a Chief Executive Officer to manage school operations, as well as a Chief Financial Officer to oversee financial and budgetary operations. The Board will contract with K^{12} Virtual Schools LLC ("K^{12}"), the largest U.S. provider of individualized online education programs for students in kindergarten through high school, to provide curriculum and selected services.

Any student residing in Maine in the appropriate grade will be eligible to attend MEVA subject to space limitations. After students residing in Maine have been enrolled, if space is available, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). MEVA will be launched at the start of school year 2014-2015.

Additional information regarding the present and planned activities of Maine Learning Innovations are contained in the Public Virtual Charter School Application which has been submitted by Maine Learning Innovations to the Maine Charter School Commission, and the draft services agreement with K^{12}, both of which are attached hereto as ATTACHMENT 6.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 4; PART V, QUESTION 1a, 2a and 3a

1a. CONTINUATION OF DIRECTOR AND OFFICER LIST

Name	Title	Address	Compensation
Alan Casavant	Director	22 Meeting House Road Biddeford, Maine 04005	None
James Chiavicci PhD	Director	252 Main Street Orono, ME 04473	None
Peter Lowe	Registered Agent	184 Main St, PO Box 3070 Lewiston, ME 04243-3070	None

2a. EXPLANATION OF BOARD MEMBER RELATIONSHIP

Director Ed LeBlanc is the father in law of Director Jennifer LeBlanc

3a. NAMES, QUALIFICATIONS AND RESPONSIBILITIES OF OFFICERS, DIRECTORS, AND HIGHEST COMPENSATED EMPLOYEES

The names, qualifications and responsibilities of Maine Learning Innovations' officers and directors are set forth at pages 415-417 and 443-478 of Maine Learning Innovations' charter school application, which is enclosed at ATTACHMENT 6. The job duties of the Chief Executive Officer and Chief Financial Officer are set forth at pages 373-377 and 387-388 of ATTACHMENT 6.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 4; PART V, QUESTION 1a and 2a

1a. CONTINUATION OF DIRECTOR AND OFFICER LIST

Name	Title	Address	Compensation
Alan Casavant	Director	22 Meeting House Road Biddeford, Maine 04005	None
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2a. Director Ed LeBlanc is the father in law of Director Jennifer LeBlanc

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 5: PART V: QUESTION 5a

CONFLICT OF INTEREST POLICY
(Adopted By Resolution of the Board of Directors)

(*PLEASE SEE ATTACHED*)

Maine Learning Innovations
Conflict of Interest Policy

Article I
Purpose

The purpose of this conflict of interest policy ("Policy") is to protect Maine Learning Innovations (the "Corporation") interests when it does business that might benefit an individual or entity. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest.

Article II
Restrictions

1. **Conflict of Interest** - Interested persons have a duty to disclose any actual or potential conflict of interest annually or when such conflicts arise. In addition:

    a. **Gifts and Gratuities** – Interested persons cannot solicit or accept anything of value from persons or organizations doing or seeking to do business with the Corporation (other than unsolicited gifts or tokens of nominal value) unless the gift is based on a relationship that is not associated with the Corporation.

    b. **Compensation for Services** -- Interested persons cannot accept compensation for serving outside organizations when they are representing the Corporation. However, interested persons are permitted to hold other employment so long as it does not interfere with the duties and obligations to the Corporation.

    c. **Non-Pecuniary Benefits** -- Interested persons must not use their affiliation with the Corporation to enhance their own personal stature, including using their position to secure board appointments to other organizations or to receive awards, preferential treatment or other special recognition.

2. **Other Restricted Conduct – Self Dealing and Private Inurement**

    a. **Self Dealing** – The Corporation is a charitable organization and may not engage in any act of self dealing. Self dealing may exist even if the transaction is economically beneficial to the Corporation.

    b. **Private Inurement** -- No part of the net earnings of the Corporation may inure to or be distributable to or for the benefit of any interested or disqualified person or private individual. However, the Board of Directors ("Board") is authorized to pay reasonable compensation and commissions

for services rendered to or for the Corporation, and to make distributions in furtherance of the Corporation's purposes.

Article III
Procedures

1. **In General** – All members, directors, officers, agents and employees must disclose any actual or potential conflict of interest, as well as any acts of self dealing or private inurement. If a person learns of a potential violation of this Policy, that person must bring it to the Board's attention. Interested persons have an ongoing responsibility to scrutinize interests and relationships for restricted conduct and to make disclosures. The Board will determine when a conflict of interest exists.

2. **Doing Business After a Conflict of Interest is Disclosed**

    a. In the case of a grant, a grant may be made where there is a potential or actual conflict of interest if the grant meets the Corporation's stated eligibility and selection criteria and was objectively found to carry out the Corporation's programmatic goals.

    b. An interested person must not participate in the vote on business involving a potential or actual conflict of interest. After exercising due diligence, the remaining Board members will determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement that would not create a conflict of interest. If a conflict-free transaction or arrangement is not reasonably possible, the Board will determine by a vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and is fair and reasonable. If so, the Board may enter into the transaction or arrangement.

3. **Self Dealing** -- The Board may not approve a grant or business transaction that would amount to self dealing.

Article IV
Records of Proceedings

The minutes of the Board must contain all relevant information relating to the Board's investigation to determine whether a conflict of interest, self dealing or other prohibited transaction exists, the names of the persons present for discussions and votes, and a record of any votes taken.

Article V
Permissible Compensation and Related Rules

All compensation agreements between an individual or entity and the Corporation are subject to this policy. Compensation arrangements will be based on information about compensation paid by similarly situated tax-exempt organizations for similar services.

Article VI
Additional Guidelines

1. Interested persons may not use their position to benefit the interests of a particular organization, constituency, or special interest group by any means.

2. Interested persons may not enter into any close relationship with any organization which has obtained, is seeking, or is likely to seek, a grant from the Corporation unless and until prior written approval is granted by the Board. Approval must not be contrary to the interests of the Corporation.

3. Interested persons will maintain confidentiality and will not create preferential access by disclosing information not yet available to the general public.

Article VII
Annual Statements

Each director and principal officer shall annually affirm that such person has received a copy of this Policy, will comply with it and understands the Corporation must engage primarily in activities which accomplish its tax-exempt purposes in order to maintain its exempt status.

Article VIII
Periodic Reviews

Periodic reviews must be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall include the following subjects:

1. Whether compensation arrangements are reasonable, based on competent survey information; and

2. Whether the Corporation's business conforms to this Policy, is properly recorded, reflects reasonable investment or payments for goods and services, furthers charitable purposes and does not result in private inurement, impermissible private benefit or in an excess benefit transaction.

Article IX
Definitions

1. **Conflict of Interest** – A conflict of interest may occur when the Corporation's and an interested person's interests differ. A conflict of interest may also exist when an interested person's actions or activities on behalf of the Corporation result in personal gain or advantage, whether directly or through a third party. A conflict of interest can come in the form of a financial interest, a gift or gratuity, a disclosure or use of inside information for personal gain, or any other situation in which an interested person has a dual interest in the Corporation's business.

2. **Interested Person** – Any member, director, officer, agent or employee who can influence the actions of the Corporation, or who has a direct or indirect financial interest, is an interested person. A substantial contributor is also an interested person.

3. **Disqualified persons** include an interested person's family and any other person with a close personal relationship to the interested person.

4. **Financial Interest** – An interested person has a financial interest if the person has or potentially will have:

    a. An ownership or investment interest in any entity with which the Corporation does business;

    b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation does business; or

    c. A close relationship with an organization or person seeking or having received a grant from the Corporation or with which the Corporation proposes to do business.

Doing business includes engaging in or negotiating a transaction or arrangement, including providing or receiving grant monies or investment services. A financial interest may exist directly or indirectly, through business, investment, or disqualified persons. A financial interest may not be a conflict of interest. An interested person with a financial interest has a conflict of interest only if the Board decides that a conflict exists.

5. **Self Dealing**

    a. Subject to exceptions, some of which are noted in paragraph (b) below, self dealing transactions which are forbidden include any direct or indirect:

        i. sale or exchange, or leasing of property between the Corporation and an interested or disqualified person;

ii. lending of money or other extensions of credit between the Corporation and an interested or disqualified person;
iii. furnishing of goods, services or facilities between the Corporation and an interested or disqualified person;
iv. payments of compensation or reimbursement of expenses by the Corporation to an interested or disqualified person; or
v. transfers of the Corporation's income or assets to, or use by or for the benefit of, an interested or disqualified person.

b. Exceptions to self dealing include the following:

i. interest-free loans from an interested or disqualified person to the Corporation, used exclusively for charitable purposes;
ii. furnishing goods, services or facilities by an interested or a disqualified person to the Corporation without charge if the goods, services or facilities are used exclusively for charitable purposes;
iii. furnishing goods, services or facilities by the Corporation to an interested or disqualified person if such furnishing is made on a basis no more favorable than that on which such goods, services, or facilities are made available to the general public; or
iv. payment of compensation for personal services which are reasonable and necessary to carry out the exempt purpose of the Corporation if the compensation is not excessive.

c. Self dealing may exist even if the transaction is economically beneficial to the Corporation. Severe excise taxes are imposed on all participants in a transaction in which self dealing occurs.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 6: PART VI, QUESTION 1a

PROGRAMS PROVIDING GOODS, SERVICES, OR FUNDS TO INDIVIDUALS

As a public charter school under Chapter 112 of Title 20-A of the Maine Revised Statutes, Maine Learning Innovations will provide educational services to Maine students. For additional explanation, please refer to the attached application of Maine Learning Innovations to the State of Maine Charter School Commission for a charter to operate a charter school to be known as "Maine Virtual Academy" (MEVA). Because the Charter School Application is approximately 900 pages long, Maine Learning Innovations has included the body of the charter school application and omitted many of the numbered tabs. The omitted tabs of the charter school application will be made available upon request.

Included in the attached materials are Tabs 40 to 42 of the charter school application which includes background information on the planned educational service provider, K^{12} Virtual Schools LLC (pages 545-553); a list of other schools served by the educational services provider (page 555), and the proposed services agreement between Maine Learning Innovations and the educational services provider (pages 557-582).

(*PLEASE SEE ATTACHED*)

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 7: PART VIII, QUESTION 4a and 4d

4a - DESCRIPTION OF FUNDRAISING PROGRAM

Maine Learning Innovations intends to raise funds primarily through contacts with the families of students, alumni and other persons interested in the success of charter schools and virtual education. Initial contacts may be made by letter or phone with follow-up contact handled personally. Eventually, email solicitations and oral presentations may be made to potential donors. In addition Maine Learning Innovations will actively seek out both government and foundation grant opportunities as a means of funding its programs.

4d – STATES AND LOCAL JURISDICTIONS IN WHICH FUNDRAISING WILL BE CONDUCTED

Maine Learning Innovations anticipates that any fundraising activities it conducts will take place primarily within the State of Maine.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 8: PART IX, A

STATEMENT OF REVENUES AND EXPENSES

ATTACHMENT 8: PART IX, B

BALANCE SHEET

(*PLEASE SEE ATTACHED*)

ATTACHMENT #8 TO MAINE LEARNING INNOVATIONS FORM 1023

Statement of Revenue and Expenses

	Year Ending 6/30/2014	Year Ending 6/30/2015	Year Ending 6/30/2016	Year Ending 6/30/2017
Revenues				
Revenues – Pupil Funds received from Maine DOE	-	$2,391.464	$3,617,264	$4,747,659
Interest Income	-	-	-	-
Other-Start up loan	$160,000	-	-	-
Total income	$160,000	$2,391,464	$3,617,264	$4,747,659
Expenses				
Instructional Services	-	$1,225,173	$1,818,357	$2,404,152
Special Education Services	-	$ 113,237	$ 190,418	$ 246,278
Student Support Program & Services	-	$ 60,143	$ 69,186	$ 114,210
Facilities	$ 5,650	$ 45,493	$ 47,026	$ 48,613
Transportation & Food Service	-	$ 4,000	$ 6,050	$ 7,941
Administration & Support	$ 25,000	$ 745,249	$ 953,987	$1,156,427
Total Expenses	$ 30,650	$2,193,295	$3,085,024	$3,977,622

Balance Sheet	Year Ending 6/30/2013
Total Assets Cash	-
Liabilities	-
Fund Balance	-
Total	$ -

Tab 29 Conflict of Interest Policy

Maine Learning Innovations
Conflict of Interest Policy

Article I
Purpose

The purpose of this conflict of interest policy ("Policy") is to protect Maine Learning Innovations (the "Corporation") interests when it does business that might benefit an individual or entity. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest.

Article II
Restrictions

1. **Conflict of Interest -** Interested persons have a duty to disclose any actual or potential conflict of interest annually or when such conflicts arise. In addition:

    a. **Gifts and Gratuities –** Interested persons cannot solicit or accept anything of value from persons or organizations doing or seeking to do business with the Corporation (other than unsolicited gifts or tokens of nominal value) unless the gift is based on a relationship that is not associated with the Corporation.

    b. **Compensation for Services --** Interested persons cannot accept compensation for serving outside organizations when they are representing the Corporation. However, interested persons are permitted to hold other employment so long as it does not interfere with the duties and obligations to the Corporation.

    c. **Non-Pecuniary Benefits --** Interested persons must not use their affiliation with the Corporation to enhance their own personal stature, including using their position to secure board appointments to other organizations or to receive awards, preferential treatment or other special recognition.

2. **Other Restricted Conduct – Self Dealing and Private Inurement**

    a. **Self Dealing –** The Corporation is a charitable organization and may not engage in any act of self dealing. Self dealing may exist even if the transaction is economically beneficial to the Corporation.

    b. **Private Inurement --** No part of the net earnings of the Corporation may inure to or be distributable to or for the benefit of any interested or disqualified person or private individual. However, the Board of Directors ("Board") is authorized to pay reasonable compensation and commissions

for services rendered to or for the Corporation, and to make distributions in furtherance of the Corporation's purposes.

Article III
Procedures

1. **In General –** All members, directors, officers, agents and employees must disclose any actual or potential conflict of interest, as well as any acts of self dealing or private inurement. If a person learns of a potential violation of this Policy, that person must bring it to the Board's attention. Interested persons have an ongoing responsibility to scrutinize interests and relationships for restricted conduct and to make disclosures. The Board will determine when a conflict of interest exists.

2. **Doing Business After a Conflict of Interest is Disclosed**

    a. In the case of a grant, a grant may be made where there is a potential or actual conflict of interest if the grant meets the Corporation's stated eligibility and selection criteria and was objectively found to carry out the Corporation's programmatic goals.

    b. An interested person must not participate in the vote on business involving a potential or actual conflict of interest. After exercising due diligence, the remaining Board members will determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement that would not create a conflict of interest. If a conflict-free transaction or arrangement is not reasonably possible, the Board will determine by a vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and is fair and reasonable. If so, the Board may enter into the transaction or arrangement.

3. **Self Dealing --** The Board may not approve a grant or business transaction that would amount to self dealing.

Article IV
Records of Proceedings

The minutes of the Board must contain all relevant information relating to the Board's investigation to determine whether a conflict of interest, self dealing or other prohibited transaction exists, the names of the persons present for discussions and votes, and a record of any votes taken.

Article V
Permissible Compensation and Related Rules

All compensation agreements between an individual or entity and the Corporation are subject to this policy. Compensation arrangements will be based on information about compensation paid by similarly situated tax-exempt organizations for similar services.

Article VI
Additional Guidelines

1. Interested persons may not use their position to benefit the interests of a particular organization, constituency, or special interest group by any means.

2. Interested persons may not enter into any close relationship with any organization which has obtained, is seeking, or is likely to seek, a grant from the Corporation unless and until prior written approval is granted by the Board. Approval must not be contrary to the interests of the Corporation.

3. Interested persons will maintain confidentiality and will not create preferential access by disclosing information not yet available to the general public.

Article VII
Annual Statements

Each director and principal officer shall annually affirm that such person has received a copy of this Policy, will comply with it and understands the Corporation must engage primarily in activities which accomplish its tax-exempt purposes in order to maintain its exempt status.

Article VIII
Periodic Reviews

Periodic reviews must be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall include the following subjects:

1. Whether compensation arrangements are reasonable, based on competent survey information; and

2. Whether the Corporation's business conforms to this Policy, is properly recorded, reflects reasonable investment or payments for goods and services, furthers charitable purposes and does not result in private inurement, impermissible private benefit or in an excess benefit transaction.

Article IX
Definitions

1. **Conflict of Interest –** A conflict of interest may occur when the Corporation's and an interested person's interests differ. A conflict of interest may also exist when an interested person's actions or activities on behalf of the Corporation result in personal gain or advantage, whether directly or through a third party. A conflict of interest can come in the form of a financial interest, a gift or gratuity, a disclosure or use of inside information for personal gain, or any other situation in which an interested person has a dual interest in the Corporation's business.

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    b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation does business; or

    c. A close relationship with an organization or person seeking or having received a grant from the Corporation or with which the Corporation proposes to do business.

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5. **Self Dealing**

    a. Subject to exceptions, some of which are noted in paragraph (b) below, self dealing transactions which are forbidden include any direct or indirect:

        i. sale or exchange, or leasing of property between the Corporation and an interested or disqualified person;

ii. lending of money or other extensions of credit between the Corporation and an interested or disqualified person;
iii. furnishing of goods, services or facilities between the Corporation and an interested or disqualified person;
iv. payments of compensation or reimbursement of expenses by the Corporation to an interested or disqualified person; or
v. transfers of the Corporation's income or assets to, or use by or for the benefit of, an interested or disqualified person.

b. Exceptions to self dealing include the following:

i. interest-free loans from an interested or disqualified person to the Corporation, used exclusively for charitable purposes;
ii. furnishing goods, services or facilities by an interested or a disqualified person to the Corporation without charge if the goods, services or facilities are used exclusively for charitable purposes;
iii. furnishing goods, services or facilities by the Corporation to an interested or disqualified person if such furnishing is made on a basis no more favorable than that on which such goods, services, or facilities are made available to the general public; or
iv. payment of compensation for personal services which are reasonable and necessary to carry out the exempt purpose of the Corporation if the compensation is not excessive.

c. Self dealing may exist even if the transaction is economically beneficial to the Corporation. Severe excise taxes are imposed on all participants in a transaction in which self dealing occurs.

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C.2 Governing Body
Composition

C.2 Governing Board Composition

List the members of the proposed Governing Board and their intended roles, including their names, current employment and relevant experience or qualifications for serving on the board, including, but not limited to, their relationship to the community in which the school will be located.

For each proposed Governing Board Member, the application must include a resume.

Describe the criteria for selecting Board Members and include any specific plans for recruitment of additional Governing Board Members, including, but not limited to, plans that would involve parental, professional educator or community involvement in the governance of the school.

Discuss how the Board Members' skills and experience support their responsibilities for development and oversight of the school and planning for its future.

Employees of the Charter School cannot be voting members of the Governing Board and the schools chief leader must be a non-voting member ex officio.

Maine Virtual Academy Proposed Governing Board
Please note: We understand that employees of MEVA cannot be voting members of the Governing Board and that the CEO must be a non-voting member ex-officio.

Amy E. Carlisle, President, Maine Learning Innovations

Amy Carlisle is the Vice President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing school issues on a monthly basis. She is a former employment lawyer and human resources professional. She practiced labor and employment law at Moon, Moss, McGill and Bachelder, prior to becoming the Director of Human Resources at Time Warner Cable. She attended Phillips Academy, the University of Vermont, and graduated Magna Cum Laude from the University Of Maine School Of Law. Amy is an active community volunteer. She has been a volunteer for the March of Dimes for the last six years, with a primary focus on public policy advocacy, and recently completed a term as Board Chair. She is married to Jeffrey Carlisle and has two school-aged daughters. Her daughters attend online schools. Amy is passionate about educational choice for Maine students.

Peter Mills, Secretary

Since 1973, Peter Mills has been a practicing attorney first in Portland and then in Somerset County. Since March of 2011, he was served as executive director of the Maine Turnpike Authority. A native of Farmington, Peter graduated from Gorham High School and cum laude from Harvard College. After serving five years as a Naval officer aboard destroyers during Vietnam, he graduated from the University of Maine School of Law. He is a past president of the Maine Trial Lawyers Association and is a fellow of the American College of Trial Attorneys. As a member of the State Legislature from 1994 to 2010, he acted as Republican lead on a number committees and task forces

advocating for pragmatic reforms in tax, health care, education and public pensions. He is a founding member of both the Somerset Economic Development Corporation and of FirstPark in Oakland. In 2006 and 2010, he ran unsuccessfully for governor in GOP primaries. He is married to Superior Court Justice Nancy Mills. He has three grown daughters and five grandchildren.

Edward S. LeBlanc, Treasurer

Ed LeBlanc is the owner and president of a management consulting firm, with extensive experience and management skills in both procurement and information technology. He brings these skills, along with a broad education and wide-ranging experience from various roles in the private sector to bear for the benefit of his clients. A life-long resident of Maine, Ed and his wife Susan, currently live in Buxton and have a son and a daughter who are both married and live nearby. They are also the proud grandparents of three lovely grandchildren, including a grandson who has benefited greatly from online learning programs from both K12 and Stanford University.

Alan Michael Casavant

Alan Casavant taught at Biddeford High School for 35 years: Psychology, American Studies, and 20th Century World History. He also coached ice hockey and soccer during that span. Alan served on the Biddeford City Council for 18 consecutive years, starting in 1976. He has served in the 123rd, 124th, and 125th Maine Legislature, representing District 137, and is now also mayor of Biddeford where he resides.

James P. Chiavacci

James Chiavacci served as the Director of the M.Ed. in Instructional Technology program at the University of Maine College of Education and Human Development where he designed and taught many of the courses in the IT program. He also worked with the Special Education department where he designed and taught Adaptive Technology courses. Jim was chosen as an Apple Distinguished Educator in 2000 and is known for his personable and witty classroom teaching style. He was the Manager of Professional Development for PolyVision Inc. where he played a role in developing interactive whiteboard integration strategies for the classroom. Jim is currently the Program Coordinator for Wilkes University Online Teaching, Instructional Media, Classroom Technology and Instructional Technology Master of Science programs where he coordinates the running of both online and face-to-face courses. Jim holds a Ph.D. in Instructional technology from the University of Colorado-Denver. He has presented at many international, national and local educational conferences and is currently working with schools on their technology integration needs.

Jennifer M. LeBlanc

Jen LeBlanc is a Client Services Management Executive with 15 years' experience in building customer and client relationships. She started from the ground up as an outbound telemarketing agent, and is now familiar with all aspects of the Call Center Experience: Negotiation, Acquisition, Management, Technology, Profit Margin Growth and Scripting. She specializes in

impacting her client's ROI through strategy, continuous high-level communication and reporting. Jen attended the Armed Forces School of Music while being an active duty Marine in 1995. Mrs. LeBlanc enjoys spending time watching her 3 children play baseball, football and karate and is an active member of the Bonny Eagle Football Board. She and her husband Brice reside in Hollis, Maine.

Tim C. Walton

Tim Walton is the Director of External Affairs & Public Policy for CIANBRO, a 100% employee owned construction services firm headquartered in Pittsfield, Maine. Founded in 1949, CIANBRO operates in over forty States and employs over 4,000 team members. In his position, Mr. Walton manages and directs the company's political, regulatory and governmental affairs, as well as its charitable and political budgets and involvement with trade & industry associations. He is responsible for building and maintaining relationships with local, state and federal government officials and serves as the company's chief lobbyist, while managing lobbying activity in multiple states.

Prior to joining the CIANBRO team, Mr. Walton was the President/CEO of Associated Builders & Contractors of Maine, a statewide construction trade association. He also served on the Congressional staffs of United States Senator Olympia J. Snowe and former United States Congressman James B. Longley, Jr., where he was honored by the Disabled American Veterans for his outstanding service.

He is a graduate of the University of Maine system where he received a Bachelor's Degree in Public Administration. Combined with his education, he has an extensive background in communications; advocacy; and political, issue & business management. He has instructed and lectured on a variety of subject matter, including government, history, management, public affairs and politics.

Mr. Walton is married to the former Marian Manchester of Windham. They reside in his hometown of Fayette, Maine with their son Tate and daughter Tulane.

Board Member Information Sheets and Resumes, Board Profile, and List of Officers and Committee Chairs

The information sheets and resumes of the Maine Learning Innovations board members are included in **Tab 30**. The Board Profile (a matrix of qualifications and experience they bring to the board) is in **Tab 31**. The officers of the Board and an organization chart of the school are in **Tab 32**. Board committees have not yet been established, therefore there are no committee chairs at the time of the charter application.

Criteria for Selecting Board Members and Plans for Recruitment

The proposed governing board members represent a diversity of individuals across the state of Maine, with deep connections to the area, a broad array of relevant professional skills and experience, including a number of whom have been teachers, administrators or learning coaches

in Maine for many years. The founders have also contributed to the quality of the plans for the school by nature of their experience using the K12 curriculum, their school operations experience, and their knowledge of the education needs across the state of Maine.

At this point, all of the founders are willing and able to serve on the board of the charter school, and the group is not actively recruiting additional founders.

Board Members' Qualifications for Development, Oversight, and Planning

The Maine Learning Innovations board, the proposed governing board of Maine Virtual Academy (MEVA), is composed of seven members with the requisite experience and capacity to develop this proposal for an effective, innovative and inclusive charter school, including caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. The founders fully embrace the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students. In summary, as evidenced in their resumes, bios, and board information sheets, they: (1) have the will, capacity and commitment to govern the school effectively; (2) the shared vision, purposes and expectations for the school; and (3) demonstrate that they will contribute the wide range of knowledge, skills and commitment needed to oversee a successful charter school including educational, financial, legal and community experience and expertise.

Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school:

- the experience and the capacity to oversee the successful development and implementation of the education program presented in the application;

- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;

- the capacity to oversee the effective and responsible management of public and private funds;

- the capacity to oversee and be responsible for the school's compliance with its legal obligations;

- the background and ability to represent the interests of the school community; and

awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Maine Virtual Academy will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad hoc committees appointed to address specific issues.

MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council will be parent-driven and recognized as the official voice of the school's parents. The group will serve as a direct communication link between the families and the school and be a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.

Required Tabs

30. **Governing Board Resumes**

31. **Board Profile (a matrix of qualifications and experience to be represented on the board)**

32. **List of officers and committee chairs and an organization chart depicting each role and relationship**

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Tab 30 Governing Board
Resumes/Information Sheets

Maine Virtual Academy
Board Member Information Sheet

Note: *To be completed individually by each proposed Maine Virtual Academy board member. Forms must be signed by hand.*

Full name: Amy E. Carlisle

Address: 149 Falmouth Road, Falmouth, Maine 04105

Telephone No.: 207-671-3096

E-mail address: amyc@maine.rr.com

Occupation/Employer: Community volunteer, learning coach.

How long have you been a resident of the catchment area (State of Maine)?
21 years

Why do you wish to serve on the board?
I volunteer my time to chair the board based on my personal experience with online secondary education and my belief that a virtual charter school would serve a need for a small percentage of Maine students.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school?
I am interested in being involved in all aspects of governance of the Maine Virtual Academy. Special interests include community building and parent engagement.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.
Vice President, Stanford University Online High School Parent Association
March of Dimes, past Board Chair, Chair, Public Affairs Committee, Co-chair, Mission committee.

What special qualifications do you have that will help you to be a board member?
Fundraising; Parent and Community Engagement; Performance Management; Legal; Human Resources; Government Relations and Issues

Certification

I, Amy E. Carlisle, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

Amy E. Carlisle — Nov. 16, 2013
Signature — **Date**

Amy E. Carlisle
149 Falmouth Road
Falmouth, Maine 04105
(207) 671-3096
amyc@maine.rr.com

EDUCATION

University of Maine School of Law, Portland, Maine. J.D. 1995, *Magna Cum Laude*. Labor and Employment Law Book Award.

University of Vermont, Burlington, Vermont. B.A., Environmental Studies, 1989, *College Honors*. Honors Thesis: Economic Incentives for Responsible Hazardous Waste Disposal.

Phillips Academy, Andover, 1983 - 1985.

WORK/SIGNIFICANT VOLUNTEER HISTORY

Stanford University Online High School Parent Association, *Vice President,* June 2013 to Present. Elected by parents to serve as a liaison to the Head of School and to plan and host monthly online meetings for the Parent Association with the administration and faculty as a primary communication pathway to parents of OHS students. Meet with the Head of School monthly to discuss and assess issues and set agenda for the parent association meeting. Other responsibilities include populating many volunteer committees, welcoming new families to the school and serving as an ambassador to families considering enrollment.

Maine Learning Innovations *Volunteer Board President*, May 2012- Present. A non-profit dedicated to broadening educational opportunities available to students in Maine. Presently Maine Learning Innovations is applying to be the governing board of an online public charter school that utilizes research based curriculum and individualized learning plans and assessment.

March of Dimes Maine Chapter, *Volunteer*, 2005 –July 2013. *Board Chair*, January 2010 to January 2012. *Public Affairs Chair/Mission Committee Co-Chair*, 2006 to July 2013. In my role as Public Affairs Chair, I worked to bring legislative solutions to public health issues that affect our mission population of infants and women of child-bearing years. As Board Chair, I guided the Board during a substantial reorganization, including complete turnover of chapter staff, implementation of additional fundraising initiatives to meet chapter goals and substantial recruitment effort to improve board membership. [Chapter Volunteer of the Year 2007, National Public Affairs Chapter of the Year Award 2009.]

Time Warner Cable of Maine *Director*, Human Resources, September, 1997 – July, 1999, Responsible for management of all aspects of human resources for a dynamic division of Time Warner during a period of rapid growth and acquisition.

Moon, Moss, McGill and Bachelder *Associate Attorney*, September, 1995 to September 1997. Worked as an associate in a management-side labor and employment law practice. In addition to research, writing and litigation support, personally developed materials for preventative strategies for clients specific to daily management of employment laws. *Summer Associate*. 1994.

Maine Virtual Academy
Board Member Information

Full name: Alan Michael Casavant

Address: 22 Meetinghouse Road, Biddeford, Maine 04005

Telephone No.: 207-284-4690 **E-mail address:** acasavant@maine.rr.com

Occupation/Employer:
Legislator, Maine House, District 137; Mayor of Biddeford

How long have you been a resident of the catchment area (State of Maine)? Since 1952.

Why do you wish to serve on the board? I taught in public education for 35 years. During that time, I met many students who, for various reasons, had difficulty succeeding in a public school environment. They were intelligent and had the appropriate skills, but the setting did not work for them, and they inevitably dropped out or were home schooled. I knew that a viable alternative that did not mimic the public school model was needed: one that offered a more vibrant, relevant curriculum, uniquely tailored to the individual needs and interests.

In recent years, I became more aware of the potential of online learning as a tool for some of these students. In other states, students have found such learning can be ideal for their learning situation, and I recognize that the future, especially via high speed optics, will further enhance the practicality and accessibility of such education.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school? I am interested in the manner in which a virtual school can reach into rural Maine and provide exceptional academics to students, as well as open new doors of interests for those who might not have access to progressive curriculums because of where they live. A creative, challenging online education can be a game changer, and for particular students, a virtual school can provide them with the catalyst that they need to educationally thrive.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.
Member of the Standing Committee on Educational and Cultural Affairs, Teacher at Biddeford High (20th Century World History, Psychology, American Studies, U.S. History), Chairman of the Biddeford School Board

What special qualifications do you have that will help you to be a board member?
Parent and Community Engagement; Curriculum, Instruction, and Assessment; Government Relations and Issues; fundraising; Public Speaking; Association with staff of the University of New England and other schools

Certification
I, **Alan Michael Casavant**, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

Signature **Date** 11/17/13

ALAN MICHAEL CASAVANT

22 Meeting house Road

Biddeford, Maine 04005

207-284-4690

Education:

Biddeford High School 1970

University of Maine, Orono 1974 - BA Psychology

University of Southern Maine 2005 - Masters in American and New England Studies

Professional Career:

Teacher at Biddeford High School, 1976-2011

Legislator, Maine House, District 137, 2007 to present

Standing Committee on Judicial Affairs

Standing Committee on Educational and Cultural Affairs

Standing Committee on State and Local Government

Standing Committee on Criminal Justice

Mayor of Biddeford, 2011 to present

Clubs and Organizations:

Societe St. Jean Baptiste de Bienfaisance

Friends of the University of New England

Biddeford Historical Society

Kennebunkport Historical Society

Maine Virtual Academy
Board Member Information Sheet

Note: *To be completed individually by each proposed Maine Virtual Academy board member. Forms must be signed by hand.*

Full name: James P. Chiavacci

Address: 252 Main St. Orono, Maine 04473

Telephone No.: 207-944-2109

E-mail address: jchiavacci@gmail.com

Occupation/Employer:
Program Coordinator – MS Ed. Programs in Online Teaching, Instructional Media, Classroom Technology and Instructional Technology, Wilkes University,
President/CEO – Northeast Professional Development Services

How long have you been a resident of the catchment area (State of Maine)?
24

Why do you wish to serve on the board?
I am very pleased that the Maine Charter School commission is looking into qualifications for board members needed to oversee a successful charter school. It is my hope that this will extend to all public schools in the very near future. It is my belief that on a school board there should be at least one individual with a the knowledge and skills in both education and how current technological trends can be integrated and utilized to offer academic opportunities to all students. I feel that my educational experience in online education and technology integration qualify me to be an excellent addition to this Maine Virtual Charter School board.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school?
I have absolutely no concerns regarding this school. I feel the selected board members, for the past few years, have been and are doing do diligence to ensure that the education provider chosen by the board, and whom the board will oversee, will be able to deliver quality educational content to its students. My interest is to strive to make MEVA a quality virtual charter school that serves the academic interests of its students and their families.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.
Member of Academic Computing Advisory Committee, Teacher Education Faculty Committee, Director – Summer Technology Institute, Instructional Technologist – College of Education at the University of Maine, Program Coordinator – Wilkes University

What special qualifications do you have that will help you to be a board member?
I have a passion for schools to provide the best education possible for ALL of its students. I feel that my over 25 years of educational experience in both regular education and special education and in the area of technology integration and as an F2F and online course developer and teacher make me qualified to be on the MEVA board.

Certification

I, ___James P. Chiavacci_____, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

11/15/13

Signature **Date**

James P. Chiavacci
252 Main St.
Orono, ME 04473
jchiavacci@gmail.com
207-944-2109

QUALIFICATIONS

- Demonstrated consistent success as an Educator, Administrator and Manager at the elementary, secondary, higher education and corporate levels
- Outstanding record obtaining student/client success with technology integration
- Extensive background in developing and implementing technology integration programs for undergraduate and graduate education, special education majors and university faculty
- Effective communication skills and excellent planning and organizational strengths
- Extensive background with technologies for the classroom and corporate including MS Office Suite, iLife/iWork, RM Easiteach, Multimedia development, networking, online course development software, Compass Learning Odyssey, audio/video production and interactive whiteboards and software

EDUCATION

1968-72	University of Scranton, Scranton Pennsylvania B.S. Psychology
1972-73	Marywood College, Scranton, Pennsylvania Special Education Certification
1974-77	Bloomsburg State University, Bloomsburg, Pennsylvania M. Ed. Special Education
1981-82	Bloomsburg State University, Bloomsburg, Pennsylvania Supervisor Certification Program
1983-85	Louisiana State University, Baton Rouge, Louisiana Completed two years of Ph.D. program in Educational Technology
1985-87	University of Colorado-Denver, Denver, Colorado Ph.D., Instructional Technology
2010	Comprehensive Leadership Training Certificate University of Maine Hutchinson Center

EMPLOYMENT

2010 – Present

Program Coordinator – Technology
Wilkes University
84 W. South St.
Wilkes-Barre, PA 18766

- Duties include adjunct teaching and the coordination and management of assigned academic programs (technology), curriculum responsibilities such as semester updates and key assessment and evaluation input, adjunct teacher responsibilities such as adjunct evaluation, online course development using university LMS (Desire2Learn), syllabi collection, evaluation, and approval along with assisting the program chair and associate dean in the coordination and management of academic programs. Remain current on current PDE standards, etc. for programs under your supervision
- Provide vision and ideas for program improvement for the various programs supervised

2009 - President/CEO

Northeast Professional Development Services
252 Main St.
Orono, ME 04473
207-944-2109
http://www.northeastpds.com

Northeast PDS offers customized professional development programs to educational and business organizations looking to strengthen the integration of their technology investments. We have over 30 years experience in courseware design and the training educators/trainers to be proficient with all types of technology for better instruction.

2007-2009 Manager, Professional Services

PolyVision
3970 Johns Creek Court – Suite 325
Suwanee, GA 30024

DUTIES:
Responsible for K-16 and Corporate Professional development opportunities at PolyVision

- Developed train-the-trainer materials for delivery to teachers who purchased PolyVision interactive whiteboards
- Delivered professional development to teachers across the USA and in Latin America
- Worked with PolyVision territory managers on pre-sale accounts
- Presented the PolyVision solution to numerous school committees

• Participated in training sessions with PolyVision partners (Qwizdom, RM)
• Trained teachers on how to integrate RM Easiteach into Classroom

1991-2007 Instructional Technologist
College of Education
University Of Maine
5766 Shibles Hall
Orono, Maine 04469-5766

DUTIES:
• Director: M.Ed. Instructional Technology Program, College of Education and Human Development,: Duties include: Course design, development, and delivery, student recruitment, program budget planning.

• Director- Microcomputer lab (College of Education): Duties: teach undergrad/grad classes in Technologies in Education and coordinate lab materials and access.
• Faculty Development: Duties include: Determining areas of need regarding the use of technologies in the instructional process. Develop and teach workshops to familiarize faculty with alternative instructional strategies.
• Instrumental in getting required laptop purchase initiative for College of Education Students (1 of 4 colleges of Education in USA)

1989-1991 Computer-Based Education Consultant
Computing and Instructional Technology (CIT)
University of Maine
Orono, Maine 04469

DUTIES:
• Grant Writing: Work with university faculty and K-12 personnel in developing grants. Initiate and coordinate campus-wide proposals involving educational technology.
• Participant in tri-state (Maine, Vermont, New Hampshire) Star Schools proposal writing process.
• Participant in University of Maine system wide Annenberg Grant proposal writing process. Grant awarded, December 1990.
• Instructional Design/Project Management: Collaborate with classroom teachers and content experts to develop HyperCard based projects.
• Instructional Design/Project Management: (Library personnel) virtual tour of the campus library.
• Instructional Design/Project Management: (Guilford Schools, Guilford, Maine) Local area network project for Guilford Elementary Schools.
• Multimedia Consultant: Responsible for the coordination, design, and implementation of multimedia/interactive video projects on campus and in business/industry.

Multimedia/interactive consultant with Maine State Government (Maine Computer Consortium)

Courses Developed and Taught
EDT 400 – Computers in the Classroom
EDT 520 – Technology in the K-12 Schools
SED 570 – Adaptive Technology for Individuals with Disabilities
EDT 540 – Instructional Design
EDT 535 - Multimedia
EDT 550 – Video Production

Presentations and Workshops
Hanover School District PD Day – IWB, Google Tools, and Podcasting – May, 2011
SABER Conference – Sao Paulo, Brazil, September 19, 2008, Role of Professional Development in 21st Century Schools
NECC, San Antonio, TX, 7/2008, Interactive Technologies in 21st Century Classrooms
Director, Summer Technology Institute, UMaine "http://www.summertech.org" 2006
Keynote – Technology for Teachers, Bement School, Deerfield, MA August 30-31, 2005
Presenter - "Technology Immersion for Professional Development" The Road to One-to-One Computing Conference, April 25-26, 2005, Penn State University
Presenter – Middle Level Institute – University of Maine - Summer 2004
Presenter – Summer Technology Institute – 2003
Teacher In-service – Erskine Academy – August 2003
A Digital Day – a workshop for teachers – Summer 2003
Videodisc connections, University of Maine Technology Institute - Summer 1997

Campus/College Service Activities
Academic Computing Advisory Committee
Teacher Education Faculty (TEF) Committee
Director – Summer Technology Institute
Observation and Assessment http://www.umaine.edu/eceol/ober.html

Public Service Activities
United Cerebral Palsy- Technology Exploration Center Advisory Committee

Awards/Certificates
Apple Distinguished Educator- Appointed 2000
Comprehensive Leadership Training Course (Completed Spring, 2010)

Publications

Weller, H. & Chiavacci, J. (1999). Using the WWW to Guide Science Inquiry Lessons: Barriers and Solutions to Creating WebQuests in Elementary/Middle School. In *Proceedings of WebNet World Conference on the WWW and Internet 1999* (p. 1780). Chesapeake, VA: AACE.

Doctoral Dissertation The effects of selected computer programs and a computer interaction on the self-esteem of elderly individuals University of Colorado at Denver Denver, CO, USA ©1987

Troxel, Duane K.; Chiavacci, Jim (1985) How to Get from Cupertino to Boca Raton. TechTrends, v30 n6 p10-19

References:

Gail Garthwait
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207-581-2487
gail.garthwait@umit.maine.edu

Shawn Collins
PolyVision
scollins@polyvision.com
978-204-6666

Melanie Tilton
Math Teacher
207-807-3502
mel@tiltotech.net

Jason Baack
Maine PDN
207-299-3330
whereisjay@gmail.com

Maine Virtual Academy
Board Member Information Sheet

Note: To be completed individually by each proposed Maine Virtual Academy board member. Forms must be signed by hand.

Full name: Edward S. LeBlanc

Address: PO Box 481, Gorham, Maine 04038

Telephone No.: 207-807-2344

E-mail address: esleblanc@hotmail.com

Occupation/Employer:
Owner, Allegra Consulting Group, Inc

How long have you been a resident of the catchment area (State of Maine)?
I have been a lifelong resident of the State of Maine.

Why do you wish to serve on the board?
In using the Internet to find ways to address educational needs for my grandson that were not being met by the local school district, I researched various options for virtual education, including K-12, Connections Academy and the Florida Virtual Academy. I found the opportunity to best address those needs through K-12. K-12 has been a resounding success for my grandson, and he has excelled scholastically. I have testified about his story before both the Charter School Commission and the Legislative Joint Committee on Education.

As part of this effort on my part, I became convinced that there were more children in the State that could benefit from the same curricula and technology used by proven virtual schools generally, and by K-12 in particular. I found a group of people with the same interest and decided to become involved as a board member. I believe that the group of people comprising the MEVA Board will do the best job in providing high quality virtual education to Maine children in need of this opportunity to succeed.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school?
Given the current political environment surrounding virtual schools, I am concerned whether the Maine Virtual Academy public charter school will be given a fair chance to succeed.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.
Project Coordinator – Ford Foundation, State University of New York

What special qualifications do you have that will help you to be a board member?
Financial Management; Performance Management; Technology Management

Certification

I, Edward S. LeBlanc, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

Edward S. LeBlanc 11/18/13
Signature **Date**

Edward S. LeBlanc

Allegra Consulting Group, Inc.
PO Box 481
Gorham, Maine 04038
Phone: (207) 807-2344
Fax: (207) 727-5456

PROFILE

A results-oriented business consultant utilizing a strong set of multi-disciplinary skills and wide-ranging experience to assist clients in

Outsourced Procurement **Driving Bottom Line Cost Reduction** **Maximizing IT Business Value**

SELECTED ACCOMPLISHMENTS

Bottom Line Cost Reduction

- Utilizing an outsourced procurement arrangement, generated $91.9K (13.3%) in bottom line cost reductions for a non-profit substance abuse treatment and prevention services organization out of a total of $689.3K placed under management for this effort.
- Utilizing an outsourced procurement arrangement, generated $90.5K (12.2%) in bottom line cost reductions for a manufacturing company out of a total of $743K placed under management for this effort.
- Using disciplined fiscal management, generated $937K (13.2%) in savings to balance a $7.1 million fiscal year IT operating budget.

IT Business Value

- Lead the development of a comprehensive IT Strategic Plan which established IT organizational, management, financial, and technology goals, along with structures and processes to foster IT/ business alignment, over a multi-year period.
- Built an Enterprise-Wide Technical Architecture which specified the purchase and usage of technology within IT applications and infrastructure supporting business needs.
- Created an IT Program Management Office (PMO) with supporting processes and technology to effectively manage and coordinate IT projects running concurrently within a large organization.

Technology Assessment and Integration

- Established a $3.5 million system configuration and procurement framework for a $45 million enterprise ERP Project.
- Lead a cross-functional team in selecting an infrastructure management system, producing a $3.1 million yearly return.
- Lead the recovery of all IT systems and infrastructure at a major manufacturing site following an $80 million natural disaster.

Other

- Lead the orderly divestiture and transition of a $55 million manufacturing business from one corporate owner to another.

WORK EXPERIENCE

2003 - Present **Owner** **Allegra Consulting Group, Inc.** **Gorham, Maine**

Owner and President of an independent consulting company specializing in reducing indirect expenses for clients, while preserving or enhancing current levels of product quality and/or service. The process creates outsourced procurement arrangements with clients and, utilizing internal benchmark data, conducts market analyses and negotiates with multiple suppliers to produce cost reductions ranging typically from 10% - 20% of client spend placed under management. The client sponsors of these efforts are "C-Level" executives, most often the CFO. This work is conducted in conjunction with another independent consulting company, Bottom Line Improvements, Inc.

2002 - 2003 **Corporate Data Center Manager** **Sappi Fine Paper North America** **South Portland, Maine**

Managed the Sappi Fine Paper North America Corporate Data Center. Responsible for the operational availability and reliability of all systems supporting critical business processes within a $2.5 billion enterprise. Provided project, administrative, and technical direction to a 24x7 staff of 15 people. Charged with total cost center responsibility and a $7.2 million yearly budget. Managed an outsourced mainframe operations contract valued at $1.6 million per year. Drove continuous improvement activities to ensure that services provided met quality and service level expectations. Ensured an effective framework of strategies, policies, procedures and practices to adequately support corporate business processes.

1998 - 2002 **Chief Planner / Architect** **Sappi Fine Paper North America** **South Portland, Maine**

Senior level corporate IT position reporting to the Vice President and Chief Information Officer. Worked with senior IT management in building IT - business alignment. Directed all analysis and design efforts required to develop enterprise IT strategies, technical architectures, IT Portfolio Management, and technology usage standards. Directed the development of tactical plans necessary to implement IT process improvement strategies, including project management and life cycle methodologies. Developed methods and procedures to establish the business value of IT deliverables. Analyzed the impact of emerging technologies upon the enterprise.

Edward S. LeBlanc

1998 - 1998 **Manager of Computing Platforms** **Sappi Fine Paper North America** **South Portland, Maine**

Established a group responsible for the identification, configuration, implementation, and support of all large information processing and storage technology systems driving mission-critical business systems across the company, along with the implementation and support of all corporate databases, middleware, and infrastructure management technology. Later transitioned the group to a permanent functional manager.

1997 - 1998 **Corporate Business Transition Leader** **S.D. Warren Company** **Westbrook, Maine**

Working with senior corporate management, lead the orderly divestiture and transition of a $55 million manufacturing business from one corporate owner to another. Directed a multi-disciplinary transition team of 10 – 12 people of varying disciplines and levels within the corporation in accomplishing this task within the challenging time requirements of both parties. Created an outsourced technology support agreement with the purchaser as part of the legal separation.

1991 - 1998 **IT Manager** **S.D. Warren Company** **Westbrook, Maine**

Performed IT Management functions at a large, $250 million (annual revenue) manufacturing site. Responsible for a $2.75 million IT operating budget. Directed a staff of up to 16 people. Involved as a key participant in Corporate IT management planning and coordination activities. Worked with management and with various user groups within and external to the site to develop a common understanding of the issues involved in applying computing technology to business operations.

1993 – 1994 **Corporate Business Process Engineer** **S.D. Warren Company** **Boston, Massachusetts**

Provided key engineering and technology expertise to several strategic corporate re-engineering initiatives focused on the shape, form, and implementation of new methods of manufacturing and distributing coated paper products.

SYNOPSIS OF WORK EXPERIENCE **1971 to 1991** **(Detail available upon request)**

1986 to 1991	**Network (Manufacturing) Systems Manager**	**S.D. Warren Company, Westbrook, Maine**
1983 to 1986	**Engineering Cost Manager**	**S.D. Warren Company, Westbrook, Maine**
1981 to 1983	**Senior Industrial Engineer**	**S.D. Warren Company, Westbrook, Maine**
1978 to 1981	**Senior Industrial Engineer / Data Processing Supervisor**	**GTE Sylvania, Bangor, Maine**
1977 to 1978	**Industrial Engineer / Manufacturing Management Trainee**	**C.F. Hathaway Company, Waterville, Maine**
1976 to 1977	**Manufacturing Systems Analyst**	**SCOA Industries, Norridgewock, Maine**
1975 to 1976	**Project Coordinator**	**Ford Foundation, SUNY, Albany, New York**
1974 to 1975	**Budget Systems Analyst**	**New York State Department of Mental Hygiene**
1971 to 1973	**Radioman (Top Secret / Crypto Security Clearance)**	**United States Navy**

EDUCATION

- **RENSSELEAR POLYTECHNIC INSTITUTE, Troy, New York**
  MASTER of SCIENCE (M.S.) in Operations Research and Statistics, 1976
- **STATE UNIVERSITY of NEW YORK at ALBANY, Albany, New York**
  MASTER of PUBLIC ADMINISTRATION (M.P.A.), 1974
  Concentrations in Finance and Management Science
- **LaSALLE EXTENSION UNIVERSITY, Chicago, Illinois**
  BACHELOR of LAWS (LL.B.), 1973 (Correspondence)
- **UNIVERSITY of MAINE at ORONO, Orono, Maine**
  BACHELOR of ARTS (B.A.) in Public Management, 1971
  Included strong secondary coursework in Civil Engineering

OTHER

United Way Loaned Executive - 1978, 1984.

S.D. Warren United Way Campaign Chairperson - 1988

Industrial Engineering Professional Certifications: *MTM-1, MTM-2, MTM-3, MTM-4M, MOST*

Seminars in Statistical Process Control and the Deming Philosophy taught by Dr. W. Edwards Deming and Joiner Associates.

Quality Advisor *(200-hour curriculum. Included, SPC, Team building/Management, and Consulting Skills)*

Continuing education courses and seminars from Hewlett Packard Corporation, Gartner Group, Worcester Polytechnic Institute, George Washington University, and other sources

Maine Virtual Academy
Board Member Information Sheet

Note: To be completed individually by each proposed Maine Virtual Academy board member. Forms must be signed by hand.

Full name: Jennifer M. LeBlanc

Address: 12 Sandbar Road, Standish Maine 04084

Telephone No.: 207-590-3034

E-mail address: jleblanc@voicellc.com

Occupation/Employer:
Manager – Client Services, Voice Teleservices

How long have you been a resident of the catchment area (State of Maine)? 34 years

Why do you wish to serve on the board?

To provide Maine's youth with the opportunity to experience education at a pace that best suites them, and not necessarily the rest of the classroom. Children should not be held back from learning at an accelerated pace, just as much as we should not leave behind any child that may need additional instruction. My personal goal for serving on the board is to give all Maine children a forum to learn, grow & succeed in, when perhaps traditional school settings are not meeting their needs.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school?

I have 2 Gifted and Talented children, and 1 Special Needs child. Given the exposure to the extreme, wide spectrum and unique approaches just these 2 types of kids need to learn, it's become very obvious that the traditional school setting can't begin to foster the success of all learner types. Nor should they be expected to. It is time to usher in a way of learning that meets the learner's needs & pace. My interest is that all of my children have the same chance as the others. Individualized, self-pace Virtual Schools are that answer.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.

Bonny Eagle Football- Vice President, Administration 2011-Present
Hollis Little League- Vice President, 2012-2013

What special qualifications do you have that will help you to be a board member?

Financial Management; Parent and Community Engagement; Performance Management; Human Resources; Technology; Marketing and Communications; Professional Development

Certification

I, Jennifer M. LeBlanc, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

11/19/13

Signature **Date**

Jennifer M. LeBlanc

538 Deerwander Rd ▪ Hollis, Maine 04042

Profile

An award winning executive with 14 years of successful, progressive experience in Direct Response, Retail, and Customer Service organizations. Demonstrated ability to coach and direct technical, implementation, training, and sales teams to produce at extremely high performance levels. Proven success in using high-level B2B sales and negotiation skills to acquire new business for organizations. Outstanding relationship-building, training and consulting skills. Demonstrated ability to establish and to exceed key performance indicators organization-wide.

Selected Accomplishments

- Closed 19 inbound / outbound sales contracts in a 12 week period with an estimated value of $2.2 million annually.
- Created and implemented a new sales training program in 7 days that increased overall sales agent performance by 20%.
- Increased sales by 27%, brought down losses by 12%, with total financial impact of over $1 million annually.
- Directed Lead Production Campaign that increased sales turnover ratio by 150%, impacting client's publically traded stock to rise 77% and maintain the increase over 12 consecutive months.
- Opened a new call center within 3 weeks and managed it to outperform an existing call center within 1 month.

Professional Experience

June 2010-Present **Voice Teleservices** **Portland, Maine**

- **Manager, Client Services** June 2011-Present
- **Quality Assurance Manager** June 2010-June 2011

As Quality Assurance Manager: Monitor all potential Sales Leads before delivery to the client. Meet daily with agents to provide real-time feedback in tone, inflection, pace, and working delivery to increase the quality and quantity of Lead production. As Manager, Client Services: Responsible for ensuring existing and new client Return on Investment through daily strategic reporting, monitoring, script rework and communication. Accountable for Payroll, Human Resources, Hiring, and Training. Direct a 25+ agent Team to deliver on time sensitive, high urgency client projects, including Lead Development, Surveys, Sales, Seminars, and Data Collection.

November 2008 – December 2009 **Listen-Up Contact Solutions** **Westbrook, Maine**

- **Director: Client Services and Business Development** September 2009 – December 2009
- **Director of Training** April 2009 - September 2009
- **Senior Sales Manager** November 2008 - April 2009

As Senior Sales Manager: Developed advanced training programs for direct response in-bound sales and customer service center. Initially spent 5 months on the sales floor grooming existing agents in learning to build value through rapport, trust, respect, empathy and needs. Then trained new and existing Management Staff in methods of monitor agents and provide effective feedback in a positive manner. Simultaneously, directed a team of 30 seasoned and new sales agents, which together produced the highest close rate and revenue production in the organization. As Director of Training: Created a new corporate training program to educate and develop newly-hired sales agents. The program package included a 100-page training manual covering the sales process, 30 hours of lecture, role-play, and evaluations to gauge lesson-by-lesson

information retention, final exam, and a mock call evaluation, which trainees had to pass before being promoted to taking live calls on the Sales Floor. In addition, created "Rookie Row", a concentrated 40-hour focus group after formal training, which provided newly trained agents with peer-to-peer interaction, constant monitoring, feedback, role-play, self-monitoring opportunities, along with quality reviews on live calls, before new agents joined production sales teams. During "Rookie Row" week, all new-hire classes consistently performed at-or-above current sales floor metrics in close rate and revenue production. Finally, developed a train-the-trainer manual, developed and directed new trainers in the Customer Service and Sales departments on processes to solidify information, conduct classes, and pass down new information to Senior Management Staff. As Director of Client Services and Business Development: Quickly developed strategic relationships with media, fulfillment, and overflow centers to build a portfolio that positioned Listen-Up with a "total solution" value proposition. Negotiated contracts with new clients on behalf of the entire Listen-Up organization for inbound and outbound campaigns, as well as on behalf of the client for comprehensive media placement and shipping solutions. Orchestrated internal and external technical teams to ensure launch deadlines. Monitored and reported key performance indicators to clients on a daily basis, and implemented success strategies built to exceed AOV, CPO and revenue generation goals.

March 2008 - November 2008 Jobs-in-the-US (JiUS) Westbrook, Maine

- **Peer Trainer/ Senior Account Manager** August 2009 - November 2009
- **Senior Account Manager** March 2008 - August 2009

Within an Internet-based job posting and employment organization, responsible for sales, account management, and business development within a newly designated territory of several southern States, which include a 7,000+ account base. The business process predominantly involved an intensive, daily, outbound calling activity. Utilized self management, motivation, and highly developed sales techniques and skills to acquire new clients and to maintain relationships with the established base. Accountable for achieving monthly, quarterly, and yearly sales quota goals. Taught clients to maximize the usage of employment postings to differentiate themselves in the labor market and to obtain the highest quality candidates for their organizations. Achieved more than 100% of sales goal for several consecutive months. Awarded the "Highest Sales in Territory" Award for several months. After 5 months on the floor, elected to the Peer Trainer Team.

October 2006 - February 2008 Preval Direct Scarborough, Maine

- **Manager of Sales, Senior Manager on Staff** September 2007 - February 2008
- **Team Manager** January 2007 - September 2007
- **Sales Agent** October 2006 - January 2007

After 3 months of consistently exceeding expectations as a Sales Agent on the directing response marketing inbound sales floor, and proving my ability to coach others to meet their goals, promoted to Team Manager. Based on performance and ability to motivate others to excel, promoted in 8 months from Night Manager, to Mid-shift Manager, to Day Team manager, to Manager of Sales, Senior Manager on Staff. Team sizes ranged from 10-25 representatives. Responsible for team's daily, weekly and monthly sales goals and performance, varying from campaign specific targets, revenue per call generation, and backend goals. Created team recognition boards and contests to inspire and produce a healthy competitive environment. Created ongoing Sales Processes Testing to ensure representative's consistent and concise commitment to products and integrity within company policies. Trained sales floor upon implementation of new data entry program. Also interviewed candidates and worked closely with the training department to help transition trainees from the class to the sales floor. Accountable for cascading information to other managers and for reporting the impact of this information to the CFO, COO and Director of Sales on a daily basis.

February 2005 - September 2006 IKON/ Xerox Office Solutions South Portland, Maine

- **Account Executive**

Responsible for maintaining Sales Quota of $45K/month and for maintaining relationships within assigned 400+ account base, including billing resolution, solution advisement from a consulting standpoint, installation co-ordination and hands-on training. Received rigorous on-going training, including Financial Services; Technical, Document Management Software; and Device Demonstration Certifications. Performed "cold calls" daily as well as searching for new opportunities within

existing account base. Graduated Top-in-Class from IKON/ Xerox Document University. Received multiple awards for outstanding Customer Care and Sales Performance.

Maine, June 2003 - February 2005 **SofPool of Maine** **South Portland, Maine**

- **Store Manager** October 2003 - February 2005
- **Sales Manager** June 2003 - October 2003

As Sales Manager: Recruited to increase sales. Utilizing local television stations, radio stations, printing and marketing groups, and networking opportunities with other local businesses, immediately launched a "Grand Opening Event", which increased sales by 35% in the following 6 months. Positioned and sold hot tubs and pools as not a luxury but a necessity with an unheard of close rate of 27%. Promoted to Store Manager after exceeding Sales Manager role expectations. As Store Manager: Responsible for research and implementation of new products, gross profit growth, store hiring and benefits coordination, customer concern resolutions, sales tracking and goal initiatives, marketing and advertising. Brought company into profitability with strategic customer and employee incentives. Executed new inventory control system now utilized company wide, bringing down losses 12% progressively during last 2 quarters in this position. Position required expert-level understanding of water quality balancing, pool and hot tub mechanical troubleshooting and precise repair aptitude.

May 2001 - June 2003 **Gateway, Inc.** **South Portland, Maine**

- **Technology Solutions Specialist**

Computer and electronics sales. Fast paced, high energy, customer focused environment. Required up-to-the-minute technology knowledge combined with excellent customer service skills. Exceeded monthly sales goals by at least 25% for 9 consecutive months, out-selling full time specialists. Received multiple awards and recognition for outstanding service and sales achievements.

May 2000-May 2001 **EnvisioNet** **Augusta, Maine**

- **Team Coach** December 2000 - May 2001
- **Team Trainer** August 2000 - December 2000
- **Escalations Supervisor** May 2000 - August 2000

As Escalations Supervisor: Handled incoming calls from Dell customers, and escalated supervisor calls. Additional assigned responsibilities included peer training, placing orders, in depth follow-up on customer complaints finding timely resolutions to ensure customer satisfaction. As Team Trainer: Promoted to Team Trainer role, introducing new reps onto the floor, providing primary support and feedback, while achieving a 98% average Quality metric. As Team Coach: Designated team coach and subsequently received 1st and 2nd Quarter Dell Team Player Award. Selected to participate in the weekly live quality assurance calibrations with Envisionet Team Leaders and Dell Computer Corporation. Team Leader recognized my abilities and was cross-trained to cover Team Lead position. Awarded Team Leader Excellence Award for exceptional achievement by completing all assigned projects, and added tasks requested by other Team Leads during Team Leads vacation.

EDUCATION

- **Graduate, IKON University, Accelerated Learning Program**
- **Graduate, Xerox Document University**
- **United States Marine Corps: Armed Forces School of Music, Norfolk, VA.**

COMMUNITY SERVICE

Hollis Little League - Vice President, Baseball
Bonny Eagle Football - Vice President, Administration

Maine Virtual Academy
Board Member Information Sheet

Full name: S. Peter Mills
Mail Address: 263 Water Street, POB 9, Skowhegan, ME 04976. **Home:** 269 Oxbow Road, Cornville, ME 04976
Telephone No.: 207-858-6400 **E-mail address:** pmills@mainelegal.net
Occupation/Employer: Executive Director, Maine Turnpike Authority. Owner of Wright & Mills, PA, a Skowhegan lawfirm.
How long have you been a resident of the catchment area (State of Maine)? Since 1943.

Why do you wish to serve on the board? What interests or concerns do you have regarding the Maine Virtual Academy public charter school?
A virtual curriculum is appropriate for only some children and often for only a year or two at a time; but for those who need this resource it can make all the difference between success and failure.

Maine has 4730 students whose parents have rejected public education for home schooling. Every year, 3000 Maine students drop out completely. An innovative virtual education program with public oversight and strong management can restore a successful public school experience for many of these students.

For students with physical or emotional disabilities, for those who live in remote areas, for those who must move from place to place, for those who need respite from an unsuccessful school encounter, for any child in jeopardy of dropping out, and for those who are bored for lack of a challenge, a virtual academy with a strong curriculum individually paced and competently administered can be a lifesaving option. Among Maine's 80,000 students in grades 7 through 12, there is clearly room for a few hundred students to be served by a virtual program.

Virtual education will not undermine local schools. A statewide virtual academy will be open to students from all 164 school districts and will draw no more than a few from any one district -- particularly since the academy will appeal primarily to families where the child is in jeopardy of leaving public education altogether.

In this day and age, the on-line options opening up for Maine students are many and varied. They range from the unproven and incompetent to the truly stimulating and magnificent. I want to serve on the board of MeVA to make sure that the on-line opportunities we offer to Maine students come from the best available proven systems.

For the program we propose, the curriculum will be tailored to each student's specific needs. Children will be constantly and individually assessed in real time so that each may proceed as rapidly through the material as he or she reasonably can. This keeps each student challenged and engaged within an accountable education system.

The academy will hold itself accountable by measuring growth -- the tangible value added for each student's participation as measured by frequent formative assessments and constant daily feedback that is the greatest strength of on-line learning.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.
In 1995, I chaired the Critical Review Committee for rewriting Learning Results for the Department of Education. At various times since, I have served on a committee to reform pensions for teachers and public employees, the Learning Results Steering Committee, an Alternative Education Task Force, the Legislature's Appropriations Committee for two terms, the Legislature's Education Committee for one term, an Education Funding Reform Task Force, the board of the Maine Math & Science Alliance, the Maine Children's Growth Council, the Maine Children's Trust, the Coalition for Excellence in Education, and the Muskie School Board of Visitors. In the technology field, I recently served on the Broadband Capacity Building Task Force.

What special qualifications do you have that will help you to be a board member?
Financial Management; Fundraising; Parent and Community Engagement; Performance Management; Legal; Curriculum, Instruction, and Assessment; Human Resources; Government Relations and Issues; Technology.

Certification
I, S. Peter Mills, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

Date: November 18, 2013

S. Peter Mills

S. Peter Mills

Peter Mills -- Experience in Education/Science
Wright & Mills, PA
263 Water Street
PO Box 9
Skowhegan, Maine 04976

Education/Background:

Born in Farmington, ME 1943
Gorham High School, Gorham, ME. Graduated 1961
Harvard College BA. Graduated cum laude in English 1965.
U.S. Naval Officer 1965-70 on destroyers during Vietnam with duties in Communications, Operations and Intelligence.
Univ of Maine School of Law; Law Review. Graduated 1973.
Attorney in Portland 1973-82; owner Wright & Mills law firm in Skowhegan since 1982.
Married to Nancy Mills, Superior Court Justice. 3 adult children. 5 Grandchildren.
State Senate 1994-2002; Maine House of Representatives 2002-04; State Senate 2004-10.
Executive Director, Maine Turnpike Authority since March 17, 2011.

Legislative Service on education issues 1995-2010

In the summer of 1996, chaired the Critical Review Committee to rewrite Learning Results for the Department of Education. I read standards from many sources and was largely responsible for the format and structure of the standards that were adopted in 1997.
In 1997, served on the Children's Health Task Force (to implement S-Chip) and on a committee to reform pensions for teachers and public employees.
In 1998 served on the Learning Results Steering Committee to implement education standards and assessments.
In the 120th Legislature (2001-02), served as the Senate Republican lead on Appropriations.
In 2001, served on the Education Funding Reform Task Force.
In the 121st Legislature (2003-04), served as a House member on Appropriations.
In the 122nd Legislature (2005-06), served on the Select Committee on Tax Reform (the "LD1 Committee) that implemented Essential Programs & Services in response to the MMA referendum passed in June of 2004.
In the 123rd Legislature (2007-08), served as Republican Senate lead on the Education Committee. Advocated for incentive-based consolidation in lieu of the penalties that the Legislature adopted.
Served on the Alternative Education Task Force.
In the 124th Legislature (2009-10) served on the Energy Corridor Commission.

Boards & Committees.

The Maine Math & Science Alliance (1998-2005)
The Maine Children's Growth Council (2008-2010)
The Maine Children's Trust (since 2009)
The Coalition for Excellence in Education (since 2000)
The Muskie School Board of Visitors (since 2002)
Chair of the Margaret Chase Smith Policy Center (since 2009)
The Advisory Committee on Development of Broadband Infrastructure (since 2011)

Publications and articles on education. Writings are available at petermills.info

1999 "Maine's Dubious Odyssey into the Funding of Local Government," published in the Maine Policy Review, reviewed the major municipal revenue sharing systems, with emphasis on the school funding formula and made the case that much of state revenue sharing is squandered without regard for local need.

2004 "Maine Tax Policy: Lessons from the Domesday Book." Published as a chapter in "Changing Maine," it contains a summary of cost trends in education.

2007 Wrote a substantial re-draft of the Special Education rules which were later adopted.
2007 "Let Them Learn in Ghettos," an Op Ed decrying disparities in education opportunities among Maine's towns.
2007 "A Warning Like Ike's," an endorsement of consolidation based on incentives

2008 "Imprisoned by Public Pensions," a plea for portable benefits for newly hired teachers and state employees.
2008 "Megawatts from Mountain Tops: What's in it for Maine?" an analysis of wind power development in Maine.

Other relevant background
My mother, my paternal grandparents and two of my daughters have been educators.
I had personal experience as a writing instructor in law school. Later, I trained to be an instructor of fellow lawyers in trial practice seminars. As a teenager and young adult, I spent summers as a professional swimming instructor.

Maine Virtual Academy
Board Member Information Sheet

Note: *To be completed individually by each proposed Maine Virtual Academy board member. Forms must be signed by hand.*

Full name: Tim Walton

Address: 36 Limberlost Road, Fayette, Maine 04349

Telephone No.: 207-679-2331

E-mail address: twalton@cianbro.com

Occupation/Employer: Director of External Affairs & Public Policy – CIANBRO

How long have you been a resident of the catchment area (State of Maine)? 45 years (March 12, 1968)

Why do you wish to serve on the board? I believe that people learn in a variety of ways and likewise, I believe there are a number of ways to instruct effectively. With that said, I feel strongly that virtual education can be an effective way to learn, as well as serving as an effective teaching method. To serve on a board focussed on helping deliver this type of educational programming would be an honor.

What interests or concerns do you have regarding the Maine Virtual Academy public charter school? My interest is to help make it a success.

Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.

Member of Executive Board of Jobs for Maine Grads, Former Board Chair of Southern Maine Community College Foundation, youth sports coach (Jay, Livermore, Livermore Falls & Fayette program)

What special qualifications do you have that will help you to be a board member?

Financial Management; Government Relations and Issues; Marketing and Communications

Certification

I, Tim Walton, certify to the best of my knowledge and ability that the information I am providing to the Maine State Charter School Commission as a prospective board member for Maine Virtual Academy public charter school is true and correct in every respect.

Tim C Walton 11-19-13

Signature **Date**

Tim C. Walton • 36 Limberlost Road, Fayette, ME 04349

PROFESSIONAL EXPERIENCE

CIANBRO – Pittsfield, Maine
Director of External Affairs & Public Policy, January 2005 to Present

Associated Builders and Contractors of Maine – Augusta, Maine
President & CEO, December 1999 to December 2004

Labrador Outdoors, Inc. – Jay, Maine
Director of Public Relations & Marketing, January 1999 to December 1999

Victory '98/Committee for a Responsible Senate –Hallowell, Maine
Campaign Field Director, July to December 1998

David Ott for Congress – South Portland, Maine
Campaign Manager, April to June 1998

U.S. Senator Olympia J. Snowe – Auburn, Augusta & Portland, Maine
Staff Assistant, December 1996 to April 1998

Jim Longley for Congress, Re-Election Campaign - Portland, Maine
Deputy Campaign Manager, September - November 1996

U.S. Congressman James B. Longley, Jr. - Washington, D.C.
State Director, January 1995 to August 1996

Kennebec County Sheriff's Department / "OPERATION TAXATION"-- Augusta, Maine
Deputy Sheriff / Special Agent, October 1994 to January 1995

Longley for Congress -- Augusta, Maine
Organization Director, June to October 1994

Lipman for Governor -- Augusta, Maine
Organization Director, January to June 1994

EDUCATION

University of Maine at Augusta
B.S., Public Administration

Lamar University – Beaumont, Texas
Academy Graduate, Fire Science
Degree Course Work, Fire Science

Maine Development Foundation
Graduate, Leadership Maine – Nu Class

Cianbro Leadership Institute
Graduate

PROFESSIONAL AFFILIATIONS

Associated Builders and Contractors – Arlington, Virginia
National Vice Chairman, Region 7 (2008-Present)

Associated Builders and Contractors of Maine – Augusta, Maine
Committee Chair (2012)
Government Affairs Committee (2005-Present)

Associated General Contractors of Maine – Augusta, Maine
Legislative Advisory Committee (2005-Present)

Construction Legal Rights Foundation
Board of Trustees (2012)

Free Enterprise Alliance – Arlington, Virginia
Board of Trustees (2002-2009)

Jobs for Maine Grads – Augusta, Maine
Executive Board Member (2007-2011)
Board of Directors (2006-Present)

Maine Aggregate Association
Board of Directors (2007-Present)

Maine Canadian Legislative Advisory Commission
Member (2011-Present)

Maine Economic Research Institute – Augusta, Maine
Advisory Committee (2005-2012)

Maine Growth Council
Member (2011-Present)

Maine Learning Innovations
Board of Directors (2012)

Maine Motor Transport Association
Board of Directors

Maine State Chamber of Commerce
Board of Directors

Southern Maine Community College Foundation – South Portland, Maine
Board Chair - 2010
Foundation Board Member (2004 – 2010)

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MAINE LEARNING INNOVATIONS BOARD MATRIX							
QUALIFICATIONS/ EXPERIENCE	**BOARD MEMBERS**						
	Amy Carlisle (Chair)	**Peter Mills (Secretary)**	**Ed LeBlanc (Treasurer)**	**Alan Casavant**	**James Chiavacci**	**Jennifer LeBlanc**	**Tim Walton**
Financial Management		√	√			√	√
Fundraising	√	√			√		
Parent and Community Engagement	√	√		√		√	
Performance Management	√	√	√		√	√	
Legal	√	√					
Curriculum, Instruction, Assessment		√		√	√		
School Leadership, Administration and Governance					√		
Human Resources	√	√				√	
Government Relations and Issues	√	√		√			√
Technology		√	√		√	√	
Facilities							√
Marketing and Communications					√	√	√
Professional Development					√	√	

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Tab 32 List of Officers
and Committee Chairs

Tab 32

MAINE LEARNING INNOVATIONS

OFFICERS

President	**Amy E. Carlisle**
Secretary	**Peter Mills**
Treasurer	**Edward S. LeBlanc**

MAINE LEARNING INNOVATIONS COMMITTEE CHAIRS

Board committees have not yet been established, therefore there are no committee chairs at the time of the charter application.

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D.1 Budget

D. Business and Financial Services

This section deals with managing the business that supports the program of the school. Applicants will be expected to pay attention to the need to manage the business carefully and to report on the success of school leaders in managing that business according to adopted budgets. Without a sound business plan and qualified people to manage against the plan, the school cannot succeed. Reviewers of the Application will want to be convinced that there is a sound plan and a sound financial infrastructure to support the plan.

D.1 Budget

Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. Several members of the Board have substantial experience with managing budgets that utilize State and local funds and will apply their expertise to governance issues relating to the school's finances.

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

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

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

- **Human Resource Policies and Processes**
  - To address the approval of all hires and salaries
  - To ensure there are no conflicts of interest among hired MEVA staff
  - Ensure the confidentiality of all personal and personnel information
  - Ensure benefits are competitive and provided
  - Ensure compliance with all local, state and federal laws and regulations

- Implement an employee performance evaluation system
- Provide staff with professional development opportunities

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

- **Budgeting, Forecasting and Reporting Processes**

  - All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3)entities.

  - Annually the CFO will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the CFO will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.

  - Monthly the CFO will prepare a financial report for the Board which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.

  - All variances from the approved Budget will be investigated and explained.

  - Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Governing Board to take the necessary actions, if any, to ensure the budget is met.

  - The CFO will ensure monthly that all regulatory reports are filed in a timely manner.

  - The CFO, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the MEVA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.

  - The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.

- The CFO will work with the Board of Directors to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The Board of the School is fully responsible for all governance of the school, and ultimately responsible for all management, policy and budgeting decisions impacting the school and its students. The Board shall employ the Chief Executive Officer and Chief Financial Officer for the Program. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The governing board will establish a Finance Committee made up of knowledgeable individuals who will work closely with the MEVA CEO, CFO and Board to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The CFO, in consultation with K12, will oversee the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures. The CFO will be responsible for presenting the annual school budget to the Governing Board for adoption. The CFO and K12 may submit to the Board proposed modifications to the annual Program budget to take into account the actual Program student enrollment for each 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.

The CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. The CFO will work with K12 to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. The CFO will be adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines.

K12 shall, upon request of the Board, (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (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.

Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

As required by PL414 §2412(7), MEVA will adhere to generally accepted accounting principles and will annually engage an external auditor to do an independent audit of the school's finances. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in Maine. The school will provide all necessary financial

records, documentation, and data required to complete the financial audit in a timely manner. The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. MEVA will submit the audit to the Maine Charter School Commission and to the department.

Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

The School will adopt an annual Program budget for each Fiscal Year during the term of the charter. The School's Chief Financial Officer and K12 will develop and present to the Board (or its authorized delegees or subcommittee) a proposed annual Program budget for each Fiscal Year by March 15 for the following fiscal year, and the Board shall finalize an annual Program budget by May 15 for the following fiscal year. All financial reports, to include those addressing any variances, will be shared with the authorizer and will be readily available to the public. The information will be presented at an annual Board meeting and as such will simultaneously be made available to the public.

Describe any services to be contracted, such as business services, payroll and auditing services, including the anticipated costs and criteria for selecting such services.

The K12 Administrative and Technology Services are listed in the draft services agreement (see **Exhibit A** in **Tab 42** and excerpts below**).** For the administrative and technology services listed in the agreement, the School will pay K12 eight percent and seven percent respectively of program revenues. The administrative functions (i.e. payroll, benefit management, etc…) of MEVA's staff that are employed by K12 would not be the responsibility of the school. Administrative function related to the CEO and CFO are the school's responsibility as they are employed by the MEVA Board. The MEVA board can contract with K12 or some other entity to provide administrative services for their staff but the Board still is the "employer".

K12 Administrative and Technology Services excerpts from the draft services agreement (see **Exhibit A** in **Tab 42:**

II. <u>Administrative Services:</u> 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. <u>Educational Program Consulting</u>. Provide expertise on educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, K12's recommendations for the Program will be consistent with Applicable Law and the Charter.

2. <u>Personnel Assistance</u>. Supervision of personnel providing Educational Products, Administrative Services, and Technology Services. Management of Program employees including recruiting; hiring recommendations; reference, certification and background checks (including if requested, 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. At the discretion of the MEVA Board, 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. At the discretion of the MEVA Board, 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. In conjunction with the Chief Financial Officer provide administration of business aspects and day-to-day management of the Program. These services shall include at the discretion of the MEVA Board:

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. Assist with 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. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;

j. Assist with establishing and implementing 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. Under the supervision of the MEVA CFO, contribute to the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures, following the process designated in the 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.

7. Financial Management.

a. Assist in necessary planning, forecasting, accounting and reporting functions as appropriate.

b. Assist and coordinate in any third-party audit(s) of the Program.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.

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. Assist the school to 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. Recommend to School draft 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, and with the approval of the Board, 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 troubleshooting;
15. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Support and design the Program's accounting system;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

Submit a completed Charter School Budget Template. In developing your budget, please use the per-pupil revenue projections that can be obtained from the Maine Department of Education.

Detail the school's estimated revenues and expenditures for the first three full years of the proposed term of the charter. Also, provide a monthly cash flow analysis of for the first fiscal year of operation (July 1 – June 30) and for the pre-opening startup period.

Discuss how the charter school will be able to demonstrate a cash reserve by the end of year 3, sufficient to cover expenses for 2 months or more.

Present in a budget narrative explain how the budget aligns with and supports implementation of the educational program. Also include a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations and fundraising).Include the following:

- **Per-Pupil Revenue;**
- **Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends;**
- **The school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;**

- **Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;**

- **Anticipated fundraising activities and expected contributions;**

- **If the school anticipates incurring debt for any reason, such as for acquisition of its facility, the budget must address the schedule for debt repayment and the budget discussion should elaborate on the repayment assumptions and plan**.

The budget for the first 3 years of Maine Virtual Academy's operations, detailing the school's estimated revenues and expenditures, enrollment projections, staffing projections, pre-opening cash flow, first year (July 1, 2014 to June 30, 2015) operating cash flow, and budget assumptions is included in **Tab 33**.

The Board will also adopt an annual operating budget as well as receiving, reviewing, and approving monthly financial statements.
At the request of the MEVA Board, K12 may issue a start-up loan to finance the start-up expenses as detailed in the Pre-Opening Budget.

Some traditional start-up costs (such as recruitment) are not allocated within the Pre-Opening Budget. The list below represents items/costs that might typically be represented in a Pre-Opening Budget that are not reflected in the MEVA Pre-Opening Budget because they are a part of K12 services under the educational products and services agreement.

School Administration
• Administrator sourcing, selection, training, oversight
• Teacher sourcing, recommendation, training, oversight
• Systems infrastructure designed for a virtual environment
• School community-building
• Student recruitment resources and expertise
• Enrollment processing and placement expertise
• Website development and maintenance
• Creative services for recruitment and messaging

Public Information Sharing and Student Enrollment
• Develop and implement public awareness programs through numerous media outlets
• TV
• Radio
• Internet
• Extensive web-based information efforts for schools
• Search engine programs
• Banner ads
• Monthly e-mail communications with school news and events
• Distribute mail and school brochures to interested families
• In person and online events to educate interested families

HR Support
• K12 staff supporting school
• Recruiting for K12 school based positions
• Background checks for all K12 employees and to the School's employees to the extent required under Applicable

Legal Support
• K12 provides legal support to schools on topics including:

- Family Education Rights and Privacy Act (FERPA)
- Charter School Law
- NCLB and other Federal Education Laws and Regulation
- Employment Law
- Public Records and Other School Records Issues
- Real Estate

Key Budget Assumptions
The budget uses conservative estimates for two sources of revenues: (1) the EPS per-pupil funding average of $6,700 for Grades 7-12 for all three years of the budget; and (2) per pupil funding for special education services of the 127.8% less 1% district withheld equals 126.8% of EPS per-pupil funding which equals $8,476.97. The EPS per pupil funding was calculated by using the FY13 average PPR rate for a base starting point. Maine Virtual Academy will apply for a three year USDOE Public Charter School Grant Program Planning and Implementation (startup) Grant, either from the Maine Department of Education, if it is approved to administer this federal charter school startup grant program, or directly from USDOE. In our proposed budget we have not included this grant funding as a source of revenue since it is a competitive process rather than an entitlement grant. If grant funds are secured, grant money could be used for startup expenses such as the purchase of instructional technology equipment and licenses, test preparation resources including Study Island and Scantron, curriculum and instructional materials, teacher training and monthly teacher professional development, board development, and consulting fees including an external evaluation of the effectiveness of the Academy's instructional program. MEVA will also apply for private and state grants, as appropriate, to support activities and services above and beyond the primary instructional program.

Cash Reserve

Based on our conservative revenue estimates and careful planning and budgeting of expenses, we project that, at the end of each year of the initial three year budget, there will be a surplus (End of Year 1 Surplus of $167,518; End of Year 2 Surplus of $532,240; and End of Year 3 Surplus of $770,038) (see **Tab 33**). The average monthly costs in Year 3 are projected to be approximately $329,000 (see **Tab 33**). With projected enrollment growth of 24% in Year 4, average Year 4 monthly costs are estimated to be approximately $411,000. Projected total cash surplus at the end of year 3 is approximately $1,469,796, demonstrating adequate cash reserve to cover more than 2 months of projected costs after Year 3.

Meeting Potential Budget and Cash Flow Challenges
As a virtual school (compared to a traditional brick and mortar school), MEVA will not incur the expenses of school buildings, daily student transportation, food service, etc. In the event of lower

student enrollment, we would scale our instructional staff appropriately. The School's Chief Financial Officer and K12 may submit to the Board proposed modifications to the annual Program budget to take into account the actual Program student enrollment for each 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 about modifications to the final Program budget.

Maintaining Financial Viability

MEVA will maintain a balanced budget and comply with the budgeting reserve requirements outlined in the RFP. MEVA has proposed a conservative budget for SY 14-15 that balances and shows a small surplus. MEVA anticipates balanced budgets in future school years as well, however, as detailed in the agreement with K12 at Section 4, should budget conditions materialize that may threaten the fiscal balance, a process is in place to achieve a balanced budget through negotiation and adjustment with K12. It is important to note that, under no circumstances related to any budget issues, would the K12 Agreement terminate in the middle of any school year.

Required Tabs

33. Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow

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Tab 33 Three-Year Budget

Maine Virtual Academy
Tab 33. Budget

NOTES

Use this workbook for all required financials.
Copy the entire Workbook.
Rename it to your school and submit in application.

Budget Please note assumptions in the appropriate section of the Application.
Worksheet cells should contain any formulas used for calculations.
Do not remove any rows that are unused by your school.

Enrollment Staffing assumptions should be stated (number of students per teacher).

Staffing Position Descriptions are approximate. Use your own for each position.
Add rows as necessary to list all positions supported by the budget.
Salaries for unfilled positions are approximate.

Excel Toolbar Tabs:

Notes
Budget
Enrollment
Staff
Pre-Opening Cash Flow
Operating Cash Flow

Maine Virtual Academy		**BUDGET**				
		Year	Year	Year		
	Pre-Opening	Year One	Year Two	Year Three		
Revenues						
Per-Pupil Allocation		$ 2,391,464	$ 3,617,264	$ 4,747,659	(Total Revenue Basic and Spec Ed) (3% Commission Fee shown on Row 124)	
Federal Entitlement Funds					Assuming no additional Grants	
Federal and State Grants						
Foundation Grants						
Fundraising Events						
Parent Contributions						
In-Kind Contributions						
Other Start up Loan	$ 160,000					
	---	---	---	---		
	$ 160,000	2,391,464	3,617,264	4,747,659		
Expenses						
Research & Planning						
Market Research						
Curriculum Development						
Application Costs						
Consultants						
Staff Recruitment						
Board Recruitment						
Website Development						
Marketing Materials						
Nonprofit Incorporation						
Admissions Lottery						
Other:						
	---	---	---	---		
Research & Planning	0	-	-	-		
Instructional Services						
Teacher Salaries & Benefits		326,291	$ 472,880	642,552	Reg Ed teacher salaries/benefits (7-8 and HS)	
Substitute Salaries & Benefits						
Aides Salaries & Benefits						
Textbooks		771,035	1,163,794	1,523,040	K12 Materials and Online Learning (student and teacher)	
Classroom Supplies						
Classroom Furniture						
Classroom Equipment						
Academic Computers/Software		88,007	118,295	155,261	K12 computers (student and teacher), Student ISP Reimbursement (F&R only, assumed 44%)	
Staff Development		8,413	$ 12,726	20,061	$1,000 per teacher	
Travel & Conferences						
Other:		31,427	50,662	63,238	Study Island, Proctor and Testing, other	
	---	---	---	---		
Instructional Services	0	1,225,173	1,818,357	2,404,152		
Special Education Services						
Teacher Salaries & Benefits		49,769	$ 94,418	$ 120,278	Special Ed teacher salaries/benefits (7-8 and HS)	
Aides Salaries & Benefits						
Special Facilities/Equipment						
Curriculum						
Instructional Materials						
Contracted Services		63,468	96,000	126,000	Special Ed Contracted Services (OT,PT, Speech etc)	
Other:						
	---	---	---	---		
Special Education	0	113,237	190,418	246,278		
Supplemental Programs & Services						
Athletic Programs						
Art & Enrichment Programs						
Summer/Bridge School/Programs						
After-School Programs						
Community Service Programs						
English Language Learner Programs						
Music Programs						
Tutoring Programs						
Uniforms						
Other:						
	---	---	---	---		
Supplemental Programs	0	-	-	-		
Library						
Librarian Salary & Benefits						

	Books & Other Reading Materials					
	Furniture					
	Computers/Software					
	Audiovisual Equipment					
	Other:					
		---	---	---	---	
	Library	0	-	-	-	
Student Support Program & Services						
	Nurse Salary & Benefits		10,000	10,000	10,000	Contracted Nurse
	Health Supplies & Equipment					
	Guidance Counselor Salary & Benefits		47,850	$ 50,592	$ 89,805	Advisor and Counselors
	School Psychologist Expense					
	Voluneer Expense					
	Other:		2,293	8,594	14,405	other
		---	---	---	---	
	Student Support	0.0	60,143	69,186	114,210	
Facilities						
	Rent/Leas/Mortgage	2,900	34,800	35,844	36,919	
	Maintenance Salaries & Benefits					
	Maintenance & Repair Expenses					
	Utilities					
	Telephone	1,750	1,200	1,260	1,323	
	Internet Services	1,000	6,000	6,300	6,615	
	Fire & Security					
	Custodial Services					
	Custodial Supplies					
	Waste Disposal					
	Other:		3,493	3,622	3,756	
		---	---	---	---	
	Facilities	5,650	45,493	47,026	48,613	
Transportation & Food Service						
	Busing Costs					
	Driver Salary & Benefits					
	Field Trip Expense		4,000	6,050	7,941	
	Food Service Salaries & Benefits					
	Food Service Supplies & Equipment					
	School Breakfast Expense					
	School Lunch Expense					
	School Snacks Expense					
	Other:					
		---	---	---	---	
	Transportation & Food Service	0	4,000	6,050	7,941	
Administration & Support						
	Administrators' Salaries & Benefits		556,644	747,148	923,342	K12 Admin services (8%) and Technology Fee (7%), Non K12 Administrative Staff (CEO & CFO)
	Staff Salaries & Benefits		71,744	108,518	142,430	Commission Oversite Fee 3% (The 3% is paid to the Commission directly from the resident districts)
	Office Supplies	5,000	10,000	10,300	10,000	
	Photocopy Expense	1,750				
	Administrative Computers/Software		62,083	37,440	27,308	Admin computers and Powerschool, additional computer needs
	Office Equipment	2,000	10,000	10,600	11,218	
	Postage & Shipping		1,500	1,575	1,654	
	Bookkeeping & Audit					
	Payroll Services					
	Banking Fees					
	Interest Expense					
	Legal Services	15,000	10,000	10,300	10,609	
	Liability & Property Insurance	1,250	9,060	10,646	12,253	
	Directors' & Officers Insurance					
	Marketing					
	Grant Writing					
	Board Expense		5,000	5,150	5,305	
	Staff Recruitment Expense		9,218	12,310	12,308	Admin travel,phone, misc
		---	---	---	---	
	Administration & Support	25,000	745,249	953,987	1,156,427	
	TOTAL EXPENSES	30,650	2,193,295	3,085,024	3,977,622	
	SURPLUS or (DEFICIT)	129,350	198,168	532,240	770,038	

	Maine Virtual Academy				**Enrollment**			
	Grade	Year One	Year Two	Year Three				
	Kindergarten							
	1st Grade							
	2nd Grade							
	3rd Grade							
	4th Grade							
	5th Grade							
	6th Grade							
	7th Grade	50	67	87				
	8th Grade	50	67	87				
	9th Grade	70	94	124				
	10th Grade	60	80	105				
	11th Grade	40	53	70				
	12th Grade	30	40	52				
		----------	----------	----------				
	Total	300	400	525				
	Est. Daily Avg.	95%	95%	95%				
	Student Characteristics, Totals by Characteristic							
	Students residing outside the catchment area?	0	0	0				
	Students with low income status?	132	176	231	44% Free and Reduced			
	Students with special needs?	45	60	79	15% Special Ed			

Maine Virtual Academy			**Staffing**	
Budget Category	Position Name	% FTE	Salary	Notes
				*** Salary listed per annual**
Instructional Services	Teacher	100	$ 28,800	2 - 7-8 Reg Ed Teachers, excludes 10% bonus potential
	Teacher	100	$ 31,500	4 FTE - HS Teachers estimate (K12 part time teachers will be used years 1-3)
	Teacher			
Special Educatiion	Special Ed Teacher	100	$ 34,200	7-8 Spec Ed Teachers, excludes 10% bonus potential
	Special Ed Teacher	50	$ 34,200	HS PT Spec Ed Teacher, excludes 10% bonus potential
	Special Ed Manager			Included in Admin services Fee
Supplemental Programs	Coach			
	Art Teacher			
	Music Teacher			
	ELL Teacher			
	Tutor			
Library Programs	Librarian			
Student Support	Nurse			(Nurse is included in contracted services for $10K in budget)
	Guidance Counselor	100	$ 36,000	FT Counselor, excludes 10% bonus potential
Facilities	Custodian			
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker			
	Cafeteria Worker			
Administration & Support	CEO	100	$ 80,000	Board employee
	CFO	100	$ 65,000	Board employee
	Director of Instruction	100	$ 80,000	K12 employee (Included in Admin services Fee)
	Office Admin/Registar	100	$ 30,000	K12 employee (Included in Admin Services Fee)

Maine Virtual Academy				**Pre-Opening Cash Flow**									
			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues														
	Per-Pupil Allocation													
	Federal Entitlement Funds													
	Federal and State Grants													
	Foundation Grants													
	Fundraising Events													
	Parent Contributions													
	In-Kind Contributions													
	Other	Start up Loan									$160,000			
			---	---	---	---	---	---	---	---	---	---	---	---
			0	0	0	0	0	0	0	0	160,000	$ -	$ -	$ -
Expenses														
	Research & Planning													
		Market Research												
		Curriculum Development												
		Application Costs												
		Consultants												
		Staff Recruitment												
		Board Recruitment												
		Website Development												
		Marketing Materials												
		Nonprofit Incorporation												
		Admissions Lottery												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Research & Planning	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -
	Instructional Services													
		Teacher Salaries & Benefits												
		Substitute Salaries & Benefits												
		Aides Salaries & Benefits												
		Textbooks												
		Classroom Supplies												
		Classroom Furniture												
		Classroom Equipment												
		Academic Computers/Software												
		Staff Development												
		Travel & Conferences												
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Instructional Services	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Special Education Services												
Teacher Salaries & Benefits												
Aides Salaries & Benefits												
Special Facilities/Equipment												
Curriculum												
Instructional Materials												
Contracted Services												
Other:												
	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -
Supplemental Programs & Services												
Athletic Programs												
Art & Enrichment Programs												
Summer/Bridge School/Programs												
After-School Programs												
Community Service Programs												
English Language Learner Programs												
Music Programs												
Tutoring Programs												
Uniforms												
Other:												
	---	---	---	---	---	---	---	---	---	---	---	---
Supplemental Programs	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -
Library												
Librarian Salary & Benefits												
Books & Other Reading Materials												
Furniture												
Computers/Software												
Audiovisual Equipment												
Other:												
	---	---	---	---	---	---	---	---	---	---	---	---
Library	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -
Student Support Program & Services												
Nurse Salary & Benefits												
Health Supplies & Equipment												
Guidance Counselor Salary & Benefits												
School Psychologist Expense												
Volunteer Expense												
Other:												
	---	---	---	---	---	---	---	---	---	---	---	---
Student Support	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
Facilities													
Rent/Leas/Mortgage												$ 2,900	June Rent
Maintenance Salaries & Benefits													
Maintenance & Repair Expenses													
Utilities													
Telephone												$ 1,750	Phone installation
Internet Services												$ 1,000	Internet installation
Fire & Security													
Custodial Services													
Custodial Supplies													
Waste Disposal													
Other:													
	---	---	---	---	---	---	---	---	---	---	---	---	
Facilities	0	0	0	0	0	0	0	0	0	$ -	$ -	$ 5,650	
Transportation & Food Service													
Busing Costs													
Driver Salary & Benefits													
Field Trip Expense													
Food Service Salaries & Benefits													
Food Service Supplies & Equipment													
School Breakfast Expense													
School Lunch Expense													
School Snacks Expense													
Other:													
	---	---	---	---	---	---	---	---	---	---	---	---	
Transportation & Food Service	0	0	0	0	0	0	0	0	0	$ -	$ -	$ -	
Administration & Support													
Administrators' Salaries & Benefits													
Staff Salaries & Benefits													
Office Supplies												$ 5,000	
Photocopy Expense												$ 1,750	
Administrative Computers/Software													
Office Equipment												$ 2,000	
Postage & Shipping													
Bookkeeping & Audit													
Payroll Services													
Banking Fees													
Interest Expense													
Legal Services										$ 5,000	$ 5,000	$ 5,000	
Liability & Property Insurance												$ 1,250	
Directors' & Officers Insurance													
Marketing													

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Grant Writing												
Board Expense												
Staff Recruitment Expense												
	---	---	---	---	---	---	---	---	---	---	---	---
Administration & Support	0	0	0	0	0	0	0	0	0	$ 5,000	$ 5,000	$ 15,000
TOTAL EXPENSES	0	0	0	0	0	0	0	0	0	$ 5,000	$ 5,000	$ 20,650
SURPLUS or (DEFICIT)	0	0	0	0	0	0	0	0	160,000	$ (5,000)	$ (5,000)	$ (20,650)
Cumulative Cash Flow	0	0	0	0	0	0	0	0	160,000	155,000	150,000	129,350

Maine Virtual Academy					**Operating Cash Flow**								
		First Full Year			**First Full Year**								
			July	August	September	October	November	December	January	February	March	April	May	June
Revenues														
	Per-Pupil Allocation		-	-	597,866	-	-	597,866	-	-	597,866	-	-	597,866
	Federal Entitlement Funds													
	Federal and State Grants													
	Foundation Grants													
	Fundraising Events													
	Parent Contributions													
	In-Kind Contributions													
	Other	Start up Loan carryover	129,350											
			---	---	---	---	---	---	---	---	---	---	---	---
			129,350	-	597,866	-	-	597,866	-	-	597,866	-	-	597,866
Expenses														
	Research & Planning													
		Market Research												
		Curriculum Development												
		Application Costs												
		Consultants												
		Staff Recruitment												
		Board Recruitment												
		Website Development												
		Marketing Materials												
		Nonprofit Incorporation												
		Admissions Lottery												
		Start up Loan payback												
			---	---	---	---	---	---	---	---	---	---	---	---
		Research & Planning	-	-	-	-	-	-	-	-	-	-	-	-
	Instructional Services													
		Teacher Salaries & Benefits	20,336	20,336	20,336	20,336	20,336	20,336	20,336	20,336	20,336	20,336	20,336	102,593
		Substitute Salaries & Benefits												
		Aides Salaries & Benefits												
		Textbooks												771,035
		Classroom Supplies												
		Classroom Furniture												
		Classroom Equipment												
		Academic Computers/Software	7,000	7,000					3,767					70,240
		Staff Development	2,103			2,103			2,103			2,103		
		Travel & Conferences												
		Other:	1,266	1,266	1,266	1,266	1,266	1,266	1,266	1,266	5,674	5,674	5,674	4,279
			---	---	---	---	---	---	---	---	---	---	---	---
		Instructional Services	30,705	28,602	21,602	23,705	21,602	21,602	27,472	21,602	26,010	28,113	26,010	948,147
	Special Education Services													
		Teacher Salaries & Benefits	3,821	3,821	3,821	3,821	3,821	3,821	3,821	3,821	3,821	3,821	3,821	7,740
		Aides Salaries & Benefits												
		Special Facilities/Equipment												
		Curriculum												
		Instructional Materials												
		Contracted Services	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289
		Other:												
			---	---	---	---	---	---	---	---	---	---	---	---
		Special Education	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	13,029
	Supplemental Programs & Services													
		Athletic Programs												

	Art & Enrichment Programs												
	Summer/Bridge School/Programs												
	After-School Programs												
	Community Service Programs												
	English Language Learner Programs												
	Music Programs												
	Tutoring Programs												
	Uniforms												
	Other:												
		---	---	---	---	---	---	---	---	---	---	---	---
	Supplemental Programs	-	-	-	-	-	-	-	-	-	-	-	-
Library													
	Librarian Salary & Benefits												
	Books & Other Reading Materials												
	Furniture												
	Computers/Software												
	Audiovisual Equipment												
	Other:												
		---	---	---	---	---	---	---	---	---	---	---	---
	Library	-	-	-	-	-	-	-	-	-	-	-	-
Student Support Program & Services													
	Nurse Salary & Benefits	833	833	833	833	833	833	833	833	833	833	833	833
	Health Supplies & Equipment												
	Guidance Counselor Salary & Benefits	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	7,013
	School Psychologist Expense												
	Volunteer Expense												
	Other:	191	191	191	191	191	191	191	191	191	191	191	191
		---	---	---	---	---	---	---	---	---	---	---	---
	Student Support	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	8,037
Facilities													
	Rent/Leas/Mortgage	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900
	Maintenance Salaries & Benefits												
	Maintenance & Repair Expenses												
	Utilities												
	Telephone	100	100	100	100	100	100	100	100	100	100	100	100
	Internet Services	500	500	500	500	500	500	500	500	500	500	500	500
	Fire & Security												
	Custodial Services												
	Custodial Supplies												
	Waste Disposal												
	Other:	291	291	291	291	291	291	291	291	291	291	291	291
		---	---	---	---	---	---	---	---	---	---	---	---
	Facilities	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791	3,791
Transportation & Food Service													
	Busing Costs												
	Driver Salary & Benefits												
	Field Trip Expense												4,000
	Food Service Salaries & Benefits												
	Food Service Supplies & Equipment												
	School Breakfast Expense												
	School Lunch Expense												
	School Snacks Expense												
	Other:												
		---	---	---	---	---	---	---	---	---	---	---	---
	Transportation & Food Service	-	-	-	-	-	-	-	-	-	-	-	4,000
Administration & Support													

		Administrators' Salaries & Benefits												556,644
		Staff Salaries & Benefits			17,936			17,936			17,936			17,936
		Office Supplies	833	833	833	833	833	833	833	833	833	833	833	833
		Photocopy Expense												
		Administrative Computers/Software	1,917	11,688	1,917	19,505	13,642	1,917	1,917	1,917	1,917	1,916	1,917	1,917
		Office Equipment	833	833	833	833	833	833	833	833	833	833	833	833
		Postage & Shipping	125	125	125	125	125	125	125	125	125	125	125	125
		Bookkeeping & Audit												
		Payroll Services												
		Banking Fees												
		Interest Expense												
		Legal Services				2,500			2,500		2,500			2,500
		Liability & Property Insurance	755	755	755	755	755	755	755	755	755	755	755	755
		Directors' & Officers Insurance												
		Marketing												
		Grant Writing												
		Board Expense				2,500				2,500				
		Staff Recruitment Expense	768	768	768	768	768	768	768	768	768	768	768	768
			---	---	---	---	---	---	---	---	---	---	---	---
		Administration & Support	5,232	15,003	23,168	27,819	16,957	23,168	7,732	7,732	25,668	5,231	5,232	582,312
		TOTAL EXPENSES	53,575	61,243	62,407	69,163	56,197	62,407	52,842	46,971	69,315	50,982	48,879	1,559,316
		SURPLUS or (DEFICIT)	75,775	(61,243)	535,459	(69,163)	(56,197)	535,459	(52,842)	(46,971)	528,551	(50,982)	(48,879)	(961,450)

Maine Virtual Academy- Budget Assumptions

Count Date Enrollment

	Year 1	Year 2	Year 3
Gr. 7-8	100	134	174
HS	200	266	351
	300	400	525

Revenue

Basic (PPR 7-12)	$ 6,700	$ 6,700	$ 6,700
*Commission Fee of 3% is paid directly from resident districts)			
Total Revenue Basic Funding	$ 2,010,000	$ 3,040,272	$ 3,990,357
Special Ed (127.8% of ppr)			
Special Ed PPR (7-12) - 15% Special Ed Population	$ 8,477	$ 8,477	$ 8,477
*Commission Fee of 3% is paid directly from resident districts)			
Total Special Ed Funding	381,464	$ 576,992	$ 757,302
Grants			
Assumed no Grants in Budgeted Financials			
Total Revenue	$ 2,391,464	$ 3,617,264	$ 4,747,659

Teacher Assumptions

	FTE	FTE	FTE
Regular Ed			
MS	2	3	4
HS	4	7	9
SPED	1.25	2.1	2.5
Advisor	0	0	1
Counselor	1	1	1
Director of Instruction - K12 employed	1	1	1
Office Admin/registar - K12 employed	1	1	1
CEO - Board Employed	1	1	1
CFO - Board Employed	1	1	1

	Regular ed	SPED	Advisor	Counselor
Avg salaries (Base FY13, 3% raise each year)	$28,800 - $31,500	$ 34,200	$ 26,100	$ 36,000
Bonus Eligible (% of salary)	10%	10%	10%	10%

Total School expense	2,193,295	3,085,024	3,977,622
Estimated Surplus (Deficit/Credits) needed	$ 198,168	$ 532,240	$ 770,038

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D.2 Financial Management

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Describe the relationship of the chief financial officer to the Governing Board (Board finance committee). Your response should address, among other things, the school's plans in the following areas:

Development and maintenance of a chart of accounts that complies with accounting standards and supports appropriate financial reporting;

The CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3)entities. The CFO will work with K12 to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. We will customize the chart of accounts to the proper format required by the state of Maine for easy upload and also for audit preparation.

The CFO will be adept at using the accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. Beginning in Year 2 of operations, the Office Administrator/Registrar will be trained to assist with financial data entry.

Provisions for monthly and annual financial reports and an annual audit

The Board will make the CFO and K12 aware of the financial reports they require monthly, e.g. profit and loss statements, cash flow statements, bank statements, etc. The CFO will present the documents to the Board each month for review and acceptance. Each month, financial reports and data including payroll, journal postings, budget trackers, transaction details reports and bank statements will be reviewed by the CFO and CEO for approval in accordance with regulatory compliance.

Annually the Chief Financial Officer will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the CFO will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year. Monthly the CFO will prepare a financial report which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet. All variances from the approved Budget will be investigated and explained. Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Board to take the necessary actions, if any, to ensure the budget is met. The Chief Financial Officer will ensure monthly that all regulatory reports are filed in a timely manner.

As previously described in Section D.1, as required by PL414 §2412(7), MEVA will adhere to generally accepted accounting principles and will annually engage an external auditor to do an independent audit of the school's finances. The School will arrange for an independent audit of the Program's financial statements. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in Maine. The school will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. MEVA will submit the audit to the Maine Charter School Commission and to the department.

Description of planned or actual financial controls;

We have included a Draft MEVA Fiscal Policies and Procedures, School Accounting, Security and Monthly Financial Reporting guide in **Tab 50**. This draft guide will be reviewed and considered by the Board for adoption after charter approval.

Description of the school's financial policies;

Draft MEVA Financial Policies are included in **Tab 50** as stated above.

Description of accounting software that connects seamlessly to DOE system, Maine Education Data Management System (MEDMS)

MEVA will implement and use Tyler Technologies Inc.'s Infinite Visions financial software (previously known, aka, Unifund, BudgetSense). This software is being used by public schools in Maine that would have comparable needs for accounting software as our proposed charter school and is compatible with MEDMS. This product has been used by more than 850 K-12 school districts nationwide.

We will customize the chart of accounts to the proper format required by the state of Maine for easy upload and also for audit preparation. The CFO will be adept at using the accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. Beginning in Year 2 of operations, the Office Administrator/Registrar will be trained to assist with financial data entry.

Description of required student records and their management

The Student Administration Management System (SAMS) is the school's master digital database. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. SAMS stores the information, organizes it, and integrates with other systems. It captures raw student data such as free and reduced lunch eligibility and special student populations information collected during student enrollment; attendance; etc. This data is then tracked on an "Omnibus" report and can be used for both state and federal reporting. MEVA plans to utilize PowerSchool to insure proper student record

maintenance and ease of transfer of student records from MEVA to other public schools within Maine.

Maine Virtual Academy and its governing board will comply with the Freedom of Information Act regarding student records, administrative records, and meetings. MEVA will comply with the use of all required information systems, as specified by the Maine Department of Education and the Maine State Charter School Commission. The school will maintain cumulative records for all enrolled and withdrawn students, and will ensure the security and confidentiality of all such records in accordance with the Freedom of Information Act (FOIA) and other applicable laws such as the Family Educational Rights and Privacy Act (FERPA). All school personnel will be trained in and adhere to FERPA to ensure the confidentiality of student records. This also includes maintaining equal levels of security on electronic transmission of information. All MEVA faculty and staff will sign a Computer and Network Acceptable Use Policy related to Internet access to student information. MEVA reserves the right to consult with legal counsel when an apparent conflict between statutes governing student records arises (e.g., FOIA and FERPA).

Development and dissemination of monthly and annual financial reports

As previously stated in Section D.1 Budget, the CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. The CFO will work with K12 to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations.

- All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3)entities.

- Annually the CFO will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the Chief Financial Officer will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.

- Monthly the CFO will prepare a financial report for the Board which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.

- All variances from the approved Budget will be investigated and explained.

- Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Governing Board to take the necessary actions, if any, to ensure the budget is met.

- The CFO will ensure monthly that all regulatory reports are filed in a timely manner.

- K12 shall, upon request of the Board, (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (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.

- The CFO, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the MEVA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.

- The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.

- The CFO will work with the Board of Directors to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

Securing comprehensive insurance policies from a company that specializes in educational institutions

Maine Virtual Academy is working with Arthur Gallagher & Co. Insurance Brokers, licensed to work in Maine, to obtain insurance coverage. The coverages recommended (see Letter of Insurability in **Tab 38**) are comprehensive and meet or exceed recommended or mandated limits. The estimated premium for this insurance has been included in the budget (see **Tab 33**).

Tab 38, evidence of MEVA's ability to obtain the requisite insurance coverage and surety bond for the school CFO, includes a table summarizing the recommended coverages and limits including Educators Legal Liability; General Liability; Employment Practices Liability; Sexual Abuse and Misconduct Liability; Automobile/Bus Liability; Umbrella/Excess Liability; Workers Compensation Liability; Crime/Employee Dishonesty/Fidelity Coverage; Employee Benefits Liability; Directors and Officers; Property /Lease and Boiler Machinery; Business Income/Extra Expense; and Student Accident Coverage.

D.3 Facilities

Present a clear plan to secure appropriate facilities for administering state assessments and a plan for conducting parent-teacher conferences.

Facilities for Administering State Assessments

MEVA students will be required to participate in the Maine mandated assessments in the Maine Comprehensive Assessment System (MeCAS) including, in the 2014-2015 school year, the PSAT (grade 10), WIDA ACCESS for ELL (grades 7-12), National Center State Collaborative (NCSC) alternate assessments (grades 7-8, 11), Maine High School Assessment (MHSA) science (third year high school), Smarter Balanced Assessment Consortium (SBAC) system of assessments (projected to replace grades 7-8 NECAP testing and high school SAT testing in the 2014-2015 school year) and Maine Educational Assessment (MEA) science (grade 8) according to each student's grade level and course enrollment. To ensure that virtual students are provided equal opportunity to perform their best on the state standardized assessments, virtual schools across the country have successfully utilized a regional testing structure for the past eleven years. The regional methodology ensures student and test material security and has been approved by departments of education in more than 20 states.

Students have the right to be in the best mental state when taking the state standardized tests. Being able to sleep in their own home and have minimal travel to and from testing each day ensures students are well rested and comfortable prior to testing. Therefore, the school will geo map the enrollment population and make the best effort to ensure the majority of the students have no more than an hour drive one way for mandatory state testing. The school will send out a parent survey providing state testing information, including information on all possible testing locations. Parents will be given the option to self-select the testing site that meets their needs the best. After the survey is closed, staff will determine the final distribution of students and assign locations to those who did not complete the survey. Parents will be notified and provided a location map no later than two weeks prior to the first day of state testing. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional (such as for MEVA students to take state required tests) or non-instructional (such as social events) activities requiring the student's attendance outside their home or place of regular study. The CEO will review available transportation resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

When the parent or legal guardian arrives at the state testing site, they will provide identification and sign the student in. During the sign in process, parents must provide an emergency contact number for that day. After the sign in process is complete, matching security wrist bands are secured on the student and responsible adult. Students are not released from the testing location unless the wrist bands match at pick up.

School staff will work with parents to obtain parent volunteers for each testing site to ensure there is ample assistance during state testing. Parents from the school serve as monitors outside of the testing room, assist with registration, and various other tasks. These parents are required to attend training prior to serving in this position and are there to monitor bathroom breaks and or contact emergency phone numbers should a student become ill during testing. At no time are parents allowed into the testing classroom.

The virtual school program's testing coordinator attends all state and district testing training. This person signs state affidavits regarding test security and other required measures. The testing coordinator develops test proctor training unique to the state and district regulations. Training includes test security in a virtual setting, student safety in a remote testing facility, checking in/out secure materials, test administration, test coding and other proctor responsibilities. All proctors are trained by the test coordinator and given a quiz to ensure the testing procedures are understood. Follow up training is arranged as needed based on the quiz results until all proctors demonstrate an understanding of testing procedures and protocols.

According to state timelines, test booklets and other secure testing materials are signed out from the testing coordinator to each proctor. Secure materials are packaged and inventoried separately from non-secure items (non-secure items may include activities for students to complete after finishing a testing section, dictionaries, thesaurus, etc. as permitted by the state's testing guidelines). All secured items will be transported to state testing site in a locked box that is secured with a number zip tie. The site coordinator will seal and open the boxes each day upon arrival and prior to leaving. Locking and opening the secure boxes will be witnessed each day. The site coordinator and the witness will sign a log that lists the serial number of the zip tie that is used to secure the box the night before and then opened the next day.

The proctor reads and signs a test security affidavit. Once signed, the required testing materials for her/his site are inventoried in her/his presence and signed over from the district test coordinator to the proctor. The materials are re-inventoried at the start and conclusion of each testing session to ensure all testing materials are accounted for at all times. The materials must remain in the direct possession of the proctor until returned to the testing coordinator and inventoried.

The regional testing classrooms are established in appropriate public meeting rooms within local community buildings in advance of testing. The rooms are set up with tables and chairs in classroom-style. The proctors are provided with all of the supplies needed for the location and per the test regulations in a pre-made box. Each morning before testing the box of secure test booklets and the box of required classroom supplies are brought into the testing room and distributed in accordance to the state test administration guidelines. Testing classrooms permit a

separate space for parents to sign students in/out to ensure test security. Parents and people other than the proctor and students who are testing are not permitted within the testing classroom.

We are aware that the Maine Department of Education is a partner in the Smarter Balanced Assessment Consortium which is developing a system of next-generation, computer-adaptive assessments that will test students' problem-solving skills and higher-order thinking. The Consortium is one of two federally supported, state-led collaboratives developing assessment systems for math and English language arts that are aligned with the Common Core State Standards. Projections are that this new system of assessments (taking the place of the NECAP tests for students in grades 3 through 8 and the SAT taken by students in high school) will be implemented in the 2014-2015 school year. We will begin planning to secure appropriate facilities for administering these state assessments as soon as our charter is authorized.

Parent Teacher Conferences

Parent/teacher/student conferences can be held via telephone, a web conferencing tool such as Blackboard Collaborate, or a combination of both. When using a web conferencing tool, teachers and families may choose to use webcams to enhance the experience. The format of these conferences will vary according to the needs of the student and family. During individual student conferences, teachers may review work completed recently by the student in order to confirm the student's learning, or to identify the source of learning gaps or confusion related to the course content. The teacher may look to the student's individualized learning plan to review goals and track progress. The teacher may use this time to tutor the student concerning difficulties they've experienced in the curriculum or to review student-submitted work graded by the teacher. Conversations about the student and family's acclimation to this learning model are typical as well as troubleshooting technical or organizational issues when necessary.

Small group instructional sessions are also held at middle and high school grade levels. At times, teachers may invite student(s) who have struggled with a specific skill or topic. At other times, these sessions are used as regular review of recent course content or to prepare students for important upcoming assignments, like science labs, reports and essays or unit tests. Teachers also use larger sessions to review past work, such as unit tests, or to provide opportunities for guest speakers to speak with students.

An important facet of our program is the one-on-one relationship engendered by the Learning Management System through feedback provided about student work as well as through kmail, the safe, internal messaging system. Kmail works very much like email, however communication is private between school staff and families. All messages sent from a teacher to student are copied to the parent and guardian to ensure openness of communication.

Discuss the school's facility needs based on the educational program and anticipated enrollment.

Learning Centers

Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the

need for these centers is demonstrated and if the budget can support this option. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 43)**. Public facilities, such as libraries, may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction. Please refer to our response below for information about our plans for obtaining a facility. **Tab 35** includes an example of a site which is feasible for our needs.

If the applicant has identified a facility, indicate the location (street address, city, and zip code) and provide either floor plans or a description including, at a minimum, the number and size of the general and special (laboratories, art studios, etc.) classrooms, common areas, administrative areas, recreational space, any community facilities and any residential facilities. Explain how the facility will meet the needs of students and support the school's mission and provide an assurance that it will be accessible to individuals with physical disabilities.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate) and taking occupancy of a suitable facility. Administrative Offices

Maine Virtual Academy has not identified a specific facility for administrative offices at the time of the submission of this application. As a virtual charter school, Maine Virtual Academy will only require leased facilities for administrative offices for the MEVA CEO and other employees of the school. Therefore, neither **Tab 34 (Room Schedule)** nor **Tab 36 (Schedule of Furnishings and Fixtures)** are applicable to our application. MEVA plans to also use the facility for meeting space for school-related activities, such as Board meetings, learning coach and teacher meetings, as well as workshops. MEVA intends that the lease for the space will be five years.

Discuss plans to maintain and clean the facilities and provide methodology to determine their costs. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

MEVA is considering convenient administrative office sites in Hampden. The facility will occupy an estimated 3,000 square feet. It will have space to accommodate our administrative staff, meeting/conference rooms, and restrooms. The facility should provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. It will comply with applicable state and local health and safety requirements (e.g., building codes, fire prevention codes, etc.); local zoning codes and city planning review procedures; as well as federal health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). Potential sites which are feasible for our needs are included in **Tab 35** of our application.

Maine Virtual Academy has analyzed local property rental rates and utility rates (phone, Internet, water, electricity) and has factored that information into our estimated facility costs. We have

assumed in our proposed budget that the costs of operation and maintenance of facilities will be included in the lease payments. The proposed office facility may need minor renovation. Since the exact location of the administrative offices and facilities are unknown at this time, the renovation needs are unknown as well. We have estimated anticipated Year 1 facility costs of $34,800 rent (utilities included). The rent is projected to increase by 3% each year of the three-year budget (see **Tab 33**).

This type of small office is readily available throughout the Hampden area in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctor's offices, law offices, or real estate agency locations. If MEVA is unsuccessful in its first attempt to find the appropriate real estate, we plan to hire a local, licensed commercial real estate agent to assist in the search and securing of the needed administrative space. MEVA estimates that the timeline to identify, select, and acquire a temporary facility is less than 2 months.

Required Tabs

34. Room schedule (number, size, function, anticipated class size)

35. Any leases or contracts

36. A schedule of furnishings and fixtures

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Tab 34 Room Schedule

TAB 34

ROOM SCHEDULE

This exhibit is not applicable to the Maine Virtual Academy charter application.

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Tab 35 Facility Lease
or Contract

Prepared for
Steve Smith
11/4/2013

Presented by Derek Miller
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Properties for Lease

1 9 Commerce, Hampden, ME 04444

Property Details

Total Space Available	2,900 SF
Rental Rate	$12 /SF/Yr
Min. Divisible	2,900 SF
Max. Contiguous	2,900 SF
Property Type	Office
Property Sub-type	Office Building
Additional Sub-types	Strip Center
Building Size	3,100 SF
Building Class	C
Year Built	2009
Zoning Description	Business Park
Status	Active

Property Notes

Spaces

#	Space Avail.	Rental Rate	Min Divisible	Max Contiguous	Lease Type	Date Avail.	Description	Sublease
Space 1	2,900 SF	$12 /SF/Yr			NNN	Now		

Property Description

2,900s.f of new ground flr lease space in the Hampden Business Park on Rt. 202. High visibility location, easy access,& ample parking, w/ wide range of permitted uses. Space is divisible. Price incl. basic flr, wall &ceiling, heat & elec.

Location Description

From exit 2 on I-395, 1 mile west on Rt. 202 to Hampden Business & Commerce Park on right. First left on Commerce Ct. Building on left. Lease space in Easterly end of building.

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Tab 36 Schedule of
Furnishings and Fixtures

TAB 36

SCHEDULE OF FURNISHINGS AND FIXTURES

This exhibit is not applicable to the Maine Virtual Academy charter application.

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D.4 Transportation

Discuss the plan to provide transportation within the school's catchment area and what transportation services, if any, will be provided to students outside the catchment area. Describe the revenue and expenditure assumptions for the transportation plan.

<u>Note:</u> A virtual charter school is required to provide, or provide for, transportation services that meet at least the following student needs: transportation to and from a testing site for required state assessments, transportation required to participate in in-person meetings and activities required by the school, and transportation required by state or federal law or regulation relating to services to students with disabilities, including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP.

If the school intends to contract with the local district or any other third party for transportation services, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

Describe the plans for providing transportation for students with disabilities in the manner required to comply with IDEA.

At Maine Virtual Academy, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. Thus, MEVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

MEVA will provide MEVA students with transportation assistance to attend required school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. In those cases where out-of-home presence is required, Maine Virtual Academy will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. The MEVA CEO will review available transportation resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP), including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

The preceding statements constitute our Transportation Plan for transporting students who reside in our catchment area (the state of Maine) which is restated in **Tab 37.** We will not provide transportation services to students who reside outside the state of Maine.

Required Tab

37. Transportation Plan

MAINE VIRTUAL ACADEMY
TRANSPORTATION PLAN

At Maine Virtual Academy, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. Thus, MEVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

MEVA will provide MEVA students with transportation assistance to attend required school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. In those cases where out-of-home presence is required, Maine Virtual Academy will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. The MEVA CEO will review available transportation resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP), including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

We will not provide transportation services to students who reside outside the state of Maine.

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D.5 Insurance

Provide evidence of ability and preparation to obtain liability insurance coverage (minimum A-BEST rating) in the following areas:

- **Educators Legal Liability;**
- **Commercial General Comprehensive Liability that also expressly covers field trips and athletic participation;**
- **Employment Practices Liability;**
- **Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits);**
- **Automobile Liability;**
- **Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability);**
- **Workers Compensation Liability; and**
- **Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.**

Provide evidence of ability and preparation to obtain Insurance coverage for the following areas:

- **Property insurance to address business interruption and casualty needs including fire and other hazards, with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables;**
- **Property insurance for buildings used by the Charter School to fulfill the purposes of this charter and any contents acquired by the School with public funds. The insurance obtained by the School shall provide the Commission with the ability to file a claim for any loss of property acquired with public funds.**

Maine Virtual Academy is working with Arthur Gallagher & Co. Insurance Brokers, licensed to work in Maine, to obtain insurance coverage. The coverages recommended (see Letter of Insurability in **Tab 38**) are comprehensive and meet or exceed recommended or mandated limits. The estimated premium for this insurance has been included in the budget (see **Tab 33**).

Tab 38, evidence of MEVA's ability to obtain the requisite insurance coverage and surety bond for the school CFO, includes a table summarizing the recommended coverages and limits including Educators Legal Liability; General Liability; Employment Practices Liability; Sexual Abuse and Misconduct Liability; Automobile/Bus Liability; Umbrella/Excess Liability; Workers Compensation Liability; Crime/Employee Dishonesty/Fidelity Coverage; Employee Benefits

Liability; Directors and Officers; Property /Lease and Boiler Machinery; Business Income/Extra Expense; and Student Accident Coverage.

Required Tabs

38. Certificates of Insurance

Tab 38 Certificates of Insurance

Arthur J. Gallagher & Co.
culture driven success

November 15, 2013

To Whom It May Concern:

RE: Insurance Coverage for Maine Virtual Academy
Broker of Record – Arthur J. Gallagher & Co.

We are pleased to provide insurance services for Maine Virtual Academy. 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 Maine as required by law.

Our program utilizes the following carriers which are admitted in the State of Maine: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Maine Virtual Academy, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	$1,000,000 occurrence expressly covers field trips $3,000,000 aggregate limit
Workers Compensation **Workers' Compensation Part II (Employers' Liability)**	As specified by Maine 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)
Business Income/Extra Expense	$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary $25,000 CAT at $1,000,000 or $5,000,000
Umbrella / Excess Liability above primary program (Gl, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to $25,000,000

***In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

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 Maine Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	$ 3,000
Directors & Officers / Employment Practices / Fiduciary	$ 3,100
Property	$ 100
Excess $10 million Limits (follow form over underlying)	$ 1,500
Workers Compensation/Employers Liability	$ 1,360
Total Annual Premium	**$ 9,060**

Premiums are based upon 1st year projections of 300 students, 12 staff members, $190,675 payroll, $10k Contents, $2,391,464 revenues

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	$ 3,650
Directors & Officers / Employment Practices / Fiduciary	$ 3,500
Property	$ 100
Excess $10 million Limits (follow form over underlying)	$ 2,000
Workers Compensation/Employers Liability	$ 1,396
Total Annual Premium	**$ 10,646**

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Premiums are based upon 2nd year projections of 400 students, 17 staff members, $197,309 payroll, $10k Contents, $3,617,264 revenues

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	$ 4,300
Directors & Officers / Employment Practices / Fiduciary	$ 3,900
Property	$ 100
Excess $10 million Limits (follow form over underlying)	$ 2,500
Workers Compensation/Employers Liability	$ 1,453
Total Annual Premium	**$ 12,253**

Premiums are based upon 3rd year projections of 525 students, 22 staff members, $203,943 payroll, $10k Contents, $4,747,659 revenues

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.

Sincerely,

Tom Boobar, MS, MBA, REHS, CSP
Area Vice President
Arthur J. Gallagher Insurance
License #0726293

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D.6 Food Services

D.6 Food Service

Discuss the food service plan for the school. Whether or not the school will provide an in-house food service program, state how students will access nutritious meals during the school day.

State whether the school intends to participate in the national school lunch program or provide any lunch or other meals for students. If so, describe the food service plan and explain budget revenue and expenditure assumptions.

If the school intends to contract with a third party for food service, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

Evaluation Note

With the exception of related services required under an Individualized Education Plan, charter schools are not required to provide food service for students.

Due to the virtual nature of our school, we will not operate a physical school facility and, therefore, will not provide food service for students. Based on the experience of our Educational Services Provider in 33 states and the District of Columbia, we are assuming that Free and Reduced Lunch eligible students will enroll in MEVA in a proportion that mirrors Maine state averages (44%).

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D.7 Closure Protocol

D.7 Closure Protocol

Discuss closure protocol, outlining orderly plans and timelines for transitioning students and student records to new schools and for appropriately disposing of school funds, property and assets in the event of school closure.

Describe student records policy to support orderly transition for students transitioning out of the school.

Transfer of Financial and Asset Records

In the unlikely event that MEVA would cease operation, we will work with our authorizer, the Maine Charter School Commission, to ensure timely notification to parents, orderly transition of students and student records to new schools and proper disposition of school funds, property and assets and related records in compliance with the requirements in 20-A M.R.S.A. § 2411(8)(B).

Transfer of Students and Student Records

The Board would work with each individual student's family to ensure as smooth a transition possible to another education option of the family's choice. MEVA would provide as much notice as possible under the circumstances. Where or how a student would be educated in the event that MEVA ceases operation would be determined individually with each student, his/her parent/legal guardian, and, in most instances, the student's district of residence. MEVA would lend whatever assistance is possible. MEVA plans to utilize PowerSchool to transfer student records from MEVA to other public schools within Maine. Upon cessation of operation, the records of each student would be transferred in a timely manner to the receiving school as identified by each student's parents, failing which, then such records would be transferred pursuant to prevailing state or federal law. As required by PL414 §2415(1), if a student who was previously enrolled in a public charter school enrolls in another noncharter public school in this State, the school to which the student transfers must accept credits earned by the student in courses or instructional programs at the public charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other noncharter public schools.

Disposal of School Funds, Property and Assets

Upon the dissolution of Maine Learning Innovations or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

Please refer to **Tab 39** for the proposed MEVA School Closure Plan.

Required Tab

39. School closure template

Tab 39 School Closure
Template

Maine Charter School Commission
CLOSURE PLAN

1. *Documentation of Closure Action:*

Should Maine Virtual Academy (MEVA) be closed for any reason by the MEVA Governing Board, notice of such action shall be sent to the Maine Charter School Commission ("MCSC") and the Maine Department of Education ("DOE") within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the MEVA Governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students;
- Maine Charter School Commission;
- The Maine Department of Education;
- The special education local plan area in which the school participates;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
- The students' school districts of residence; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met toward graduation requirements.

In addition to the four required items above, notification to the DOE and MCSC will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;
- Information on student completion of college entrance requirements for all high school students affected by the closure.

The Board of MEVA will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers.

If a closure should occur it will happen at the end of an academic year as long as it is feasible to maintain a legally compliant program until then. If for some reason MEVA reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. School and Student Records Retention and Transfer:

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to MEVA will have a 30 day deadline.

MEVA will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for MEVA. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for MEVA will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards they have completed to the entity responsible for overseeing the closure;

- Provision of the students' districts of residence to the entity responsible for overseeing the closure; and
- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for overseeing the closure, unless transferred to a different entity.

Submission of personnel records will include any employee records MEVA has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify MEVA and the Board if it is aware of any liabilities the school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the school has been closed or the school has had a status change.

An independent final audit will take place within six months after the closure of the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; and
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

A plan for completing and filing of any annual reports will include the following sections:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the DOE and MCSC in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of MEVA as well as ensure

disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of MEVA will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

E. Education Service Providers

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "education service provider" refers to any number of organizations that contract with the Governing Board of a school to provide limited services, except for virtual school providers (see below)..The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

For the purposes of this RFP, the Maine Charter School Commission defines an EMO or a CMO as any for-or non-profit corporation or LLC that enters into contract with the entity holding the charter contract to provide significant managerial, technical or financial personnel or services in excess of $25,000 per year. Similarly, any for-or non-profit corporation or LLC that enters into a contract with the charter school entity that provides instructional materials or services including personnel, in excess of $25,000 per year shall be considered to be an ESP.

If the school expects to contract for services with an education service provider, discuss the school's decision to work with an ESP, in general, and the selected ESP, in particular. Describe how the selected ESP was chosen, the services desired were selected and how the fees were determined.

The Board of Maine Learning Innovations intends to contract with education service provider, K^{12} Virtual Schools LLC (K12), an education service provider and a wholly owned subsidiary of K12 Inc. (K12) (NYSE: LRN). The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K12 (see **Exhibit A** of **Tab 42**). The draft services agreement proposes that the Board will hire and oversee the MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO). K12 will employ the administrative staff, student support staff, teachers, and "such other staff as needed to deliver the Educational Product and Services described in the Agreement".

PL414 gives charter school boards the authority and responsibility to independently govern their charter schools to meet the terms of their charter contract and, in the same law (20-M.R.S.A. § 2402), defines the many purposes that public charter schools are authorized to serve:

- to improve pupil learning by creating more high-quality schools with high standards for pupil performance;
- to close achievement gaps between high-performing and low-performing groups of public school students;
- to increase high-quality educational opportunities within the public education system;
- to provide alternative learning environments for students who are not thriving in traditional school settings;
- to create new professional opportunities for teachers and other school personnel;
- to encourage the use of different, high quality models of teaching and other aspects of schooling; and
- to provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

Fortunately, to help virtual public charter school boards to accomplish these purposes, 20-M.R.S.A.§ 2406(2)(H) wisely provided virtual public charter school boards with the authority to enter "into a contract with an education service provider for education design, implementation or comprehensive management of the virtual public charter school program." MEVA has chosen not to enter into a comprehensive management agreement but has chosen to purchase their curriculum and some technology and administrative services.

Evaluation and Selection of Education Service Provider

The founders independently researched providers of virtual education as part of their interest in making virtual learning options available to Maine students. These providers included K12, Connections Academy and Florida Virtual School. During our research we discovered several things that led us to contact K12 to work with the founders in developing and submitting an application for a virtual charter school. In 2011, K12 was approved by the Maine Department of Education as a Maine Online Learning Provider on the basis of K12's demonstrated experience in the operation and management of online learning programs and courses, including the number of students served, services provided to students and their families, quality of curriculum and instruction, and student performance and their ability to meet the following requirements in 20-A MRSA Section 19153(2)(A):

- The online learning provider must be nonsectarian in its programs, admission policies, employment practices and operations.

- Each course offered for a unit of credit must correlate with applicable state-adopted academic standards prior to being offered. All courses must include assessments.

- A teacher employed by the online learning provider and providing instruction to students must hold a valid teaching certificate in each content area being taught or receive approval from the commissioner to teach the course.

- A teacher employed by the online learning provider must receive appropriate preservice and in-service training pertaining to the organization of the online classroom, programs and courses, the technical aspects of online education, the monitoring of student assessment and other pertinent training.

- The online learning provider must verify ongoing student attendance and progress and performance in each course as documented by ongoing assessments in a proctored environment and provide examples of student course work.

- Administrators, teachers and other educational staff employed by the online learning provider must comply with the fingerprinting and national criminal history record check requirements as set forth in section 6103.

- The online learning program must comply with the State's information technology accessibility policies and standards.

Of all the full time virtual school providers, K12 was the largest and most experienced. K12 has twelve years of experience as a full time virtual education service provider In the 2012-2013 school year, K12 provided similar educational products and services to 120,000 K-12 students in online public schools in 33 states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools. K12 is also committed and aligned to the Common Core Standards
The scope of their experience gives us the confidence that, as a partner, K12 will be able to provide quality and scale for a virtual charter school in Maine. Please refer to **Exhibit A** of the Services Agreement (**Tab 42**) for a description of the education, administrative, and technology services they will provide to MEVA.

Based on their experience in virtual learning, they have implemented numerous programs to help students succeed including:

- "Support over Summer" program
- "Introduction to Online Learning" program to ease startup
- career pathways
- many more blended programs
- many more synchronous instruction opportunities
- multiple instructional levels in high school
- student-centered approach to high school
- National Math Lab K12's synchronous math remediation course for students up to grade 11 to focus on providing additional assistance to students in areas in which they struggle the most

The founders include two parents and one grandparent who are currently experiencing (or have experienced in the past) their children's and grandchildren's personal success using the K12 curriculum and education program. Founders considered the prime benefits of these schools to be the quality of the curriculum and instruction; the ability of students to advance at their own pace; and frequent student assessment combined with frequent contact with and feedback and remediation from teachers. The Founding Board did not find another provider that had these attributes. K12 is also the strongest provider in blended learning, which is also important to the founders. The blended charter model is being used to address particular groups of students who have struggled in other settings. K12 partners with Youth Connections Charter School (YCCS) Virtual High School in Chicago that targets high school dropouts. YCCS is in its fourth year. Each of the first three years of operation, they graduated more than 90% of the eligible seniors, (students who had previously dropped out of school),

Under the terms of the draft Educational Products and Services Agreement (see **Tab 42**) including fees, K12 and the school and its governing board are independent contractors whose relationship was "developed and entered into through arms-length negotiation and is based solely on the terms of this Agreement." As stated in Section 9.1 of the draft services agreement:

9.1 Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12.

Discuss how the ESP's work with schools with similar populations was evaluated.

Evidence of K12's success in serving populations similar to the targeted MEVA student population, including demonstrated academic achievement, is provided in **Tab 40.**

Provide contact information for other schools that have a similar contract with the selected ESP, including schools whose relationship with the ESP has been revoked.

A list of other schools that have a similar contract with K^{12} Virtual Schools LLC and other K12 wholly owned subsidiaries including contact information is provided in **Tab 41.**

Present the planned relationship between the school and the ESP and how that relationship will further the school's mission and program. Provide a clear description of the services to be provided by the ESP.

MEVA's mission aligns perfectly with K12's curriculum philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning

Please refer to **Exhibit A** of the Services Agreement (**Tab 42**) for a description of the comprehensive and extensive education, administrative, and technology services K12 will provide to MEVA.

Describe the ESP's roles and responsibilities in relation to the school's management and Governing Board. Describe the school's performance expectations for the ESP and how the school will evaluate the ESP's performance.

The MEVA Governing Board is fully responsible for all governance of the school and ultimately responsible for all management, policy, and budgeting decisions impacting the school and its students. The Board will hire and oversee the MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO).

The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K^{12} Virtual Schools LLC ("K12"), a wholly owned subsidiary of K12 Inc., and the nation's largest provider of K-12 virtual instruction services (see **Exhibit A** of **Tab 42)**. The draft services agreement in **Tab 42** proposes that K12 will employ the administrative staff, student support staff, teachers, and such other staff as needed to deliver the Educational Product and Services described in this Agreement.

The MEVA administrative personnel are proposed to include a CEO, a CFO, a Director of Instruction, and other school personnel are proposed to include office/administrative support staff, family support staff, a special education manager and special education teachers, high school teachers, middle school teachers, and a counselor (see **Tab 24**). Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, and administration according to their position in the school. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Board shall be responsible for overseeing the school's quality, operational and financial performance. The Board shall be responsible for monitoring and supervising K12's performance under, and compliance with, the terms of contracts for services in accordance with Applicable Law (see **Section 2.3** of **Tab 42**). K12 shall cooperate with such monitoring and oversight. The Board will monitor K12, including the administrative, instructional and support staff, through a variety of tools, including, among other things: staff evaluations; frequent direct reporting from the administrative staff; suggestions from the Parent Advisory Council; parent surveys; and the multiple data collecting/reporting tools which are built into the MEVA/K12 technological frameworks. In the event that issues arise regarding the performance of K12 staff, such issues will be addressed as set forth in Section 7.3 of the Services Agreement (see **Tab 42**).

Any proposed contract between the Governing Board of the proposed school and the ESP must contain language that permits the Governing Board to cancel said contract immediately, should the charter school be required to cease operation. Also, anything in the ESP contract that is contradictory to the charter contract is null and void.

The proposed Educational Products and Services Agreement between the MEVA Governing Board and K12, including provisions for cancellation by either party (see Section 11.3 below), is included in the application in **Tab 42**.

Section 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 school be required to cease operation; (ii) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (iii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iv) 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.

Required Tabs

40. Background information on the ESP including relevant performance data for other schools that the ESP has managed

41. A list of any other schools managed by the ESP with contact information

42. The services agreement as executed between the school and the ESP (or final negotiated draft version if not yet executed) with an explanation of the duration and services to be provided

Tab 40 ESP Background Info
(If Applicable)

TAB 40

EDUCATION SERVICE PROVIDER BACKGROUND
K^{12} VIRTUAL SCHOOLS LLC
(WHOLLY OWNED SUBSIDIARY OF KI2 INC.)

The Board of Maine Learning Innovations intends to contract with education service provider, K^{12} Virtual Schools LLC (K12), a wholly owned subsidiary of K12 Inc. (K12) (NYSE: LRN). The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K12 (see Exhibit A of **Tab 42**). The draft services agreement proposes that the Board will hire and oversee the MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO). K12 will employ the administrative staff, student support staff, teachers, and "such other staff as needed to deliver the Educational Product and Services described in the Agreement".

K12 has twelve years of experience as a full time virtual education service provider. In the 2012-2013 school year, K12 provided similar educational products and services to 120,000 K-12 students in online public schools in 33 states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools. This equates to more than one million online semester courses.

K12 Inc. is the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. Founded in 2000, K12 has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. K12 is also committed and aligned to the Common Core Standards.

K12 Inc., the parent company of K^{12} Virtual Schools LLC, was founded to utilize the advances in technology to provide children access to a high-quality public school education regardless of their geographic location or socio-economic background. Given the geographic flexibility of technology-based education, they believed that the pursuit of this mission could help address the growing concerns regarding the regionalized disparity in the quality of public school education, both in the United States and abroad. The convergence of these concerns and rapid advances in Internet technology created the opportunity to make a significant impact by deploying a high quality online learning systems on a flexible, online platform.

K^{12}'s mission is to maximize a child's potential by providing licensed access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception, they have invested more than $330 million to develop curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for blended schools and other education applications. K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED.

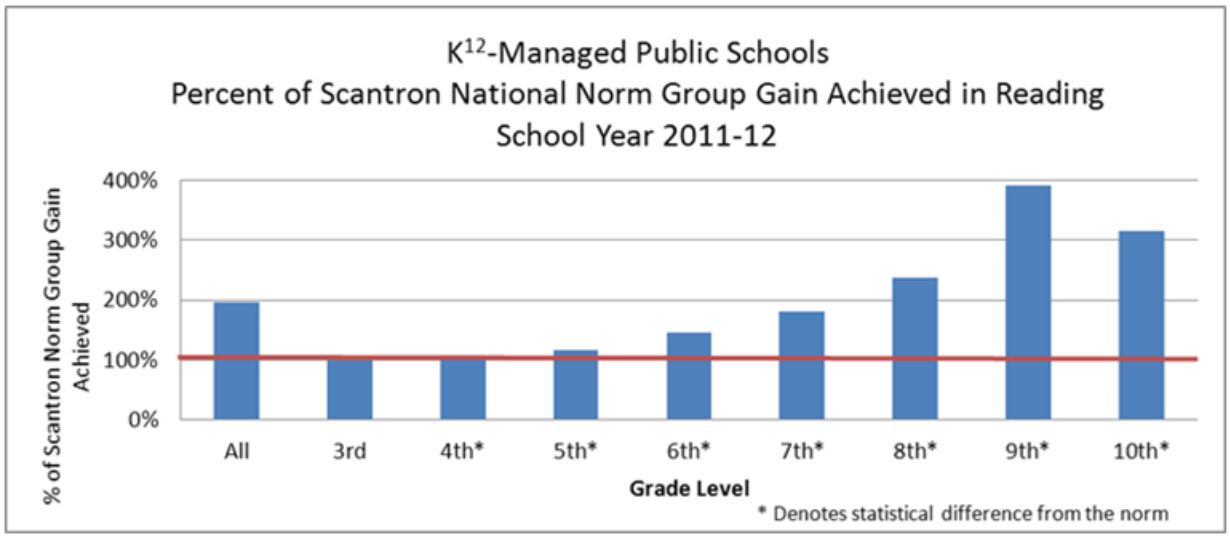
In September 2001, after 18 months of research and development of their curriculum, K12 Inc., introduced their kindergarten through 2nd grade offering. They launched their initial online learning system in virtual public schools in Pennsylvania and Colorado, serving approximately 900 students in the two states combined. They added new grades over the first seven years and continue to provide education, administrative, and technology schools in more online public schools every year. They have also launched hybrid programs that combine face-to-face time in the classroom with online instruction and opened an online private school to reach students worldwide. For the 2010-11 school year, K12 Inc., managed schools in 27 states and through their Institutional Business served schools in all 50 states. In 2011-2012, K12 Inc. served new statewide public virtual schools in Louisiana, Tennessee, and Indiana and new blended learning (combining online and face to face instruction) schools and programs in Arizona, California, Colorado, Kansas, Michigan, Oklahoma, Pennsylvania, Texas, Utah, and Wyoming. In 2012-2013, K12 Inc. began serving a new districtwide public virtual school in Osceola County, Florida; new statewide public virtual schools in Iowa and New Mexico; as well a new blended learning school in New Jersey--bringing the states with managed schools to 33. In 2013-2014, districtwide public virtual charter schools were added in Broward, Duval, Palm Beach, and Pasco Counties in Florida.

K12 Managed School Performance

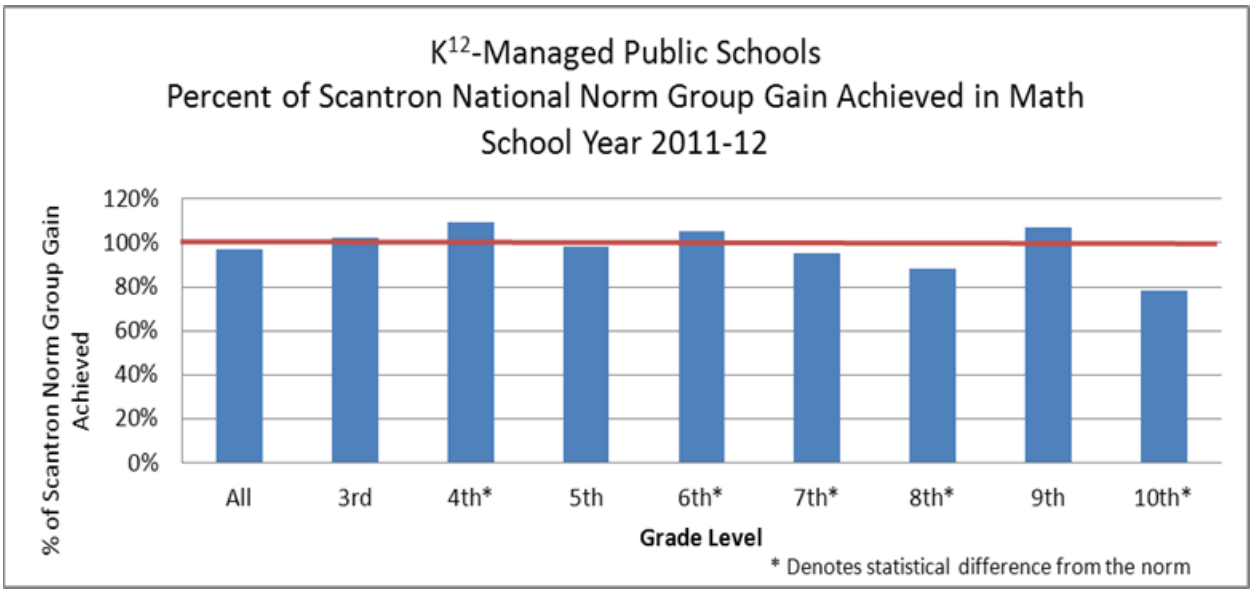
When choosing an ESP, the Board wanted to understand what measures the ESP uses to evaluate student performance across all clients. The MEVA Board of Directors is critically aware of the requirement for the curriculum, teachers, staff and the board to monitor student success against state standards, however, the Board is also interested in ensuring that the ESP is mindful of the roll out of Common Core State Standards and therefore asked the question - is the ESP monitoring performance across schools against a national normed assessment? The Board has selected K12 as their ESP because of national recognition for the various components of the curriculum. K12, using the entire K12 suite of services and instructional curriculum (currently including K12, Aventa, A+, and Middlebury Interactive Languages) to include world languages, credit recovery courses, remedial courses, and AP courses, has shown academic success and achievement in the schools it serves across the country.

- Academic assessments of students in K12 managed schools show positive student academic growth. Since the 2008-9 school year, Scantron Performance Series™ assessments were implemented to determine annual growth for students in the K12 virtual academies and to inform teachers of students' strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied. Student growth is compared to the Scantron norm group which is comprised of thousands of students who represent the national demographics in terms of socio-economic status and ethnicity. The Scantron Performance Series provides administration and teachers with data on students that they don't often get from prior year cumulative files or test scores. Continuity with a test is critical for meaningful comparisons across schools and to measure progress for individual students. K12 has several years of data to support the finding that the K12 students continually perform at or above the Scantron Norm Group in Math and Reading.

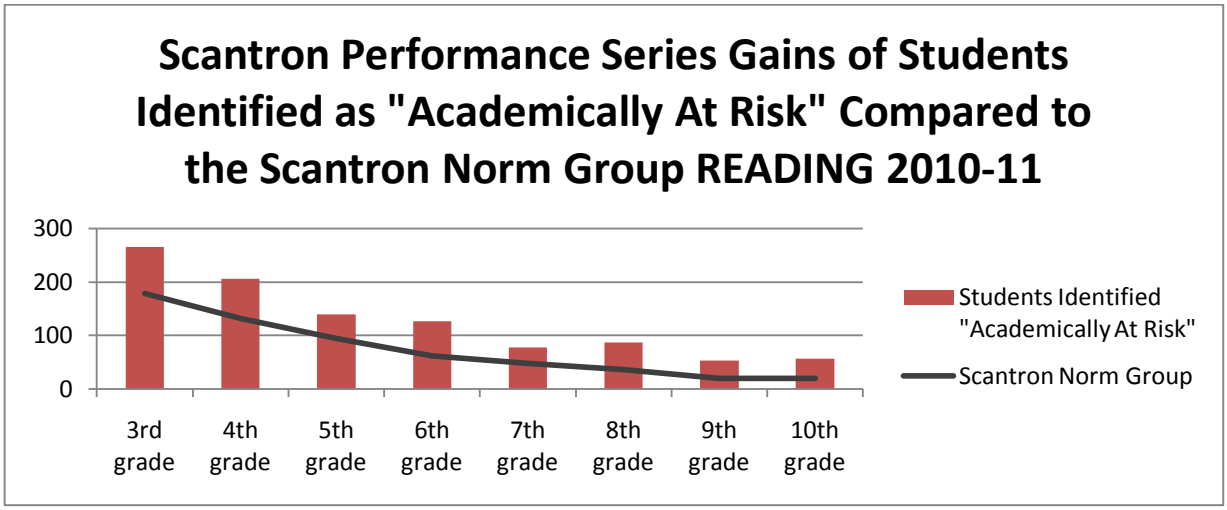
In the fall of 2011, and again in the spring of 2012, approximately 38,700 K12-managed public school students in grades 3-10 took the Scantron Performance Series tests in Math and Reading. As previously explained, these online, adaptive assessments were implemented to determine annual growth for students and to inform teachers of students' strengths and challenges in the fall so that, by spring strengths could be built upon, and challenges could be remedied. As can be seen in the following chart, K12-managed public schools did very well in Reading gains for the 2011-2012 school year, with an overall achievement of 196% of the Norm Group gain.

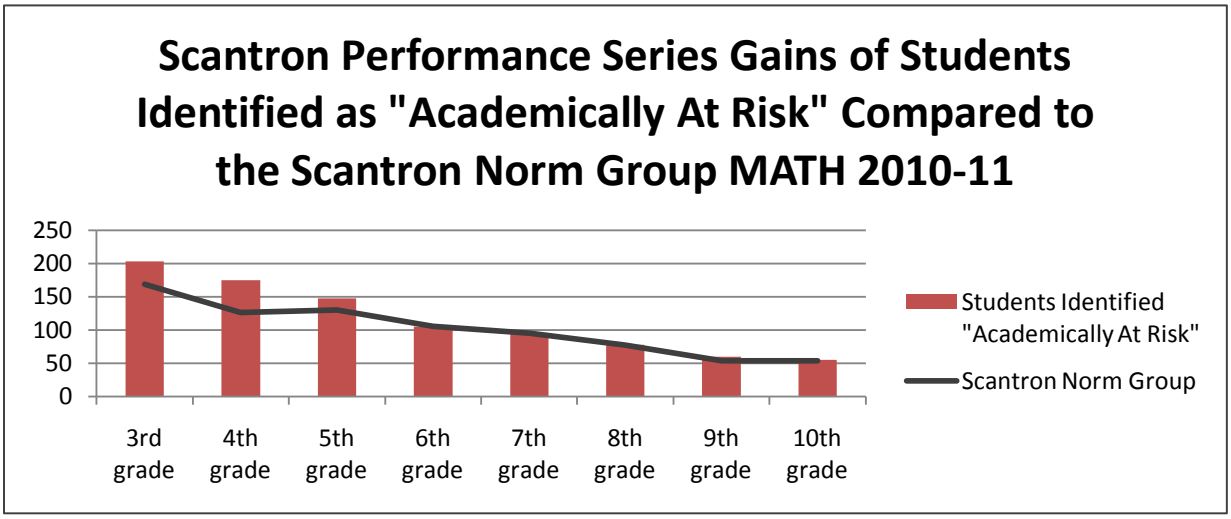


In Math, K12 managed public schools achieved 97% of the Norm Group gain across all grades for the 2011-2012 school year.



- K12 has proven success with "at risk" students like the students that Maine Virtual Academy (MEVA) will serve. Data in this area are very promising. Students identified as "Academically at Risk" in math and/or reading were provided with instructional interventions targeted to remedy academic weaknesses. These interventions are making a difference in student performance. In fact, students initially identified as "Academically at Risk" are making equal to or more gains than the Scantron norm group in math and more gains than the Scantron norm group in reading as demonstrated by the charts below. These gains in the 2010-11 school year suggest that students who stay with the program have the potential to "catch up" to their peer group in math and reading.

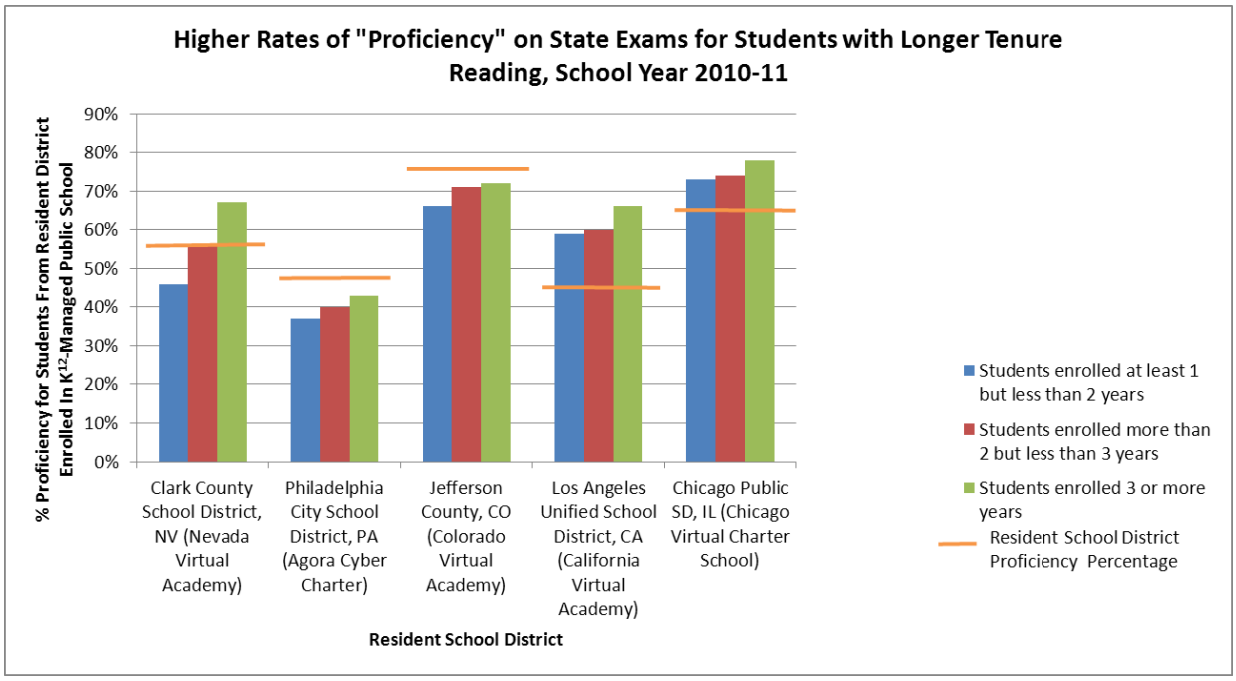


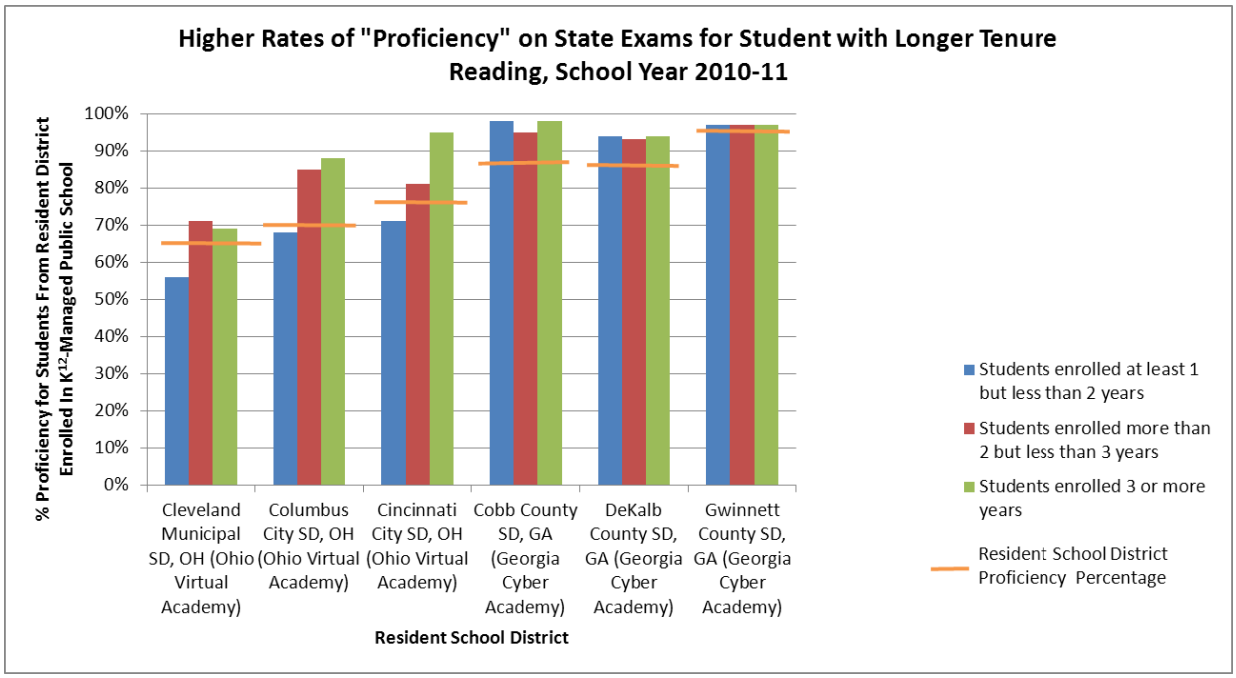


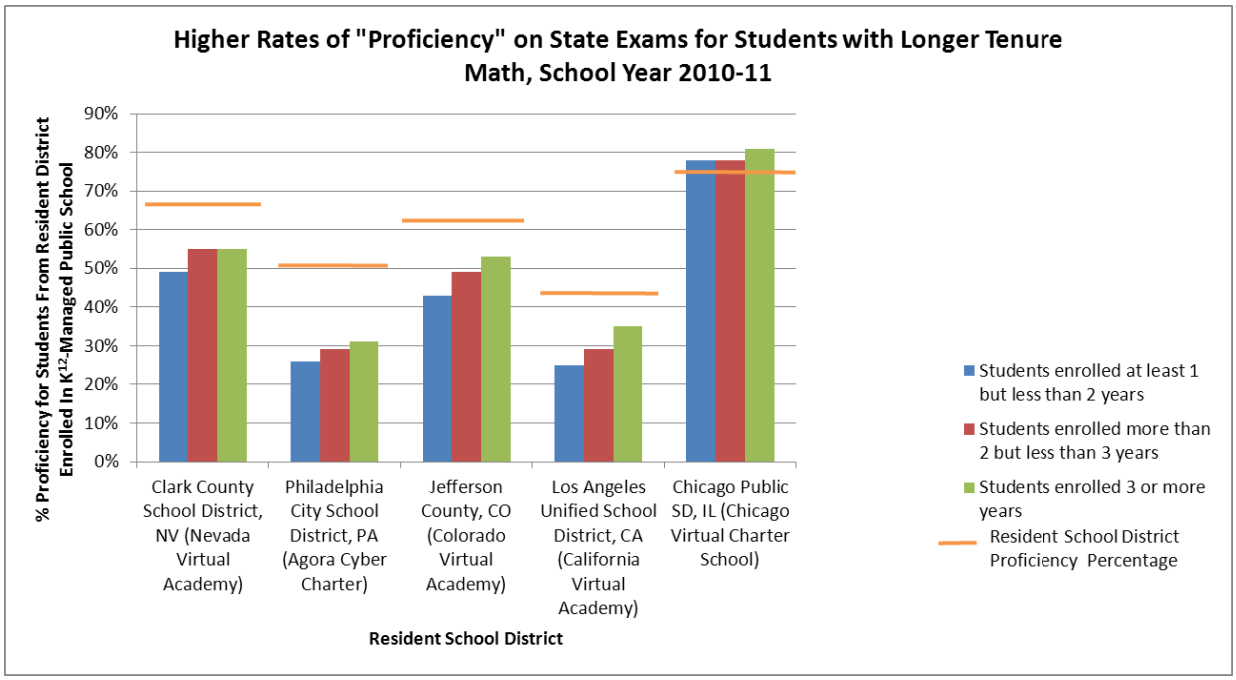
- When state test proficiency percentages of students from the resident districts where the largest numbers of students enroll in K12-managed public schools are analyzed, a positive trend is noted: the longer students have been enrolled in a K12-managed public school, the more likely the students are to be "Proficient" on state exams relative to

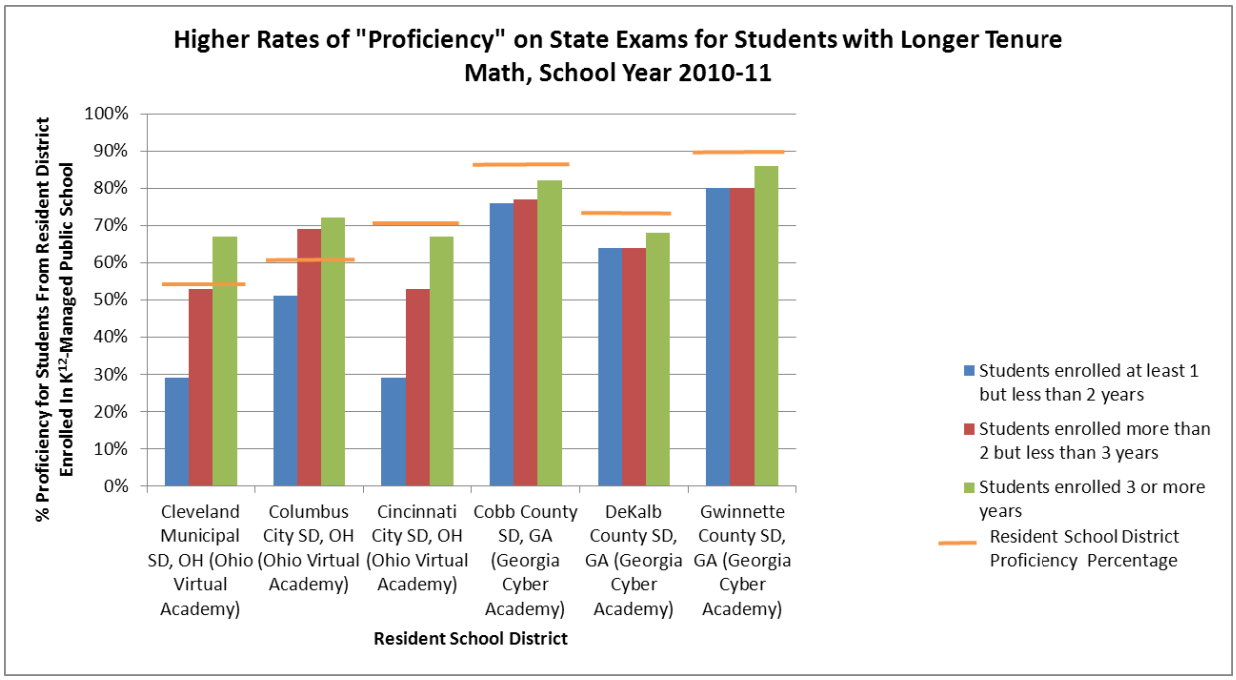
students with shorter tenure, and the better the students perform compared to students enrolled in their resident districts.

Although K12 finds these results encouraging, they are not satisfied with the achievement of their students, especially in math. Although many students enrolling in K12 managed schools are enrolling with severe deficits in the area of math, K12's goal is to develop curriculum and programs that can "catch students up" until they are performing at or above grade level**.** One major initiative K12 is using to improve math achievement is the National Math Lab, described below in detail. New K12 curriculum is also designed to improve math achievement. Developmental Algebra is the first course in a two-year algebra sequence developed by K12 to teach the challenging concepts of algebra in an extended timeframe. By covering fewer topics in one year, students will be provided with more time to learn, practice, and master the abstract concepts of algebra—one of the most difficult courses for students to grasp. Developmental Algebra will be followed by the second course in the sequence, Continuing Algebra, in SY14-15. Practical Math is an innovative high school course that has been created by K12 to meet the needs of third year math students who are not prepared to take Algebra II after completing Geometry. Student mastery is ensured through the use of frequent online and offline assessments and real-life application of math skills in project-based units. This course will either serve as a capstone to students' high school math education, or prepare them for success in Algebra II.

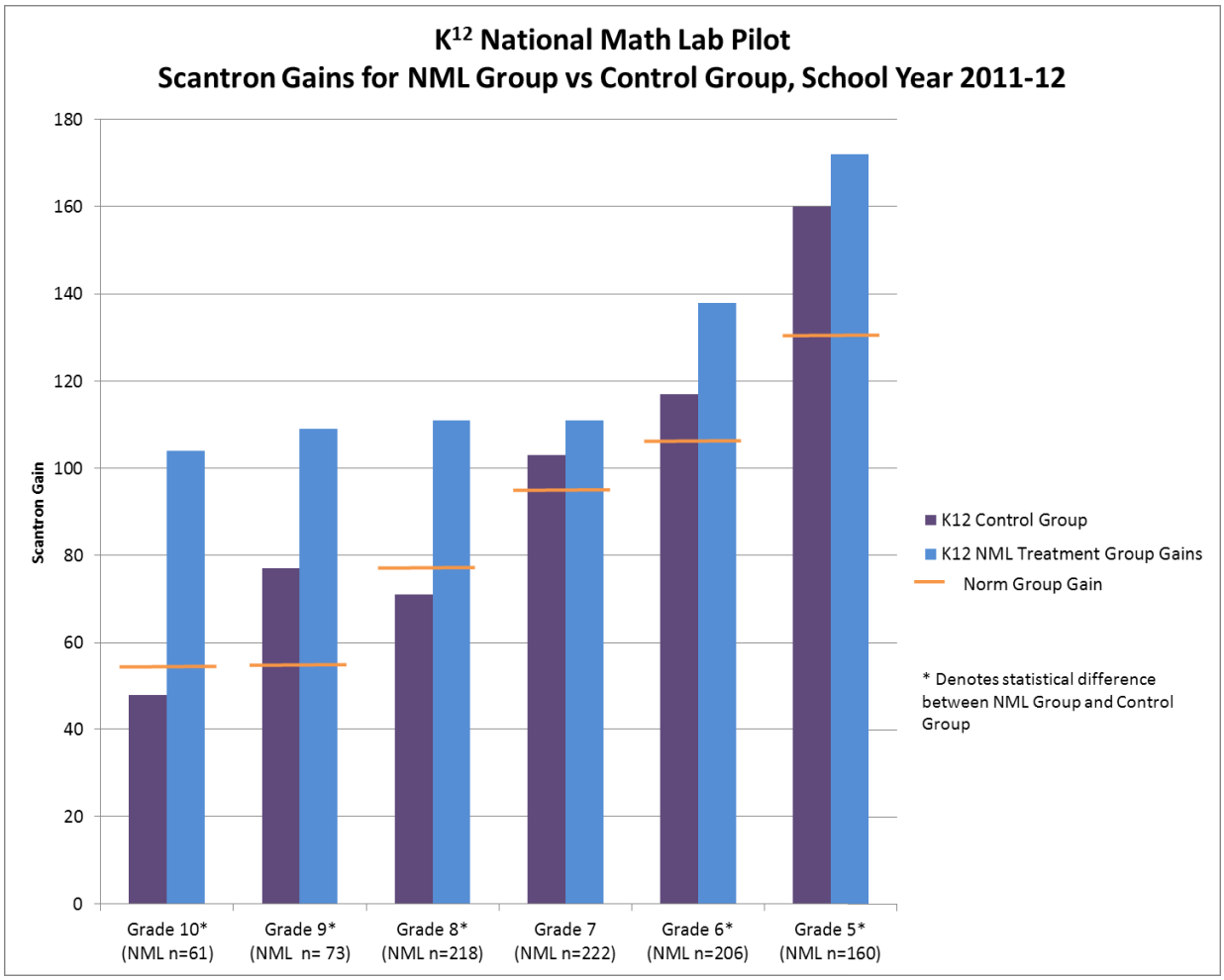



Higher Rates of "Proficiency" on State Exams for Student with Longer Tenure
Reading, School Year 2010-11
% Proficiency for Students From Resident District Enrolled In K12-Managed Public School
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Cleveland Municipal SD, OH (Ohio Virtual Academy)
Columbus City SD, OH (Ohio Virtual Academy)
Cincinnati City SD, OH (Ohio Virtual Academy)
Cobb County SD, GA (Georgia Cyber Academy)
DeKalb County SD, GA (Georgia Cyber Academy)
Gwinnett County SD, GA (Georgia Cyber Academy)
Resident School District
Students enrolled at least 1 but less than 2 years
Students enrolled more than 2 but less than 3 years
Students enrolled 3 or more years
Resident School District Proficiency Percentage


Higher Rates of "Proficiency" on State Exams for Students with Longer Tenure
Math, School Year 2010-11
% Proficiency for Students From Resident District Enrolled In K12-Managed Public School
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Clark County School District, NV (Nevada Virtual Academy)
Philadelphia City School District, PA (Agora Cyber Charter)
Jefferson County, CO (Colorado Virtual Academy)
Los Angeles Unified School District, CA (California Virtual Academy)
Chicago Public SD, IL (Chicago Virtual Charter School)
Resident School District
Students enrolled at least 1 but less than 2 years
Students enrolled more than 2 but less than 3 years
Students enrolled 3 or more years
Resident School District Proficiency Percentage



- National Math Lab (NML) is an innovative program aimed at addressing students' weaknesses in math—a national concern. Designed by a team of curriculum and instruction specialists at K12, in cooperation with school leaders from K12-managed schools and launched as a pilot at the beginning of the 2011-2012 school year, NML provides twice the usual coverage of math instruction to students in grades 5-10 who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. NML sessions are offered many times throughout the day and are designed to meet students where they are, provide remediation, and, over time, bring them to grade level. A controlled study for the 2011-2012 school year found that students in grades 5, 6, 7, 8, 9 and 10 with consistent attendance at NML classes experienced significantly higher gains on the Scantron Performance Series assessment in Math than a control group that was offered the standard math program. Consistent attendance at NML was defined as attending at least 70% of NML classes for at least two of the three 8-week NML sessions offered for the 2011-2012 year.



- K12-managed public schools have graduated more than 8,000 students since the first graduating class in 2007. Using a service provided by the National Student Clearinghouse, K12 is able to track student enrollment in post-secondary institutions after graduation from a K12-managed public school. The National Student Clearinghouse provides coverage of collegiate enrollment from more than 3,000 participating post-secondary institutions in the U.S., which collectively account for more than 96% of all student enrollments in U.S. higher education institutions, including two-year, four-year, graduate, public, private, trade, and vocational schools.

- Students graduating from K12 virtual schools have been accepted to hundreds of higher education institutions. They are headed to schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, vocational training, or directly into the job force. Whether K12 students are college bound or career bound, K12 is honored to have the opportunity to help them achieve their dreams.

- Surveys from K12 parents in Spring 2013 showed that 90%* were likely to recommend the school their students attended; 93%* expressed satisfaction with the K12 curriculum

quality; 92%* would recommend the K12 curriculum, and 95%* expressed their satisfaction with their students' K12 teachers (*weighted averages of K-8 and 9-12 parent surveys).

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Tab 41 Schools Managed by ESP
& Contact Info (If Applicable)

K12 SCHOOLS
SCHOOL YEAR 2013-2014

NAME OF SCHOOL	YEAR OPEN	AREA SERVED	SCHOOL CONTACT INFORMATION[1]		GRADES
AGORA CYBER CHARTER SCHOOL	2006	Pennsylvania (statewide)	Sharon Williams	swilliams@k12.com	Gr. K-12
ALASKA VIRTUAL ACADEMY	2010	Alaska (statewide)	John Gutman	jgutman@k12.com	Gr. K-6
ARIZONA VIRTUAL ACADEMY	2003	Arizona (statewide)	Cindy Wright Carter	cwright@k12.com	Gr. K-12
ARKANSAS VIRTUAL ACADEMY	2007	Arkansas (statewide)	Scott Sides	ssides@k12.com	Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Fresno	2013	Fresno, Madera, Merced, Mono, Monterey, San Benito Counties			Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Jamestown	2002	Tuoloume County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Kings	2006	Kings County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Los Angeles	2006	Los Angeles County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Los Angeles High School	2011	Los Angeles County, California and Contiguous Counties			Gr. 9-12
CALIFORNIA VIRTUAL ACADEMY Maricopa	2013	Kern, Inyo, Santa Barbara, San Bernardino			Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Maricopa High School	2013	Kern, Inyo, Santa Barbara, San Bernardino			Gr. 9-12
CALIFORNIA VIRTUAL ACADEMY San Diego	2002	San Diego County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY San Joaquin	2009	San Joaquin County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY San Mateo	2006	San Mateo County, California and Contiguous Counties			Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Sonoma	2004	Sonoma County, California and Contiguous Counties	All CAVA:		Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Sutter	2006	Sutter County, California and Contiguous Counties	Katrina Abston	kabston@k12.com	Gr. K-12
CHICAGO VIRTUAL CHARTER SCHOOL	2006	Chicago Public Schools district	Amy Biasbas	agbiasbas@k12.com	Gr. K-12
COLORADO PREPARATORY ACADEMY	2013	Colorado (statewide)	Amy Valentine	avalentine@k12.com	Gr. K-12
COLORADO VIRTUAL ACADEMY	2001	Colorado (statewide)	Marc Costain	mcostain@k12.com	Gr. K-12
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL ONLINE	2005	District of Columbia School District (statewide)	Tracey Sloane	jsloane@K12.com	Gr. K-8
CYBER ACADEMY @ SOUTH CAROLINA	2013	South Carolina (statewide)	David Crook	dcrook@k12.com	Gr. K-9
FLORIDA VIRTUAL ACADEMY at BROWARD COUNTY	2013	Broward County			Gr. K-8
FLORIDA VIRTUAL ACADEMY at DUVAL COUNTY	2013	Duval County			Gr. K-9
FLORIDA VIRTUAL ACADEMY at OSCEOLA COUNTY	2012	Osceola County			Gr. K-10
FLORIDA VIRTUAL ACADEMY at PALM BEACH COUNTY	2013	Palm Beach County	ALL FLVA:		Gr. K-8
FLORIDA VIRTUAL ACADEMY at PASCO COUNTY	2013	Pasco County	Patty Betoni	pbetoni@k12.com	Gr. K-8
GEORGIA CYBER ACADEMY	2007	Georgia (statewide)	Matthew D. Arkin	mdarkin@k12.com	Gr. K-12
HAWAII TECHNOLOGY ACADEMY	2008	Hawaii (statewide)	Leigh Fitzgerald	lfitzgerald@myHTA.org	Gr. K-12
HOOSIER ACADEMY INDIANAPOLIS	2008	Indiana (statewide)	Teran Armstrong	tarmstrong@k12.com	Gr. K-12
HOOSIER ACADEMY VIRTUAL SCHOOL	2011	Indiana (statewide)	Teran Armstrong	tarmstrong@k12.com	Gr. K-12
IDAHO VIRTUAL ACADEMY	2002	Idaho (statewide)	Kelly Edginton	kedginton@k12.com	Gr. K-12
INSIGHT CALIFORNIA, LOS ANGELES	2008	Los Angeles County, California and Contiguous Counties	Sheila Shieber	sshiebler@k12.com	Gr. 9-12
INSIGHT ACADEMY OF ARIZONA	2012	Arizona (statewide)	Cindy Wright Carter	cwright@k12.com	Gr. 6-12
INSIGHT COLORADO	2011	Colorado (statewide)	Amy Valentine	avalentine@k12.com	Gr. 6-12
INSIGHT KANSAS	2011	Kansas (statewide)	Sarah Berger	sberger@k12.com	Gr. 6-12
INSIGHT KANSAS ADULT	2011	Kansas (statewide)	Sarah Berger	sberger@k12.com	Gr. 9-12
INSIGHT MINNESOTA	2011	Minnesota (statewide)	John Huber	jhuber@k12.com	Gr. 6-12
INSIGHT OHIO	2013	Ohio (statewide)	Amanda Conley	aconley@k12.com	Gr. 6-12
INSIGHT OREGON ALTERNATIVE	2008	Oregon (school district specific)	J. D. McMahan	jdmcmahan@k12.com	Gr. 6-12
INSIGHT OREGON CHARTER OPTION	2013	Oregon (statewide)	Dennis Kostelecky	dkostelecky@k12insightor.org	Gr. K-12
INSIGHT WASHINGTON	2006	Washington (statewide)	Jeff Bush	jbush@k12.com	Gr. 9-12
IOWA VIRTUAL ACADEMY	2013	Iowa (statewide)	Steve Hoff	shoff@k12.com	Gr. K-12
KANSAS VIRTUAL ACADEMY	2013	Kansas (statewide)	Sarah Berger	sberger@k12.com	Gr. K-6
iQ CALIFORNIA LOS ANGELES	2010	Los Angeles County, California and Contiguous Counties	Carol Henson	chenson@k12.com	Gr. K-12
iQ KANSAS	2007	Kansas (statewide)	Lydia Todd	ltodd@k12.com	Gr. 6-12
iQ MINNESOTA	2005	Minnesota (statewide)		jthielke@k12.com	Gr. K-12
iQ WASHINGTON	2008	Washington (statewide)	Mark Christiano	mchristiano@k12.com	Gr. 6-12
LAWRENCE VIRTUAL HIGH SCHOOL	2010	Kansas (statewide)	Sarah Berger	sberger@k12.com	Gr. 9-12
LOUISIANA VIRTUAL CHARTER ACADEMY	2011	Louisiana (statewide)	Dr. Perry Daniel	pdaniel@k12.com	Gr. K-12
MASSACHUSETTS VIRTUAL ACADEMY at GREENFIELD COMMONWEALTH VIRTUAL SCHOOL	2010	Massachusetts (statewide)	Ryan Clepper	rclepper@k12.com	Gr. K-12
MICHIGAN GREAT LAKES VIRTUAL ACADEMY	2013	Michigan (statewide)	Kendall Schroeder	kschroeder@k12.com	Gr. K-12
MICHIGAN VIRTUAL CHARTER ACADEMY	2010	Michigan (statewide)	Jean Broadwater	jbroadwater@k12.com	Gr. K-12
MINNESOTA VIRTUAL ACADEMY [2]	2002	Minnesota (statewide)	Justin Treptow	jtreptow@mnva.k12.mn.us	Gr. K-12

NAME OF SCHOOL	YEAR OPEN	AREA SERVED	SCHOOL CONTACT INFORMATION[1]		GRADES
MAURICE J. MOYER ACADEMY	2010	Delaware (New Castle County)	Alana Walls	Alana.Walls@mjm.k12.de.us	Gr. 6-12
NEVADA VIRTUAL ACADEMY	2006	Nevada (statewide)	Caroline McIntosh	cmcintosh@k12.com	Gr. K-12
NEWARK PREP	2013	New Jersey	Dr. Sonn Sam	ssam@k12.com	Gr. 9-10
NEW MEXICO VIRTUAL ACADEMY	2012	New Mexico (statewide)	Ashley Barr	abarr@k12.com	Gr. 6-12
OHIO VIRTUAL ACADEMY	2002	Ohio (statewide)	Kris Stewart	kstewart@k12.com	Gr. K-12
OKLAHOMA VIRTUAL CHARTER ACADEMY	2009	Oklahoma (statewide)	Sheryl Tatum	statum@k12.com	Gr. K-12
OREGON VIRTUAL ACADEMY	2008	Oregon (statewide)	Drew Hinds	dhinds@k12.com	Gr. K-12
SAN FRANCISCO FLEX ACADEMY	2010	California (statewide permitted by charter)	Steve Henderson	shenderson@k12.com	Gr. 9-12
SILICON VALLEY FLEX ACADEMY	2011	California (statewide permitted by charter)	Jean Southland	jsouthland@k12.com	Gr. 6-12
SOUTH CAROLINA VIRTUAL CHARTER SCHOOL	2008	South Carolina (statewide)	Cherry Daniel	cdaniel@scvcs.org	Gr. K-12
TENNESSEE VIRTUAL ACADEMY	2011	Tennessee (statewide)	Josh Williams	jwilliams@tnva.org	Gr. K-8
TEXAS ONLINE PREPARATORY SCHOOL	2013	Texas (statewide)	Sherri Remington	Sremington@k12.com	Gr. 3-12
TEXAS VIRTUAL ACADEMY	2007	Regions 1-14 and 20 (Central)	Sherri Remington	Sremington@k12.com	Gr. 3-12
UTAH VIRTUAL ACADEMY	2008	Utah (statewide)	Stacey Hutchings	shutchings@k12.com	Gr. K-12
UTAH VIRTUAL ACADEMY-PART TIME	2011	Utah (statewide)	Stacey Hutchings	shutchings@k12.com	Gr. 9-12
VIRGINIA VIRTUAL ACADEMY@ King and Queen County	2009	Virginia (statewide)	Suzanne Sloane	ssloane@k12.com	Gr. K-2
VIRGINIA VIRTUAL ACADEMY@ Patrick County	2012	Virginia (statewide)	Suzanne Sloane	ssloane@k12.com	Gr. K-5
WASHINGTON VIRTUAL ACADEMY Monroe-HS	2007	Washington (statewide)	Mark Christiano	mchristiano@k12.com	Gr. 9-12
WASHINGTON VIRTUAL ACADEMY Omak	2010	Washington (statewide)	Mark Christiano	mchristiano@k12.com	Gr. K-12
WISCONSIN VIRTUAL ACADEMY	2009	Wisconsin (statewide)	Leslye Erickson	lerickson@k12.com	Gr. K-12
WYOMING VIRTUAL ACADEMY	2009	Wyoming (statewide)	Nicole Tiley	ntiley@k12.com	Gr. K-12
YOUTH CONNECTIONS CHARTER SCHOOL	2009	Chicago Public Schools District	Elizabeth Roth	eroth@k12.com	Gr. 11-12

[1] School leader name and email address

[2] K^{12} has managed MNVA in varying grade configurations since 2002 (2002-2004: K-8; 2008-2011: (9-12); 2011-2012: K-12;).

Tab 42 ESP Executed or Draft
Contract (If Applicable)

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

MAINE LEARNING INNOVATIONS

And

K12 VIRTUAL SCHOOLS LLC

DRAFT

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
MAINE LEARNING INNOVATIONS
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into, by and between Maine Learning Innovations a Maine nonprofit corporation (hereinafter the "**School**") and K12 Virtual Schools LLC, a Delaware limited liability company (hereinafter "**K12**"), each a "**Party**" together the "**Parties**", as of the date signed by both Parties, and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)

RECITALS

A. **WHEREAS,** the 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 middle and high school students throughout the State of Maine.

B. **WHEREAS,** Maine Learning Innovations was granted a charter from the Maine State Charter School Commission, pursuant to Title 20-A, Chapter 112 of the Maine Revised Statutes, to operate a charter school to be called Maine Virtual Academy that will utilize K12 products and services in accordance with this Agreement.

C. **WHEREAS,** it is the intention of both Parties to enter into a relationship in which K12 provides to Maine Learning Innovations educational products and services in accordance with the terms of this Agreement.

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 Maine, the Maine 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 Maine.

1.3. Board. The Board is the Board of Directors of Maine Learning Innovations 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 Maine State Charter School Commission.

1.6. Facility. Facility means the real property leased by Maine Learning Innovations for the School's administrative offices and, as required and agreed in writing, any Student learning and tutoring centers in accordance with the terms herein.

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

1.8. Program. The Program is Maine Learning Innovations public online educational offering, currently known as Maine Virtual Academy.

1.9. 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. Program Revenues shall not include: (i) income generated by Students individually or collectively via student fundraisers (whether not such fund raiser is School-sponsored), and (ii) private charitable donations made to the School's general fund; all to the extent K12 is not required to manage, track, report on or otherwise assist with the generation, disbursement or collection of such income or donations.

1.10. School. The School is Maine Learning Innovations, a Maine nonprofit corporation.

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

1.12. State. The State is Maine.

1.13. Student. A Student is any student enrolled and/or otherwise taking course(s) in the Program or previously enrolled, including those pupils who have withdrawn.

2. SCHOOL RESPONSIBILITIES.

2.1. Governance of the School. The Board of the School, pursuant to the Charter, is fully responsible for all governance of the school, and ultimately responsible for all management, policy and budgeting decisions impacting the school and its students as detailed below.

2.2. Adoption of Policies. The Board of the School shall be responsible for establishing the policies governing operation of the Program ("**Program Policies**"), and all Program Policies shall be approved by the

Board. The Board of the School retains ultimate responsibility for adopting policies and for overseeing implementation of those policies.

2.3. Oversight of K12. The School shall be responsible for monitoring and supervising 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 cooperate with such monitoring and oversight.

2.4. 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, the Charter Authorizer's policies, and the Program Policies.

2.5. 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.

3. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

3.1. 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 (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.

3.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the School solely for the Program "**Administrative Services**" and "**Technology 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.

3.3. Special Education Services. Pursuant to the policies established by the School, K12 shall provide special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers, to Students with special education needs or any Students who have, will have or require an Individualized Education Program ("**IEP**"). All special education-related funding from any source for the Special Education Students shall be included within Program Revenues.

3.4. 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. It is the intent of the parties that, when practicable, staff for the Program will be recruited and employed within Maine.

3.5. Standards of K12 Performance.

3.5.1. 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.

3.5.2. 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.

3.5.3. 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.

3.5.4. 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.

4. FINANCIAL MATTERS.

4.1. Final Program Budgets. The School will adopt an annual Program budget for each Fiscal Year during the Term and the Parties agree that the School's Chief Financial Officer and K12 will develop and present to the Board (or its authorized delegees or subcommittee) a proposed annual Program budget for each Fiscal Year by March 15 for the following fiscal year, and the Board shall finalize an annual Program budget by May 15 for the following fiscal year. If the Board intends to adopt an annual Program budget for the following fiscal year that does not anticipate full payment of the fees under section 6.3 of this agreement, it shall notify K12 at least ten (10) days before the adoption of any such budget. K12 and the Board agree to engage in good faith discussions on modifications that would lead to a budget that reasonably anticipates full payment of the fees under section 6.3 in this Agreement. If, after good faith discussions, the Board adopts an annual Program Budget that does not reasonably anticipate full payment of the fees under section 6.3 of this Agreement, and K12 has not agreed to such a budget, then K12 will have the termination option pursuant Section 11.1.

4.2. Budget Modifications. The School's Chief Financial Officer and K12 may submit to the Board proposed modifications to the annual 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. The Board may not modify the annual Program budget during the fiscal year in a manner that would result in the non-payment of fees under this Agreement during the Fiscal Year without the consent of K12.

4.3. Financial Reports. K12 shall, upon request of the Board, (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (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.

4.4. Program Audit. The School will arrange for an independent audit of the Program's financial statements. The cost of such audit shall be a Program Expense.

4.5. 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:

4.5.1. teacher related expenses;
4.5.2. expenses related to the Program's Chief Executive Officer and Chief Financial Officer;
4.5.3. teacher training related expenses;
4.5.4. offices for administrative staff and related expenses;
4.5.5. Student Support Staff (defined in Section 7.4 below) related expenses;
4.5.6. related services expense for Students with special education needs (as applicable);
4.5.7. state test related expenses;
4.5.8. school community building;
4.5.9. direct mail, printing and related expenses for enrolled Students;
4.5.10. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
4.5.11. supplemental curriculum and other academic services as agreed to by K12 in writing;
4.5.12. reasonable legal fees for representation of the Board as it pertains directly to the Program;
4.5.13. insurance including directors' and officers' liability insurance, general liability insurance and other Program insurance coverage, as appropriate;
4.5.14. 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;
4.5.15. use, sales, income, property or other taxes, if any;
4.5.16. fees for required background investigations of School employees;
4.5.17. Office Facility and infrastructure related expenses; and
all other Program related expenses approved in the budget.

4.6. Start-Up Financing. If the Board chooses to request start-up financing from K12 to address cash-flow issues in the first fiscal year of this agreement, the Board shall notify K12 in writing at least thirty (30) days prior to exercising this option. K12 agrees to provide the board with a short term interest free loan to address start-up cash flow issues if those funds are required to meet the annual Program budget. The term of any such loan shall not exceed nine (9) months, and in any event shall be repaid in full prior to the close of the fiscal year.

5. TERM OF AGREEMENT.

5.1. Term. This Agreement will become effective upon the date of full execution by the Parties, for commencement on March 4, 2014 or the date the Charter Authorizer executes a Charter with the School ("**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.

5.2. Renewal. Following the Initial Term, this Agreement will automatically be extended for successive additional periods concurrent with any extension of the charter contract unless either Party notifies the other Party at least one (1) year prior to the deadline for the submission of a Charter renewal application (each such period a "**Renewal Term**"), to the extent the Charter Authorizer renews the Charter for such period in accordance with Applicable Law. The Initial Term and any Renewal Terms will be referred to collectively as the "**Term**".

6. PRICING, FEES AND PAYMENT.

6.1. Authorizer Oversight Compensation. From the state per pupil allocation portion of the Program Revenues (for example, excluding federal pass-throughs, block grants, federal special education and other federal funding), the School shall pay up to three percent (3%) of such allocation to the Charter Authorizer (hereinafter "**Authorizer Oversight Fee**") to cover all administrative expenses, and other costs incurred that are associated with the Charter Authorizer's responsibility of supervising, reporting and overseeing the Program's quality, compliance, operational and financial performance in accordance with Applicable Law and the Charter.

6.2. 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.

6.3. 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 eight percent (8%) 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.

6.4. 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.

7. PERSONNEL SUPPORTING THE PROGRAM.

7.1. Chief Executive Officer and Chief Financial Officer. The School shall employ the Chief Executive Officer and Chief Financial Officer for the Program. The Chief Executive Officer shall assist the Board in its oversight and supervision of the provision of the educational products and services by K12 pursuant to this Agreement, and be responsible for the overall compliance of the Program with Applicable Law and the Charter Agreement. The Chief Executive Officer shall also coordinate with the Director of Instruction relating to the evaluation of all staff assigned to the Program. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant the terms of this Agreement.

7.2. K12 Staff Assigned to the Program. K12 will employ and determine the employment terms the Director of Instruction, administrative personnel as needed, and such other staff, including teaching staff and Student Support Staff, as K12 determines necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12's staff will be consistent with Applicable Law and Program Policies. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have authority to hire, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members. K12 shall consult with the School's Chief Executive Officer prior to the evaluation of K12 employees assigned to the Program.

7.3. Complaints About Or Removal Of K12 Staff. If the Board or Chief Executive Officer of the School is dissatisfied or concerned about the job performance of a K12 staff member assigned to the Program and the issue is not able to be resolved internally, the Chief Executive Officer shall bring the matter first with the

K12 Regional Vice President for Operations or its equivalent. In the event that any concerns are not addressed within thirty (30) days, the Chief Executive Officer may escalate the matter to K12's Executive Vice President for School Operations, who will consult directly with the School's Chief Executive Officer within seven (7) days of any such escalation and both shall make a good faith effort to resolve any outstanding issues. If the issues are not resolved, the Parties agree to proceed to the dispute resolution procedures as detailed in Section 21. However, if any K12 employee assigned to the program violates Applicable Law, commits an act of discrimination or other serious misconduct, or threatens the immediate health or well-being of a student, that employee shall be removed immediately from responsibilities related to the School at the request of the Board.

7.4. Student Support Staff And Certified Teaching Staff. K12 shall employ and be responsible for the Certified Teaching Staff for the Program. K12 shall employ and be responsible for the Student Support Staff (defined below) for the Program. In accordance with Section 4.8, the School will be responsible for all costs associated with the employment of such Teachers and School Support Staff, (including, without limitation, salaries, benefits, travel and other Program related expenses), however K12 shall only employ Certified Teaching Staff and Student Support Staff as provided for in the annual Program budget or any modification thereof. "**Student Support Staff**" is defined as any position that provides direct services to the Program and its Students other than the Certified Teaching Staff which may include, Special Education Coordinators, Registrar, Guidance Counselor, Nurse, Community Relations Coordinator, Truancy Officer, Related Services Coordinator, or similar positions. 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. K12 shall consult with the Chief Executive Officer prior to any evaluation of Student Support Staff and Certified Teaching Staff assigned to the Program.

7.5. 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, or, if the school is unable to pay due to the lack of receipt of Program Revenues, within thirty (30) days of when the School receives Program Revenue. School agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum. All other amounts past due and owing by the School to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum on each overdue amount.

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. Any taxes on products or services that are a Program Expense shall also be a Program Expense.

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 of any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Disputed Amounts. If the School disputes any charge invoiced by K12 ("**Disputed Amounts**"), the Board (or its authorized designee) must submit a good faith claim in writing regarding the Disputed Amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the then-current Fiscal Year audit regarding the Disputed Amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding such Disputed Amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute and file any claim thereafter regarding such Disputed Amount (and the School also waives all rights to otherwise claim that it does not owe such Disputed Amount or to seek any credits or reimbursements or other amounts of any kind based upon or relating to such Disputed Amount).

9. RELATIONSHIP OF THE PARTIES.

9.1. Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12.

9.2. Relationship Between the Board and the School. The School is a non-profit corporation organized under the laws of the State and governed by its Board. Although many provisions in this Agreement refer to the Program, it is the School 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 may

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 shall not be inconsistent with Applicable Law.

9.4. 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 restrict 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, or the Charter, 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.

10. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**"), however, K12 will not provide the same curriculum and services specified in this Agreement to another statewide charter school in the State utilizing the same instructional model and serving the same grades as the School.

11. TERMINATION. Events of termination are as follows:

11.1. Budget Termination. Optional termination pursuant to Section 4.1 if the Board adopts an annual Program budget which reasonably anticipates the non-payment of the fees under Section 6.3 of this Agreement, K12 must exercise this termination option within fourteen (14) days of the adoption of an annual Program budget which does not anticipate the full payment of the fees specified in Section 6.3 of the this Agreement.

11.2. 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.

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 school be required to cease operation; (ii) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (iii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iv) 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 any Program budget by May 15 of any given year, K12 may terminate this Agreement for the upcoming fiscal year by written notice to the Board by June 1, however the Board may cure the failure to adopt a budget by June 15 for the upcoming fiscal year**.**

11.5. 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. 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.

13.7. 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).

14. LIMITS OF LIABILITY AND DAMAGES.

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE SCHOOL AND THE SCHOOL'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

15. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party. Except as prohibited by Applicable Law, K12 may assign all of its rights and obligations under this Agreement to any Affiliate. K12 may delegate the performance of its duties hereunder to any person or entity but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

16. INDEMNITY. The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent

16.1. Indemnification of the School. K12 will indemnify, defend, and save and hold the School and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "Claim") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in

accordance with the Charter Authorizer's, the School's or the Board's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K12, and (c) act or omission of K12 or any of its employees, officers, directors, trustees, subcontractors or agents in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the School or the Board.

16.2. Indemnification of K12. The School will indemnify, defend, and save and hold K12 and each other Affiliate of K12 and all of their respective employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the School or Board with any Applicable Law in connection with School's operations, and (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.

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 clams directly related to actions or omissions of the School. K12's insurance will be primary coverage and any insurance the School may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on the School's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the Program, as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. REPRESENTATIONS AND WARRANTIES.

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the School:

18.1.1. Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Pending Claims. K12 warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

18.1.4. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED,

STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO 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.

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. Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the School-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration with assistance from K12. The Parties further recognize that anything in this Agreement that is contrary to the Charter is null and void, and the terms of the Charter shall control.

18.2.6. 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.

18.2.7. 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:

Fax:

With Copy To:

Fax:

20. NON-SOLICITATION/NON-HIRING.

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to forty percent (40%) 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.

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 Regional Vice President for Operations for K12, or to the Chief Executive Officer for the School.. 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 President or Chairman for the School and the EVP of School Services for K12. 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, Maine 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 Maine 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. Any action under this paragraph must be in state or federal court within Maine. 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 Maine 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. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.6. 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.

22.7. 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.

22.8. 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.

22.9. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.10. 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.

22.11. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.12. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * * * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of	**For and on behalf of**
MAINE LEARNING INNOVATIONS	**K12 Virtual Schools LLC**
Signed: _____	**Signed:** _____
Name: _____	**Name:** _____
Position: _____	**Position:** _____
Date: _____	**Date:** _____

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 7 through 8, for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades (Art, Music and foreign language); (ii) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) any third party curriculum K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the Educational Program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the Program may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area.

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.

g. High School Services: As requested and as available, K12 may offer the following for High School students:

i. Social Networking –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. Provide expertise on educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, K12's recommendations for the Program will be consistent with Applicable Law and the Charter.

2. Personnel Assistance. Supervision of personnel providing Educational Products, Administrative Services, and Technology Services. Management of Program employees including recruiting; hiring recommendations; reference, certification and background checks (including if requested, 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. At the discretion of the MEVA Board, 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. At the discretion of the MEVA Board, 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. In conjunction with the Chief Financial Officer provide administration of business aspects and day-to-day management of the Program. These services shall include at the discretion of the MEVA Board:

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. Assist with 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. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;

j. Assist with establishing and implementing 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. Under the supervision of the MEVA CFO, contribute to the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures, following the process designated in the 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.

7. Financial Management.

a. Assist in necessary planning, forecasting, accounting and reporting functions as appropriate.

b. Assist and coordinate in any third-party audit(s) of the Program.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.

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. Assist the school create to, 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. Recommend to School draft 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, and with the approval of the Board, 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 troubleshooting;
15. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Support and design the Program's accounting system;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

EXHIBIT B

Insert logos

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Additional Tabs
Not Required

ADDITIONAL TABS

(NOT REQUIRED)

TAB 43	**PARTNERSHIP AND SUPPORT LETTERS**
TAB 44	**MIDDLE SCHOOL AND HIGH SCHOOL COURSE CATALOG**
TAB 45	**CURRICULUM ALIGNMENTS**
TAB 46	**COURSE SCOPE AND SEQUENCES**
TAB 47	**STUDENT TRANSCRIPT**
TAB 48	**EVALUATION OF SOCIAL SKILLS OF FULL TIME, ONLINE PUBLIC SCHOOL STUDENTS**
TAB 49	**STUDENT CLUBS**
TAB 50	**DRAFT FINANCIAL POLICY**

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Tab 43 Partnership/Support Letters

Boys & Girls Clubs and YMCA of Greater Waterville
at the Alfond Youth Center

Board Members
M. Michaela Murphy *Chair*
Michael Koziol, *Vice Chair*
Brent Burger, *2nd Vice Chair*
Fred Stubbert, *Secretary*
Joseph M. Donato, *Treasurer*
Kenneth A. Walsh, *CEO*
Michael J. Levenseller, *Past Chair*

Kelly Couture
Daniel Dubord, Esq.
Chris Gaunce
Charlie Giguere
Cliff Hannon
Ray Haskell
Al Hodsdon
Joseph M. Jabar, Sr.
Scott Jones
Brian Kelly
Jan King
Donald H. Marden
Dr. Bruce Rueger
Michael Runser
Dana Sennett
Gary N. Smith

Heritage Circle Members
Bill Mitchell
President
John Nale, Esq.
Vice President
George Jabar, Esq.
Secretary
Dr. John Towne
Past President
Lester Jolovitz, Esq. *
Founding President

Peter Alfond
Ralph Atkins
Carl Beck
Brian Bernatchez
John Beaupre
Dan Bickford
Jane Bickford
Don Boucher
J. Alfred Boucher *
Scott Bullock
Dr. Edmund N. Ervin *
Dr. Kenneth Eskelund *
Shirley Eskelund
Evert Fowle
Nancy Hill
John Huard
Jim Hughes
John Jabar
Joe Jabar, Jr., Esq.
Barbara Jolovitz
Joey Joseph
John D. Joseph *
Kevin P. Joseph
Jibryne Karter
Paula Lunder
Robert Marden, Sr.
Bob Mitchell
John Mitchell
Paul Mitchell
Mark Nale, Esq.
Kate O'Halloran
Germaine Orloff
Dr. Paul Orloff *
John Osbourne
Kath Osbourne
Michael Roy
Len Saulter
Tobi Schneider, Esq.
Sam Shapiro
Ted Shiro
Walter Simcock
Doug Sukeforth
Rita Sukeforth
Karen Thompson
Gerald Tipper
Connie Towne
Evelyn Hanscom Towne
Pam Trinward
Dr. John Winkin
Dr. Barbara Woodle

November 18, 2013

Maine State Charter School Commission
111 Sewall Street, 5th Floor
23 State House Station
Augusta, ME 04333

Dear Commission Members,

As Chief Executive Officer of the Boys & Girls Club and YMCA of Greater Waterville, I am writing to express our support for the Maine Virtual Academy (MEVA). MEVA will provide an essential academic alternative for students in Maine. We feel that MEVA's Individualized Learning Plans will help ensure their students receive the necessary tools to enter the workplace as adults.

The Boys & Girls Club and YMCA of Greater Waterville is proud to partner with MEVA to provide space in our facility for a face-to-face learning center for MEVA students living in the greater Waterville area that need the extra support that such a center will provide. This partnership would provide mutual benefit to both the MEVA school and the Boys & Girls Clubs and YMCA of Greater Waterville as it would attract new families for membership activities as well as a physical Learning Center for MEVA students. MEVA would utilize the computer lab (or some other designated room) for designated days and times to allow students to work online with their teachers and with a supportive mentor.

We strongly support the creation of the Mai ne Virtual Academy. Thank you for your consideration.

Sincerely,

Ken Walsh
Chief Executive Officer

126 North Street ~ Waterville, ME 04901 ~ 207.873.0684 ~ Fax 207.861.8016 ~ www.aycmw.org

Parents supporting Maine Virtual Academy Charter School Application

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1	Amanda	Tapley	Norway	amanda_tapley2001@yahoo.com
1	Amber	Ripley	Harrison	amberripley@yahoo.com
1	Angela	Clark	Dover Foxcroft	angelamclark.09@gmail.com
1	Linda	Beard	Milo	basketweaverb@peoplepc.com
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1	Stephanie	Arsenault	Biddeford	countedto3@hotmail.com
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124				

PUBLICSCHOOLOPTIONS.ORG

November 21, 2013

To whom it may concern:

My name is Beth Purcell, and I am writing in support of the charter petition for Maine Virtual Academy. As President of PublicSchoolOptions.org, I represent an alliance of parents in roughly thirty states around the country that supports and defends parents' rights to access the best public school options for their children. We support the creation of public school options, including charter schools, online schools, magnet schools, open enrollment policies and other innovative education programs. Additionally, we advocate for free and equal access without restrictions to these public schools for all children.

Working with parents across the country, I have seen first-hand the numerous reasons why public online school is the best fit for so many children. My own children have enjoyed success in the public online setting that they were unable to experience in the traditional brick and mortar schools. One child is an advanced learner and desired more rigorous academics while my other child has learning challenges and needs more support. Public online schools allow for this more individualized approach, which benefits students who may be ahead or behind their classmates, children with learning disabilities, or children succeeding in school who are in need of a more flexible schedule.

Traditional schools are the right fit for most children, but not all children learn in the same way. For some, public online schools will prove to be the key to their educational success. PublicSchoolOptions.org supports the vision of the Maine Virtual Academy, and we ask for you to join us in that support, doing everything you can to allow for access to this great option for the first time in your state.

PublicSchoolOptions.org is always available as a resource to parents and policymakers, and you can reach me directly any time at 864-420-1342 or Beth@PublicSchoolOptions.org with questions.

Sincerely,

Beth Purcell

Beth Purcell, President
PublicSchoolOptions.org

NATIONAL PARENT NETWORK FOR ONLINE LEARNING

November 21, 2013

Dear Commissioners,

My name is Rose Fernandez and I am the Executive Director of the National Parent Network for Online Learning. We are a non-profit that is dedicated to educating the public about the true nature and benefits of online learning for K-12 students. We work with and on behalf of the families of the over one million students who are currently enrolled in online education courses or programs and the many more who are anticipated to choose this mode of education in the next decade.

This year, my family is celebrating the tenth anniversary of our choice to learn as public schoolers online. We have five children who have all learned in our full-time, statewide public charter school using the K12, Inc. online curriculum. Two are in college now, the third is in traditional high school, and our two youngest are in 7th and 8th grades in our virtual academy. All of our children are thriving because our online school gave each a solid academic foundation with a customized learning path that encouraged them to own their own learning and move as quickly through the content as they could. Our rigorous curriculum, flexible scheduling and collaboration with our teachers made the difference for us. Our eldest, who is going on to graduate work in aeronautical engineering next fall, after graduating in just four years with a mechanical engineering degree, said it best in a recent speech, "I learned how to learn when I was just a kid and I ran with it."

Currently, families in 29 states and the District of Columbia have statewide full-time online schools. I recently met Amy Carlisle of Maine Virtual Academy and agree with her that the families of Maine deserve similar choices and opportunities. Learning at home through an online public school will appeal to a small number of families, but to them it can be a lifesaver for children who have fallen through the cracks in the traditional classroom. Children with challenges on the autism spectrum, other health issues, or an experience of being bullied at school need innovative approaches to learning. With the online model, public schools can come to the rescue. Online schools can help give children a fresh start and a way to succeed that prepares them to move back into their neighborhood schools with confidence and new abilities.

I'm writing you today in support of a petition submitted by Maine Virtual Academy. I urge you to open this school for the families of Maine that need it. This complement to your traditional schools will enrich your public school system in ways beyond your view today.

If I can be of any assistance to you I would be most willing.

Sincerely,

Rose Fernandez
National Parent Network for Online Learning
Executive Director
262-565-7003
rfernandez@npnol.org

MAINE STATE CHAMBER of COMMERCE

The voice of Maine business

May 21, 2012

Maine Charter School Commission
23 State House Station
Augusta, ME 04333-0023

To Whom It May Concern:

It is a pleasure to offer this letter of support for the Maine Virtual Academy, a K-12 charter school proposed by Maine Learning Innovations.

The Maine State Chamber of Commerce values education and its vital role in our state's economy. We feel Maine students deserve to have choices in their education to help prepare them for the Maine economy. This proposed charter school will offer students multiple pathways to meet their learning goals.

The stronger our students are, the stronger our workforce will be. This is critical to a vibrant and competitive economy.

Sincerely,

Dana F. Connors, President
Maine State Chamber of Commerce

125 Community Drive, Suite 101 • Augusta, Maine 04330-8010 • tel (207) 623-4568 • fax (207) 622-7723 • website: www.mainechamber.org • e-mail: info@mainechamber.org

May 16, 2012

To Whom It May Concern:

I am pleased to write a letter expressing my support for the Maine Virtual Academy as an alternative option for educating our children in the State of Maine.

There are several reasons why I believe we need more choices when it comes to how we educate our children. First, children and adults learn in different ways. A one-size-fits-all approach to teaching, like we have with public and private schools, does not serve all students equally well. Second, the empirical evidence clearly shows that student performance in the public school system is getting worse not better. Third, as the parent of three children currently being homeschooled I can see firsthand the benefits of tailoring an educational approach for each child.

As parents, it is our responsibility to provide our children with the educational experience they need in order to fully develop their academic abilities. The Maine Virtual Academy offers students and parents an exciting new option for leveraging the benefits of computer based instruction, customized curriculum, parental involvement, and support from certified teachers to help meet that essential responsibility.

Sincerely,

David Sawicki
President
Voice Teleservices
Portland, ME

496 Congress Street Portland, ME 04101 (207) 699-2484

Dear MEVA Board,

I know there are many families in Maine that pay tuition to have their children homeschooled. I would imagine there would be a large interest in a tuition free option. I know we are very interested.
I received a letter from my child's school last year showing they had failed to meet their standards. This is not acceptable when it comes to the education of our children.
My daughter will be in eighth grade next year and I think the school social & organized activities (dances - clubs / sports / music) would be missed, but we are really looking forward to having affordable choices in her education.
If it were possible for Maine Virtual Academy students to participate in the above activities with locally zoned schools, that would be perfect!
I would be interested in informative meetings on the subject.

Thanks,
Angela Clark
angelamclark.09@gmail.com

Dear MEVA Board,

I would love to support these efforts in any way possible, and YES! absolutely interested in attending an online info session.

Here are just some of the reasons Maine students would benefit from the K12 Curriculum.

1) In a lot of areas in Maine, school districts cover a very large and spread out region, where there is very little choice besides attending their regionally assigned school. Therefore if students are not being successful in their school, there is little or no alternative besides homeschooling your child.

2) There are very large, powerful, and organized homeschool coops that would benefit from a curriculum such as K-12, particularly for when their child enters the middle/high school age. Most parents feel comfortable educating their child through the elementary school level, but start to feel extremely challenged when their child has to start taking the more rigorous courses. They feel they cannot be as supportive as they need to be nor have access to adequate resources to help them overcome this challenge. So in essence, it is the student that suffers the consequences.

3) Having a program like MEVA can serve as a credit recovery program that can help students get credit in the areas they need without having to wait for a course to be offered again. In a lot of the smaller schools, certain non-essential semester courses are only offered once a year or every other year.

4) Having a program like MEVA will provide for a more rounded and complete education for those in high school as it would add to the electives a student can take and may open up areas of interest that would not otherwise exist.

4) In districts where there are other options, such as private schools, those schools fill up very fast as they have limited enrollment and tend to be very expensive. This caters to the needs of the more affluent families in the area. But for the majority of families, having the ability to pay for a private school does not exist.

5) Having a program like MEVA will improve/increase Maine's graduation rate, which in turn would help the state get extra funding.

6) Kids that dropout at the age of 16 because they have to work or help provide for the family, would be able to finish their education.

7) K12 curriculum is way ahead of a lot other districts in that they are already supplementing curriculum with what is needed to meet the new CCSS's.

8) K12 offers courses that many other schools in Maine are not able to offer elementary school kids due to budget cutbacks (courses such as Science, Art, Spanish)

9) Taking a course through K12 would better prepare our students for higher academic achievements as taking a virtual course in high school is very often recommended, if not required, by colleges and university.

10) MEVA allows for students in different geographical regions of the state to interact, discuss, and enhance their educational experience through their class connects. Exposing the students to other students outside of their hometown provides for an excellent opportunity to improve their communication skills and enhance their perspectives on the topic.

11) Having a program like MEVA would allow for the motivated students to complete their education at a more accelerated pace and therefore begin their collegiate experience.

12) MEVA students have the ability to contact their teacher at any time. Responses are always received in a timely manner. This allows for honing in and addressing a student's particular area of weakness or helps address a misconception that could block future learning.

These are 12 things that I can think of off the top of my head. I am certain that there will be community support as Mainers really want the best for their kids. They value the importance of obtaining an education and providing opportunities for their children.

With that being said though, Mainers tend to be very cautious before trying something new. It is for this reason, that if approved, how this program is marketed and what population is targeted is going to be very important towards its success. Equally important will be the word of mouth advertising that the students and families that join MEVA will provide. That will make or break you in Maine and will be your most powerful source of advertising.

Please let me know if there is anything else I can help you with.

Respectfully,

Marti Dayton
biomart1119@gmail.com

Dear MEVA Board,

Please count my family in as being in support of a Virtual Charter School for Maine students. Here are some of the reasons that I can come up with:

My 12 year old daughter who is gifted said she likes online school because she can customize the choice of classes to her ability level
So for example she signed up for 8th grade math. This could not be done in a brick and mortar school due to scheduling difficulties

Some students with special educational needs such as ADHD may prefer the online format and should be given the choice

Some students who might otherwise drop out in high school will now have another alternative

Military families and other families who move residences frequently can now offer their children consistent online classroom education

Some students want to take a foreign language that is not offered in their local school. The virtual charter school will expand the curriculum to meet more educational needs.

Students can use the virtual school to take class in the summer either for enrichment, to get ahead, or to repeat or make up failed courses.

Students can Skype with their teachers once a week to review and consolidate their learning.

Students who are bullied at school and who are afraid to attend can do virtual school until the matter is resolved.

Students with chronic health problems who are hospitalized intermittently can have consistent education.

Students who must work to help make ends meet in their family can do online school.

Students who still minors but who may be pregnant or raising a child would benefit from the flexibility offered with online classes.

For these many reasons, I think that the time has come for this worthwhile resource to be available to students in Maine.

I hope this helps,

Elizabeth Ellis
mailto:kidsatlast@yahoo.com

Dear MEVA Board,

I think the online academy is a great idea. I have documentation dating back to my daughter's preschool with her struggles. Every year I get the same comments from teachers, that she is inattentive, struggles to meet deadlines, has a hard time in group settings, some have deemed her as smart but uncaring about her education, she struggles to get assignments in on time because it takes her longer than the others to plan and organize.
She once liked school but now I have a difficult time getting her up to go since every day is a struggle for her, she is now a junior in high school and has failed enough classes that if she doesn't pass all this year and next, she won't graduate on time. Every year I have had her tested shows she is intelligent and she is learning at her grade level, she is very artistic, a kind and loving girl, willing to help anyone, but just struggles so hard to fit into the "normal" classroom. Now she is suffering from anxiety and some depression as well as some other medical issues. She is on track to miss quite a bit of school this year until we can get her fixed up. I believe this academy could benefit her as well as others that are struggling in times like this, they would be able to work at their own pace without worrying about keeping up with others, if they are faster, great, but if they are slower getting things done they aren't at risk for failing a class. Also when they are unable to attend school due to illness they won't have to worry about not falling behind since they can work from home. If they need a break they can take one at any time, I believe kids like my daughter can thrive in an environment like this, these kids are usually very intelligent but people don't see that, they classify them as lazy, uncaring, unwilling to do what is expected, and that just isn't the case. These kids need an environment where they can thrive and feel good about what they have accomplished.

Thanks for what you are trying to do; I may have my daughter send an email as well so you can get her perspective as well.

Sincerely,

Susan Foster
Brownfield, Maine
Suenrob2005@yahoo.com

Dear MEVA Board,

I have a grandson who didn't speak until he was three, knows colors, letters and can sound out words. Has a hard time communicating and is socially not up to what a four year old almost five year old should be doing. I was looking for things to help him get caught up as I cannot convince my daughter he is behind. He is extremely bright but I know why when he gets to Kindergarten he will be behind because of the social thing. When he is around other kids he doesn't have a clue how to play with them. I don't want him labeled with the LD label I want him in the classroom learning and learning behavior from his peers.

Sincerely,
Susan R Gilman, Retired Ed. Tech III
kilmin04963@yahoo.com

Dear Amy Carlisle, Chair of the MEVA board

The reason Maine needs a Virtual Public School option is to offer a choice. Some of us live in isolated and rural areas and have no choice. Small schools thou nice in the fact you know the whole student body are not able to offer much above the standard course schedule. It is not feasible to attend another school with more option. It would be nice to allow my children to study at the pace that they can handle not be at the schools pace. I also know a family whose child does not do well in a standard classroom setting and they wish that this option was available to them. Having the Virtual Public School option will allow my family and others that I know the ability to encourage our children in their education with teacher support. We should all have access to a free public education that best fits our families.

Sincerely Robin Hardt

mongo4570@myfairpoint.net

Dear MEVA Board,

My name is Lori Holleran. My husband and I bought a house 9 years ago in Waterboro Maine, in the Lake Arrowhead area, we love raising our three children in this beautiful State. I write this with great pleasure in support of the Maine Virtual Academy; all the hard work they have done to get this program up and running is amazing. I would like to share my story, one that I was not prepared for, but now find myself advocating for my daughter, and other children who have their own stories. My daughter Lori (yes, we have the same name) is a 16 year old junior at Masabessic High School. She is an honor roll student with all her electives complete. She takes several honors classes. She is an amazing writer and loves to read. She has many friends and has loved attending school all these years. You may wonder why I am writing this today after all this wonderful information. She has been through some hard life lessons this year, and made some major life altering decisions that she simply cannot take back. We recently found out that she is 3 month pregnant. After getting over the anger, disappointment, heart ache as a mother, I now find myself looking at how smart, loving, and passionate for life she is, and she in her heart is also pro-life as we are. She can be an educated and wonderful mother with our help, not a statistic. She can accomplish all her dreams; she needs our help more than ever. I thought of home schooling, finding it not a fair choice for her next year, as she will not earn her diploma that she has worked so hard for 11 years for. She has so much to offer our community and the State of Maine. She also needs to learn at a young age to be a mother. She can do it all, this program would help her succeed at both, so she can live at home and finish school, and raise her beautiful child. She plans to enroll in college and major in psychology as soon as she gets s her diploma. We plan to help take care of our grandchild while she attends school and lives at home with us. The Maine Virtual Academy would be a wonderful option for my daughter. Having to pay for private school fees as a middle class working family is just not in our budget. My husband and I both work, I am grateful to have a job working from my home office for the hospital, so I would be home all day with her and the baby while she works on her senior year

I ask you to think of students such as my daughter as you make your decision, remember there are so many stories like hers and many more different ones. Our society has changed through the years. It is not easy for children with different needs to feel normal in school in so many situations. This allows our children to still receive the same great education based on our Maine State standards and have these children walking down to receive their diplomas, as they well deserve.

I thank you for taking the time to hear our story.

Sincerely,

Lori Holleran

holleranl@emhs.org

Dear MEVA Board,

We have a state here that is striving to provide appropriate and valuable education to our children. But as we are, for much of our state, a very rural area, it is sometimes difficult to obtain the education for our children that is really needed.

Were we to have larger cities, bigger businesses, and stronger industries located within our state, there might be more voices calling for improvements and accommodations. Unfortunately, we are often left with no choice in schools due to geographic location.

Many children in our state do extraordinarily well within the public school system. Many parents prefer to utilize private and charter schools, and even home school due to their child not receiving the education the suits their need.

Now, why are there children needing a different educational environment? Many reasons, and more so in our state where there is a higher incidence of Autism, disabilities, learning handicaps, social issues per capita than in more affluent areas.

For children, such as my child, who have been diagnosed with Asperger's and also designated as gifted and talented academically, the offerings within the public school system are limited. Our local school tries their best to accommodate, but as a first grader that can read and comprehend 8th grade level material, can read college level material, produces arithmetic results at the fourth grade level, but comprehends algebra and geometry...they will soon run out of options.

All children do not fit within the same round holes. We, as parents, have the responsibility to advocate for our children, provide them with the tools they will need to be successful in this world, and work to obtain the absolute best education possible for them.

Having the option to engage in a program of education such as what MEVA offers would be an incredible blessing to our children.

Please feel free to contact me should you need any assistance with setting up face-to-face groups or getting the word out about MEVA.

I work as a professional blogger, internet marketer, and social media manager. If I can assist you in developing any content or promotion, please let me know.

Kind regards,

Cheryl Keyworth
(207) 232-4813
cekeyworth@gmail.com
www.mainlywords.com

September 27, 2012

To: Amy Carlisle, President, Board of Directors, Maine Learning Innovations:

I am writing this note in support of the need for the Maine Virtual Academy, a school sponsored by Maine Learning Innovations. This is the personal story of a journey which ultimately lead my family and I to K12 and to the Maine Virtual Academy.

From his very first day in kindergarten, it was apparent that my grandson was going to be a "square peg" in a public school environment made with "round holes". After a couple of years of frustration during which the school would move him in "lock step" while he wanted and needed to move faster, the family, in his 2nd Grade year, the family was able to enroll my grandson in the mathematics program in the Educational Program for Gifted Youth (EPGY) at Stanford University. EPGY is a virtual school, and he took to it like a "duck to water". In about 2-1/2 years, working part-time, after school, and as an extra-curricular activity, my grandson "zoomed" thru Grades K through 6 and was certified by Stanford University to enter Grade 7 with better than a 95% GPA. By this time, he had covered all of pre-Algebra, among other topics. At the midpoint of his "brick and mortar" 5th grade year, the family ran out of funds and had to stop. During the remainder of his 5th Grade year, we worked with him on his Algebra in an ad-hoc way, utilizing various Internet resources such as Purple Math and Khan Academy.

At the beginning of his 6th Grade year, it was a same old "lock-step, no-challenge public school story". The family scoured the Internet hunting for what we could possibly do next. We looked at quite a few options before we found K12. We looked at their website closely - especially at the course syllabuses and the videos and testimonials - and gave them a call. We were assigned a counselor, who was very helpful and answered all our questions over the course of several weeks and quite a few phone calls. We explained our grandson's background and asked if we could try him in the Honors High School Algebra I Course. After the counselor told us that my grandson did have the proper background, we decided to enroll him. When he found out, my grandson was really happy about the challenge it presented him, and he has really thrived in the K12 environment. We were also happy about the cost of his course: even on a quantity-one basis, it was pretty reasonable. My grandson did REALLY well in his K12 Algebra course, finishing with a 4.0 GPA. Thanks to the opportunity K12 gave him to make a "leap ahead" through his Algebra I course, my grandson, after taking a national math assessment at the end of his "brick-and-mortar" 6th Grade year, tested into the top 2% of 6th Graders nationally. This year, we're enrolling him in the High School Geometry course. He can't wait.

Ultimately, it was the quality of the K12 curriculum, the teachers and staff, and the effect it was having on my grandson that lead me to join the Board of Directors of Maine Learning Innovations.

Regards,

Ed LeBlanc

Dear Amy Carlisle and the MEVA Board,

I am writing to say that I am very hopeful a virtual school option through MEVA will be available to my child soon. Online learning is an amazing educational tool for the 21st century. I am a single parent that travels a lot with a business that can be operated over a smart phone. The ability to individualize my son's academic needs through this online school is very beneficial to our family. My son has completed one year of online learning and he loved moving through the curriculum at his own pace. He moved slower through math and faster through other subjects. It was a great experience! We were able to customize the online program to play to his strengths. This individualized learning helped keep Avi engaged in the material. He kept his mind on his schoolwork and paid more attention to what he was doing. He retained what he learned a lot more. I like that MEVA would use the Core Knowledge system which I am familiar with and like a lot. Please keep me informed of the status of the MEVA online learning option.

Thanks!
Jarrod LeBlanc
12 Houghton St
Madison ME 04950
207-431-0853

As a parent of three children in the rural Maine education system, I would like to stress the need for a virtual school for my children and others in rural Maine. I am currently homeschooling my six year old, my thirteen year old is in school in Millinocket, and I have a child in Medway Middle School. We have to pay tuition to homeschool our six year old child which is very expensive. Last year we had to pay to homeschool two of our children. There are really not many alternatives, in some instances, no choices for people in rural areas when it comes to education. If the school your child is in is identified as a CIPS school or the school just does not fit your child you have no other choice but to continue to send your child to that school or homeschool at your own expense. The added expense of homeschooling is not something many people in rural areas can afford. I have also found that people in rural areas who are successful in getting a superintendent swap are finding it difficult to pay for their gas. I have had a few parents call and ask if their child could ride with me to the next town to school because of the continuing issues at Medway Middle, but I have to turn them down because my car is already full. This means that some children are having to remain in a school that is subpar simply because the parent cannot afford the gas to travel to another town to school. In rural Maine, where you are often faced with no choice in education, a virtual academy is essential in offering a choice for parents in providing a good education for their children.

Amy Linscott

Hi Amy,
I spoke to you the other day regarding my son and my looking into an alternative school for him as he will be transitioning to Middle School next year. My son is 11 years old and has Aspergers along with ADHD and Sensory Processing Disorder. He also is a slow processor. He is mainstreamed in the Public School system and has an I.E.P.. That I.E.P. looks good on paper but doesn't always follow through to the school day. My son continues to struggle with Reading, writing and Math. Most directions are given verbally and or are written on the board. When spoken, my son is only getting pieces of what's being said as he doesn't process incoming sounds as fast as other students therefore he is always falling behind. He struggles with writing information down before it is erased and they move on to the next lesson. He doesn't retain much of the info he is just hearing as he doesn't have the visual input to correlate it with. Though the school has tried to help him with his spelling and writing, I continue to see him decline. He is a visual learner which is why I believe a virtual school such as Maine Virtual Academy with K12 learning may be the best alternative learning environment that will allow him to learn at his speed. He is very good at compensating for his weaknesses to get through a day therefore appearing stronger that he is and creating the teachers to expect more from him. I am very worried what will happen to him once in Middle School when even more will be expected from him. There are many other students out there like my son who would benefit from an alternative school that allows them to work at there pace and style which in turn would create a happier, productive Student. Please keep my son in mind as The MAINE VIRTUAL ACADEMY moves closer to becoming reality..

Sincerely,

Penny Nichols and son Katon
jeeppen@juno.com

Dear MEVA Board,

I think an online charter school in Maine would be very valuable because there is currently a dearth of coordinated homeschooling community opportunities here, a primary reason I looked at K12 curriculum in the first place. We are a military family who moves frequently, so I am looking at homeschooling options that are secular, online/supported, affordable, and offer continuity from state-to-state. Our daughter will start school in Maine, and I had hoped there would be a local charter option utilizing K12 curriculum, but currently there is none. Considering the populace's political frustration with the state's education system, the state's poor economic climate (especially as it carries over to state funding for schools), right on down to rising transportation costs and inclement local weather during the traditional school year, Maine is the perfect place for kids to be offered the opportunity to school at home through a state charter school. Online schooling is absolutely the future of education - perhaps not tomorrow, but definitely in the decade ahead as the need to school at home continue to skyrocket in the U.S. The sooner Maine engages with this growing opportunity for enriching, affordable, accessible online education for its children by offering an online charter school for K-12 education, the better equipped the state's children will be for their future.

-Sarah Nunes
sarah.fp.nunes@gmail.com

Dear MEVA Board,

I have a child who has an anxiety and sensory and the schools never follow his IEP. He would benefit from a school such as this because the schools push him to mainstream but the sensory overload is too great. It would save a lot of heart ache for both parent and child. I have seen so much ignorance with the Special Education in Maine. The teachers just don't get it. I don't want to get into too much detail but that is why I think it would be important.

Yours truly,

Lisa Ouellette
C. Caprara Food Service Equipment
PO Box 140
2214A US Route 202
Winthrop, ME 04364

ph: 207-395-2405
fax: 207-395-2406
lisa@caprara.com
http://www.caprara.com

Dear Amy Carlisle:

Several of my friends have used the K12 curriculum and I would be very excited to have this resource available to Maine students. From what I have heard and researched, the resources provided by K12 would greatly increase my ability to take an active role in my family's education from one source without having to piece together curriculum from many different resources. This Virtual Public Charter school option would provide me the best of both worlds. My family would have the flexibility I have appreciated homeschooling combined with a public school teacher, curriculum and educational resources. A flexible school environment allows our family to decide how best to spend our time, whether it be Bible reading, music practice, family time while still allowing time for math, science, writing, foreign language, history and literature. The Maine Virtual Academy provides individualized learning plans for all students allowing each of my three children to pursue the subjects that interest them most.

Thank you

Kathryn Pillsbury

kathryn.pillsbury@gmail.com

c: 207.523.9070

Dear MEVA Board,

IF I had a child in grade school today, he or she would be a grandchild. However, I do have an informed interest in educating our children. An educated population capable of critical thinking is our collective best bet for a better future. I support Maine Charter Commission authorization of the grade 7-12 Maine Virtual Academy Online Charter School for the following reasons:

1. Recognizing there is no substitute for an excellent live teacher in a physical classroom, it is also true that not all our teachers are excellent. Virtual learning is a viable alternative for self-motivated students who seek better information than they are now receiving.
2. One size does not fit all when dealing with the complexities of a human being. In education, the more diverse the tool box of teaching tools, the higher the probability of reaching more students effectively.
3. Our older children (grades 7-12) live with one foot in the virtual world, on landscapes such as Facebook, texting, You Tube, Twitter, to name a few. Educators need to infiltrate that world with proven instructional techniques to gain mindshare of our kids and subsequent access to their brains.
4. It appears that home schooling is here to stay. A virtual charter school would be in invaluable tool for parents who choose that path for their kids.
5. An ideal 7-12 educational experience would integrate virtual learning with teacher-led instruction. Add in exercise and a good breakfast and you've got a winner!
6. It is no more or less difficult to measure the results of virtual learning than to do so for classroom learning.
7. Command of the Internet in a positive way would enhance employment opportunities for virtual charter school students after graduation.

Best Regards,

Skip Schnable
101 Southside Road
York, ME 03909

Dear MEVA Board,

I am writing this letter today in full support of the Maine Virtual Academy Online Charter School for the fall of 2014. As an educator for the last six years I have learned a great deal about education and working with students. I have earned a Master's Degree of Education, I have worked in some extremely challenging school systems, and I was selected as a NOYCE National Science Scholar. I have also been a part of NSTA for five years and was recently a graduate of the NSTA Science Teacher Elite Academy Program. I have spent the last few years learning ways to implement technology into my curriculum. The implementation of technology has made a huge increase in success for my students. I cannot express enough the importance of using technology as a tool to learn. Online education has been proven time and time again to be equally successful, if not more successful, when educating our students.

In my current, 10th grade biology classroom, I have 17 students out of 19, who are on I.E.P.'s. This is incredibly challenging for both my students and myself. I have found that the more I engage my students through the use of technology and online learning, the more successful they are in the classroom. This particular group of students has failed to pass biology over the last three years. This is now their fourth and final shot to successfully pass this course. At this point, we need to say to ourselves that after three times, we have failed these children and an alternative would have been more appropriate. Online school systems provide this alternative. Maine schools are in need of online learning schools. Pennsylvania has already been proven to have a great deal of success with their students by using online school systems. I strongly believe that Maine students will benefit from this alternative school system. Again, as a well educated and experienced teacher, I am in full support of the Maine Virtual Academy and I feel that this school system will allow our students to be engaged and prepare them for success. I also believe that this school will equip Maine students to be better prepared for their future with a 21st Century skill set.

Please feel free to contact me at any time regarding this school. I will be happy to further discuss the success of virtual schools from an educator's perspective.

Thank you for your time,

Caitlin Tenney, M.Ed.
79 Wells Highlands
Wells, ME 04090
Connerycl@yahoo.com

Dear Ms Amy Carlisle,

I am writing on behalf of K12 Virtual Academy, which was a public charter school in California where I moved from. The educational quality is supreme with extensive curriculum. We enroll my kids in the program to advance their academic vocation.

Too bad here in Maine is not recognized yet and it really should. I home school my oldest son but if the charter becomes a reality, so much the better in support.

Another problem with regular school is the strict standard to confirm the students to their respective age in accordance with their peers. The special intervention is not sufficient toe advanced students regarding their progress. It is ridiculous to think all children can fit in one square box with minimal individual differences in ability and motivation.

Howard Yee

Howard Yee Family email: barbecuebao@yahoo.com

Global Environmental Solutions, Inc.

707 Sable Oaks Drive, Suite 150, South Portland, Maine 04106 - Phone: (207) 541-9421 - Fax: (603) 294-4400

Attn: Maine Virtual School Members of the Board

Re: Letter of Support

Dear Amy Carlisle(amyc@maine.rr.com),

I am a Sangerville, Maine native and currently reside in Southern Maine. I have been fortunate in my life to be successful enough to complete high school in Central Maine (Piscataquis Community High School) and seek secondary education with an Associate Degree in NY. I chose to return to Southern Maine to begin a contracting company and raise a family. I personally was the founder of 3 Maine based companies in the last 5 years that primarily employ Maine workers. My companies perform environmental work for high profile energy projects through a variety of states from Maine to Texas. We have worked on some of the highest profile projects in the country including the Keystone Pipeline. At peak times we employee up to 300 workers and the majority of them are currently Maine residents. I personally have a great amount of pride to offer Maine workers opportunities to high paying careers with benefits. It is a great feeling to provide Maine families with successful financial opportunities in order to raise their children in the great State of Maine.

With all of the success I have outlined above there has been a personal struggle raising my step-daughter "Kelsie Beaulieu". I was introduced to Kelsie over 18 years ago while dating her mother Lynn when she was only 6 months old. Through her early years asking Kelsie to attend school was a challenge due to her social anxiety. Both Lynn and I worked with staff members of SAD 57 to offer Kelsie alternative classes. Our success was limited. The situation escalated to the point that we could no longer force Kelsie to go to school and participate in any social environments. Kelsie finally quit school at the age of 16. 2 years later Kelsie was diagnosed with a slight form of Asperger's Syndrome. It was a series of unfortunate years that occurred in which both Lynn and I was confused on how to help. I don't feel the school offered enough resources to advance Kelsie a successful education. It was a personal disappointment for both Lynn and me that Kelsie was not offered an alternative educational program in which she could have been successful. Kelsie did not finish high school and copes with personal anxiety daily due to her lack of education. She is a smart individual but did not have a program that matched her personal struggles.

When I researched the Maine Virtual Academy I realized one of the goals outlined in this program was to offer options for children that may have medical, behavioral, or social challenges. The Maine Virtual Academy would have offered our child a solid option to succeed in a culture that is so dependent on educational success.

For the reasons outlined above I am a supporter of approving the Maine Virtual Academy and offering our Maine children many alternatives that fit their personal strengths. I plan to continue to support Maine and invest in the state's most valuable resources- families! I feel the Maine Virtual Academy will do the same.

Feel free to contact me directly with any additional questions.

Very truly yours,

Kevin Pomerleau
President
Kevin@globalenvironmental.com
(207) 541-9421

Tab 44 Course Catalog

2013 - 2014

COURSE CATALOG

Grades 6-12

LET'S LEARN
K12.COM/COURSES

Middle

Intermediate English A

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

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

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

Intermediate English B

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

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

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

Literary Analysis and Composition

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

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

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

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

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

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

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

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

Fundamentals of Geometry and Algebra

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

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

Pre-Algebra

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

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

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

Algebra

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

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

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

Earth Science

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

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

Advanced Earth Science

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

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

Life Science

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

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

Advanced Life Science

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

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

Physical Science

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

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

Advanced Physical Science

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

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

American History B

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

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

Intermediate World History A: From Prehistory through the Middle Ages

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

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

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

Continuing a survey of world history from prehistoric to modern times, K^{12} online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and published by K^{12}. This course focuses on the story of the past, from the 15th century to 1914 and the beginning of World War I. The course is organized

chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

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

Intermediate Art: American B

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

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

Intermediate Art: World A

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

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

Intermediate Art: World B

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

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

Music Concepts A

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

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

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

Music Concepts B

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

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

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

Music Appreciation

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

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

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

Middle School Spanish 1 (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

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 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.

K–8 Course List

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

ENGLISH & LANGUAGE ARTS

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

MATH

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

SCIENCE

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

HISTORY & SOCIAL SCIENCES

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

WORLD LANGUAGES

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

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

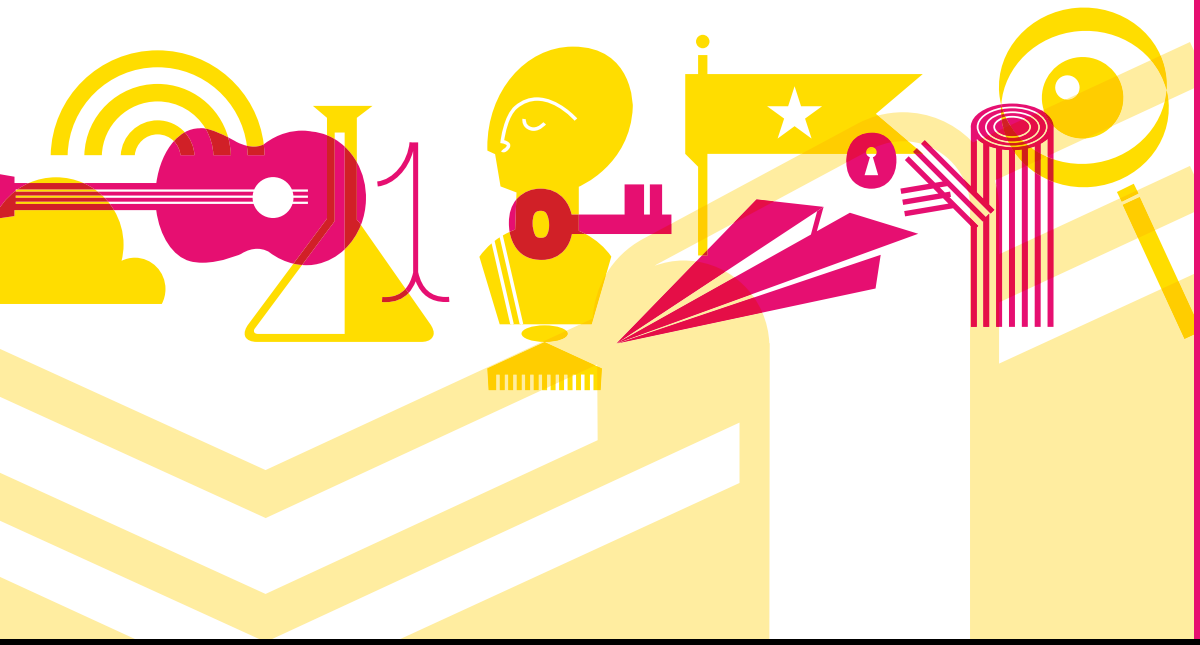
Welcome to Online Learning K–2
Welcome to Online Learning 3–5
Welcome to Online Learning 6–8

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

9101

112

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.

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.

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.

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

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 openended 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

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

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.

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

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

SCI010: Environmental Science (Elective)

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

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

SCI030: Forensic Science (Elective)

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

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

HST102: World History (Core)

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

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

HST103: World History (Comprehensive)

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within

the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K[12]. 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: K[12] 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 K[12]. 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: K[12] 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

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.

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

HST302: U.S. History (Core)

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

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

HST303: U.S. History (Comprehensive)

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

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

HST304: Honors U.S. History

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

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

HST306: U.S. History (Credit Recovery)

Students review the rise of European nations and the Age of Exploration; the founding of the American colonies; the American Revolution; and the Declaration of

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

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

HST312: Modern U.S. History (Core)

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

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

HST313: Modern U.S. History (Comprehensive)

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

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

HST314: Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking

and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

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

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

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

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

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

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

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

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

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

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

HST406-AVT: American Government (Credit Recovery)

This 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

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: MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST530: AP Microeconomics

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

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

HST540: AP Psychology

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

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

HST550: AP European History

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

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

HST560: AP World History

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

Course Length: Two semesters
Materials: *Siddhartha* by Herman Hesse, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* by Adam Hochschild (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

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).

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: *L*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)

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: *L*A 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,

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. *Oxfords 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.

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)

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

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.

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

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

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

ORN010: Online Learning

The Online Learning course explains to students how the K12 high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K12 high school courses.

Course Length: 6–8 hours
Prerequisites: None

ORN100: Finding Your Path I
ORN200: Finding Your Path II
ORN300: Finding Your Path III
ORN400: Finding Your Path IV

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Course Length: 10 hours
Prerequisites: None

High School Course List

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
ENGLISH							
English Foundations I					●		
English Foundations II					●		
Literary Analysis and Composition I (E)	●	◆	◆			●	
Literary Analysis and Composition II (E)	●	◆	◆			●	
American Literature (E)	●	◆	◆			●	
British and World Literature (E)	●	◆	◆			●	
AP English Language and Composition				◆			
AP English Literature and Composition				◆			
Journalism*							◆
Public Speaking*							◆
Creative Writing							◆
MATH							
Math Foundations I					●		
Math Foundations II					●		
Consumer Math	●						
Practical Math (N) (E)	●						
Developmental Algebra (N) (E)	●						
Pre-Algebra (E)	●	●				●	
Algebra I (E)	●	◆	◆			●	
Geometry (E)	●	◆	◆			●	
Algebra II (E)	●	◆	◆			●	
Pre-Calculus/Trigonometry		◆					
Probability and Statistics* (E)		◆					
Calculus		◆					
AP Calculus AB				◆			
AP Calculus BC (N) (E)				◆			
AP Statistics				◆			
Personal Finance*							●
Integrated Math							●
SCIENCE							
Physical Science (V) (E)	◆					●	
Earth Science (V) (E)	●	◆	◆			●	
Biology (V) (E)	●	◆	◆			●	
Chemistry (V) (E)	●	◆	◆			●	
Physics (V) (E)		◆	◆				
AP Biology				◆			
AP Chemistry (N)				◆			
AP Physics B				◆			
AP Environmental Science				●			
Environmental Science*							◆
Forensic Science* (V)		◆					●
HISTORY & SOCIAL SCIENCES							
World History (E)	●	◆	◆			●	
Modern World Studies (E)	●	◆	◆			●	
Geography and World Cultures*	●	◆				●	
U.S. History (E)	●	◆	◆			●	
Modern U.S. History (E)	●	◆	◆			●	
U.S. Government and Politics*	●	◆				●	
U.S. and Global Economics*	●	◆					
AP U.S. History				◆			
AP U.S. Government and Politics*				◆			
AP Macroeconomics*				◆			
AP Microeconomics*				◆			
AP Psychology*				◆			
AP European History (E)				◆			
AP World History (E)				◆			
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.

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Tab 45 Curriculum
Alignments

Grade 7

Common Core Grade Seven English Language Arts Expectations
Compared to K12 Intermediate English B

Standard/Topic	Performance Indicator	Coverage	K12 grade, unit, lesson number	Comments
Reading: Literature	**Key Ideas and Details**			
	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	LIT 7.2.1-7.2.3 LIT 7.11.13-7.11.17	*LIT refers to Literature Units* *COM refers to Composition Units* *GUM refers to Grammar Usage and Mechanics Units* *VOC refers to Vocabulary Units*
	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Full	Embedded throughout, for example: LIT 7.1.2-7.1.9 LIT 7.8.2 LIT 7.8.5-7.8.8 LIT 7.11.1-7.11.6 LIT 7.11.8-7.11.17	
	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Full	LIT 7.7.4 LIT 7.8.1 LIT 7.8.2	
	Craft and Structure			
	RL 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Full	LIT 7.1.4 LIT 7.1.6 LIT 7.1.7 LIT 7.1.8 LIT 7.4.3-7.4.5	
	RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Full	LIT 7.4.5 LIT 7.4.6 LIT 7.12.4 LIT 7.12.6 LIT 7.12.7	
	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Full	LIT 7.11.4 LIT 7.11.11	
	Integration of Knowledge and Ideas			
	RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Full	LIT 7.8.7	
	RL.7.8. (Not applicable to literature)	N/A	N/A	
	RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Full	LIT 7.1.12 LIT 7.5.1-7.5.6 LIT 7.11.1 LIT 7.15.11	
	Range of Reading and Level of Text Complexity			
	RL 7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: LIT 7.1.12 LIT 7.10.3 LIT 7.19.2	
	Key Ideas and Details			
	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	LIT 7.5.1-LIT 7.5.5	

Informational Text	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Full	LIT 7.5.1-LIT 7.5.5	
	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Full	LIT 7.16.1-7.16.6	
	Craft and Structure			
	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Full	LIT 7.16.1-7.16.6	
	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Full	LIT 7.16.1-7.16.6	
	RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Full	LIT 7.16.1-7.16.6	
	Integration of Knowledge and Ideas			
	RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Full	LIT 7.9.1-LIT 7.9.4	
	RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Full	LIT 7.13.3	
	RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Full	LIT 7.4.6	
	Range of Reading and Level of Text Complexity			
	RI..7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	LIT 7.5.1-LIT 7.5.5 LIT 7.9.1-LIT 7.9.4 LIT 7.16.1-7.16.6	
	Text Types and Purposes			
	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.			
	W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Full	COM 7.4.1-7.4.7	
	W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Full	COM 7.4.5 COM 7.4.6	
	W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Full	COM 7.4.7 COM 7.4.8	
	W.7.1.d. Establish and maintain a formal style.	Full	Embedded throughout, for example: COM 7.3.1-COM 7.3.5 COM 7.5.1-COM 7.5.15 COM 7.6.1-COM 7.6.6	
	W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	COM 7.1.3 COM 7.1.4 COM 7.1.5	

	W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Full	COM 7.3.1-7.3.5 COM 7.5.1-7.5.17 COM 7.7.1-7.7.8	
	W..7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Full	COM 7.3.1-7.3.5 COM 7.5.10-7.5.12 COM 7.7.1-7.7.8	
	W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Full	COM 7.3.4 COM 7.3.5 COM 7.5.15-7.5.17 COM 7.7.4-7.7.8	
	W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Full	COM 7.5.1-7.5.17	
	W.7.2.e. Establish and maintain a formal style.	Full	COM 7.5.10-7.5.17	
	W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Full	COM 7.5.10-7.5.17 COM 7.7.1-7.7.8	
	W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Full	COM 7.2.1-7.2.5 COM 7.8.1-7.8.8 LIT 7.9.5-7.9.8	
	W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Full	COM 7.2.3-7.2.5 COM 7.8.1-7.8.8 LIT 7.9.5-7.9.8	
Writing	W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Full	COM 7.2.3-7.2.5 COM 7.8.5-7.8.8 LIT 7.9.5-7.9.8	
	W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Full	COM 7.2.3-7.2.5 COM 7.8.5-7.8.8 LIT 7.9.5-7.9.8	
	W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Full	COM 7.2.3-7.2.5 COM 7.8.5-7.8.8 LIT 7.9.5-7.9.8	
	Production and Distribution of Writing			
	W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	COM 7.4.1-7.4.9 COM 7.5.1-7.5.17 COM 7.7.1-7.7.8 COM 7.8.1-7.8.8	
	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Full	Embedded throughout, for example: COM 7.1.4 COM 7.1.5 COM 7.5.14 COM 7.5.15 COM 7.6.1 COM 7.7.3	
	W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Full	Embedded throughout, for example: COM 8.5.2 COM 8.5.9-8.5.11	
	Research to Build and Present Knowledge			

	W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Full	COM 7.5.1-7.5.17	
	W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Full	COM 7.5.1-7.5.17	
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	W.7.9.a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	Full	LIT 7.1.11 LIT 7.19.2	
	W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Full	LIT 7.5.1-LIT 7.5.5 LIT 7.9.1-LIT 7.9.4 LIT 7.16.1-7.16.6	
	Range of Writing			
	W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Full	Embedded throughout, for example: COM 7.5.1-7.5.17 COM 7.2.2 COM 7.3.4 COM 7.6.4	
Speaking & Listening	**Comprehension and Collaboration**			
	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
	SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Full	LIT 7.1.1	
	SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Full	LIT 7.1.1	
	SL.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Full	LIT 7.1.4 LIT 7.1.5	
	SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Full	LIT 7.1.1	
	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Full	LIT 7.9.2	
	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Full	LIT 7.1.4 LIT 7.1.5	

	Presentation of Knowledge and Ideas			
	SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Full	LIT 5.9.6 LIT 5.9.7 LIT 5.13.6 LIT 5.15.5 COM 5.2.10	
	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Full	COM 7.7.6-7.7.8	
	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	COM 7.7.4-7.7.8	
	Conventions of Standard English			
	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.	Full	GUM 7.3.1-7.3.5 GUM 7.4.1-7.4.8 GUM 7.5.1-7.5.4 GUM 7.5.7-7.5.9	
	L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Full	GUM 7.5.5-7.5.9 GUM 7.6.3 GUM 7.6.4 GUM 7.9.2	
	L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Full	GUM 7.3.1-7.3.4 GUM 7.4.4 GUM 7.5.4 GUM 7.5.7-7.5.9	
	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Full	Embedded throughout, for example: COM 7.1.5 COM 7.2.5 COM 7.3.5 COM 7.4.9 COM 7.5.17 COM 7.6.5 COM 7.7.5-7.7.8 GUM 7.13.2	
	L.7.2.b. Spell correctly.	Full	Embedded throughout, for example: LIT 7.9.8 LIT 7.11.14-7.11.17 LIT 7.13.8 LIT 7.13.9	
	Knowledge of Language			
	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Full	Embedded throughout, for example: COM 7.1.5 COM 7.2.5 COM 7.3.5 COM 7.4.9 COM 7.5.17 COM 7.6.5 COM 7.7.5-7.7.8	
Language	**Vocabulary Acquisition and Use**			
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			

	L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	Embedded throughout, for example: LIT 7.1.1-7.1.12 LIT 7.3.1-7.3.10 LIT 7.6.1-7.6.13 LIT 7.7.1-7.7.8	
	L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Full	Embedded throughout, for example: VOC 7.1.1-7.1.8 VOC 7.2.1-7.2.8 VOC 7.3.1-7.3.8	
	L.7.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Full	Embedded throughout, for example: VOC 7.1.1-7.1.8 VOC 7.2.1-7.2.8 VOC 7.3.1-7.3.8	
	L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	Embedded throughout, for example: VOC 7.1.1-7.1.8 VOC 7.2.1-7.2.8 VOC 7.3.1-7.3.8	
	L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
	L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Full	Embedded throughout, for example: LIT 7.1.6-7.1.8 LIT 7.7.3 LIT 7.7.8 LIT 7.11.4 LIT 7.12.1-7.12.7	
	L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Full	Embedded throughout, for example: VOC 7.4.1-7.4.8 VOC 7.9.1-7.9.8	
	L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Full	VOC 7.3.1-7.3.8 VOC 7.4.1-7.4.8	
	L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: GUM 7.1.1-7.1.6 GUM 7.2.1-7.2.6 GUM 7.9.1-7.9.2 GUM 7.10.1-7.10.7 GUM 7.16.1-7.16.2	

Common Core Grade Eight English Language Arts Expectations
Compared to K12 Literary Analysis and Composition

Standard/Topic	Performance Indicator	Coverage	K12 grade, unit, lesson number	Comments
Reading-Literature	**Key Ideas and Details**			
	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Full	COM 8.6.3-8.6.5	*LIT refers to Literature Units* *COM refers to Composition Units* *GUM refers to Grammar Usage and Mechanics Units* *VOC refers to Vocabulary Units*
	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Full	Embedded throughout, for example: LIT 8.1.2-8.1.6 LIT 8.4.1-8.4.9 LIT 8.5.1-8.5.6 LIT 8.7.1-8.7.7	
	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Full	LIT 8.1.2-8.1.4 LIT 8.3.1-8.3.10 LIT 8.7.1-8.7.7	
	Craft and Structure			
	RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Full	Embedded throughout, for example: LIT 8.1.2-8.1.6 LIT 8.2.3 LIT 8.5.1-8.5.6 LIT 8.7.1-8.7.7	
	RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Full	LIT 8.1.3-8.1.6 LIT 8.3.6-8.3.10 LIT 8.5.3	
	RL.8.6.Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Full	LIT 8.3.6 LIT 8.3.7 LIT 8.10.2 LIT 8.10.4	
	Integration of Knowledge and Ideas			
	RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Full	LIT 8.13.9	
	RL.8.8. (Not applicable to literature)	N/A	N/A	
	RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Full	LIT 8.7.1 LIT 8.10.1-8.10.5	
	Range of Reading and Level of Text Complexity			
	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Full	Embedded throughout, for example: LIT 8.2.1-8.2.3 LIT 8.3.1-8.3.9 LIT 8.7.1-8.7.7 LIT 8.14.1-8.14.6	
	Key Ideas and Details			
	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Full	COM 8.3.1-8.3.8 COM 8.5.1-8.5.11	
	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Full	COM 8.3.1-8.3.8 COM 8.5.1-8.5.11	

Reading-Informational Text	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Full	LIT 8.5.3-8.5.6	
	Craft and Structure			
	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Full	LIT 8.1.5 LIT 7.16.1-7.16.6	
	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Full	LIT 8.1.5 LIT 7.16.1-7.16.6	
	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Full	LIT 7.16.1-7.16.6	
	Integration of Knowledge and Ideas			
	RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Full	COM 8.5.11	
	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Full	COM 8.3.4	
	RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Full	LIT 8.9.6	
	Range of Reading and Level of Text Complexity			
	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Full	LIT 8.1.1-8.1.6	
	Text Types and Purposes			
	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.			
	W.8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Full	COM 8.3.1-8.3.8	
	W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Full	COM 8.3.1-8.3.8	
	W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Full	COM 8.3.6-8.3.8	
	W.8.1.d. Establish and maintain a formal style.	Full	Embedded throughout, for example: LIT 4.1.1-4.1.12 LIT 4.5.1-4.5.11	
	W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	Embedded throughout, for example: LIT 4.1.1-4.1.12 LIT 4.2.7 Lit 4.13.7 LIT 4.5.1-4.5.11	
	W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Full	COM 8.5.1-8.5.11 COM 8.7.1-8.7.5	

	W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Full	COM 8.5.1-8.5.11 COM 8.7.1-8.7.5	
	W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Full	COM 8.5.6-COM 8.5.8 COM 8.7.4 COM 8.7.5	
	W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Full	COM 8.5.5-COM 8.5.8 COM 8.7.4 COM 8.7.5	
	W.8.2.e. Establish and maintain a formal style.	Full	COM 8.5.6.-COM 8.5.11 COM 8.7.4 COM 8.7.5	
	W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Full	COM 8.5.8.-COM 8.5.11 COM 8.7.4 COM 8.7.5	
	W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Full	COM 8.1.4-8.1.7	
Writing	W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Full	COM 8.1.4-8.1.7	
	W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Full	COM 8.1.4-8.1.6	
	W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Full	COM 8.1.4-8.1.6	
	W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Full	COM 8.1.4-8.1.6	
	Production and Distribution of Writing			
	W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	Embedded throughout, for example: COM 8.3.1-8. 3.8 COM 8.5.1-8.5.11 COM 8.8.1-8.8.6	
	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Full	Embedded throughout, for example: COM 8.1.3 COM 8.1.6	
	W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Full	Embedded throughout, for example: COM 8.1.7 COM 8.5.11	

	Research to Build and Present Knowledge			
	W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Full	COM 8.5.1-8.5.11	
	W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Full	COM 8.5.1-8.5.11	
	W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	W.8.9.a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	Full	LIT 8.7.1 LIT 8.10.1-8.10.5	
	W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Full	LIT 8.1.1-8.1.6	
	Range of Writing			
	W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Full	Embedded throughout, for example: LIT 8.14.6 COM 8.2.1-8.2.7 COM 8.5.1-8.5.11 COM 8.6.1-8.6.6	
Speaking and Listening	**Comprehension and Collaboration**			
	SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
	SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Full	LIT 8.1.2	
	SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Full	LIT 8.1.2	
	SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Full	COM 8.1.6	
	SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Full	COM 8.1.6	
	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Full	COM 8.8.1	
	SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Full	LIT 8.8.1 LIT 8.8.2	
	Presentation of Knowledge and Ideas			
	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Full	LIT 8.8.4-8.8.6	
	SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Full	LIT 8.8.4-8.8.6	

	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	COM 8.8.2 COM 8.8.5 COM 8.8.6 LIT 8.16.1	
Language	**Conventions of Standard English**			
	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Full	GUM 8.4.1-8.4.4	
	L.8.1.b. Form and use verbs in the active and passive voice.	Full	GUM 8.6.4-8.6.6	
	L.8.1.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Full	GUM 8.4.1-8.4.4	
	L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.*	Full	GUM 8.6.4-8.6.6	
	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Full	GUM 8.12.2 GUM 8.13.2 GUM 8.14.4	
	L.8.2.b. Use an ellipsis to indicate an omission.	Full	GUM 8.14.4	
	L.8.2.c. Spell correctly.	Full	Embedded throughout, for example: COM 8.1.7 COM 8.2.7 COM 8.3.8 COM 8.5.11	
	Knowledge of Language			
	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	L.8.3.a.Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Full	GUM 8.6.1-8.6.5	
	Vocabulary Acquisition and Use			
	L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			
	L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	Embedded throughout, for example: VOC 8.1.1-8.1.8 VOC 8.2.1-8.2.8 VOC 8.3.1-8.3.8	
	L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Full	Embedded throughout, for example: VOC 8.1.1-8.1.8 VOC 8.2.1-8.2.8 VOC 8.3.1-8.3.8	
	L.8.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Full	Embedded throughout, for example: VOC 8.1.1 VOC 8.3.1 VOC 8.6.1 VOC 8.9.1	
	L..8.4.d . Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	Embedded throughout, for example: VOC 8.1.1 VOC 8.3.1 VOC 8.6.1 VOC 8.9.1	
	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

	L.8.5.a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Full	Embedded throughout, for example: LIT 8.2.3-8.2.7 LIT 8.3.7 LIT 8.5.1 LIT 8.5.5 LIT 8.8.1 LIT 8.8.2 LIT 8.13.1-8.13.9 LIT 8.16.4	
	L.8.5.b. Use the relationship between particular words to better understand each of the words.	Full	Embedded throughout, for example: LIT 8.2.3-8.2.7 LIT 8.3.7 LIT 8.5.1 LIT 8.5.5 LIT 8.8.1 LIT 8.8.2 LIT 8.13.1-8.13.9 LIT 8.16.4	
	L.8.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	Full	Embedded throughout, for example: VOC 8.1.1-8.1.8 VOC 8.2.1-8.2.8 VOC 8.3.1-8.3.8	
	L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: LIT 8.3.6-8.3.10 LIT 8.5.3 LIT 8.5.5	

Common Core English Language Arts Standards for Grades 9-10
Compared to K[12] ENG102: LAC I and ENG202: LAC II

Strand/Topic	Performance Indicator	Coverage	ENG102: LAC I	ENG202: LAC II	Comments
	Key Ideas and Details				
	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	*LIT refers to Literature Units* *COM refers to Composition Units* *GUM refers to Grammar Usage and Mechanics Units* *VOC refers to Vocabulary Units*
	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Full	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
	Craft and Structure				
	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Full	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
Literature	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Full	Embedded throughout, for example: ENG102A LIT 2.2 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 5.2 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Full	Embedded throughout, for example: ENG102A LIT 2.1 - 2.4 ENG102A LIT 2.7 - 2.10 ENG102A LIT 10.2 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.8 - 1.10 ENG202A 9.1 ENG202A 9.2 ENG202A 9.6 ENG202B 4.4	

	Integration of Knowledge and Ideas				
	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Full		ENG202A 1.2 ENG202A 1.3 ENG202A 1.10	
	RL.9-10.8. (Not applicable to literature)				
	RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Full	Embedded throughout, for example: ENG102A LIT 10.6 ENG102B LIT 1.1 - 1.8	ENG202A 1.2	
	Range of Reading and Level of Text Complexity				
	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
Informational Text	**Key Ideas and Details**				
	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1	
	Craft and Structure				
	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Full	ENG102A LIT 4.1 ENG102ALIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B COMP 2.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1	
	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B COMP 2.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 2.1 ENG202A 5.1 ENG202B 1.9	

	Integration of Knowledge and Ideas				
	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	ENG102A COM 2.1-2.6	ENG202A 8.1 - 8.9	
	RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Full	ENG102A LIT 4.1 ENG102A LIT 6.1 ENG102A LIT 6.4 ENG102A LIT 8.1	ENG202A 5.5 ENG202A 10.3 ENG202A 10.6	
	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Full		ENG202A LIT 8.1	
	Range of Reading and Level of Text Complexity				
	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1 ENG102B LIT 6.1 - 6.9	Embedded throughout, for example: ENG202A 2.1 ENG202A 2.5 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.2 ENG202B 6.1	
	Text Types and Purposes				
	W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear	Full	ENG102B COM 2.1 - 2.12	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1	
	W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	ENG102B COM 2.1 - 2.12	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1	
	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG102B COM 2.1 - 2.12	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1	
	W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG102B COM 2.1 - 2.12	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1	
	W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG102B COM 2.1 - 2.12	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1	
	W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
	W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	

	W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13	
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	Embedded throughout, for example: ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1	
	W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	Embedded throughout, for example: ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1	
	W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	Embedded throughout, for example: ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1	
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	Embedded throughout, for example: ENG102A COM 6.1 ENG102A COM 6.2 ENG102A COM 6.7 ENG102A COM 9.3 - 9.7	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1	
Writing	W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	Embedded throughout, for example: ENG102A COM 6.1 - 6.7 ENG102A COM 3.1 - 3.8 ENG102A COM 9.1 - 9.7 ENG102B COM 1.1 -1.13	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1	
	Production and Distribution of Writing				
	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	Embedded throughout, for example: ENG102A COM 1.1 - 1.10 ENG102A COM 3.1 - 3.12 ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7 ENG102B COM 2.1 - 2.12 ENG102B COM 6.1 - 6.19	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	
	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	Embedded throughout, for example: ENG102A COM 1.1 - 1.10 ENG102A COM 3.1 - 3.12 ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7 ENG102B COM 2.1 - 2.12 ENG102B COM 6.1 - 6.19	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	ENG102A COM 1.10 ENG102A COM 2.1-2.6 ENG102A COM 3.8	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	
	Research to Build and Present Knowledge				
	W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	

	W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Full	ENG102B COM 6.1 - 6.19	ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Full	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	
	W.9-10.9.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Full	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1	ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13	
	Range of Writing				
	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	Embedded throughout, for example: ENG102A COM 1.1 - 1.10 ENG102A COM 3.1 - 3.12 ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7 ENG102B COM 2.1 - 2.12 ENG102B COM 6.1 - 6.19	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1-2.13 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	
Speaking & Listening	**Comprehension and Collaboration**				
	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Full	ENG102A COM 2.1-2.6		
	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full		ENG202A LIT 8.1	
	Presentation of Knowledge and Ideas				
	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	ENG202A 8.1 - 8.9 See also: Moderator Guides for Synchronous Sessions	

	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full		ENG202A 8.1 - 8.9	
	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full		ENG202A 8.1 ENG202A 8.2 See also: Moderator Guides for Synchronous Sessions	
	Conventions of Standard English				
	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	L.9-10.1.a. Use parallel structure.*	Full	ENG102B GUM 1.4 ENG102B GUM 1.5	ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9	
	L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	Embedded throughout, for example: ENG102A GUM 7.1 - 7.5 ENG102A GUM 8.1 - 8.9 ENG102 GUM 9.1 - 9.9	ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	
	L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	ENG102B GUM 8.4 ENG102B GUM 8.9	ENG202B 2.1-2.13	
	L.9-10.2.b. Use a colon to introduce a list or quotation.	Full	ENG102B GUM 8.5 ENG102B GUM 8.8	ENG202B 10.7	
	L.9-10.2.c. Spell correctly.	Full	ENG102A COM 1.9 ENG102A COM 3.8 ENG102A COM 9.7 ENG102B COM 2.12 ENG102B COM 6.19	ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13	
	Knowledge of Language				
	L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
	L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Full	Embedded throughout, for example: ENG102A COM 3.1 - 3.8 ENG102B COM 6.1 - 6.9	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7	

	Vocabulary Acquisition and Use				
	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
Language	L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 6.1 - 6.9	Embedded throughout, for example: ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1	
	L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	Embedded throughout, for example: ENG102A VOC Units 1-5	Embedded throughout, for example: ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1	
	L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 2.5 ENG102A LIT 2.7 ENG102A LIT 5.1 - 5.7 ENG102A LIT 10.1 - 10.7 ENG102A VOC 1.1 ENG102A VOC 3.1 ENG102A VOC 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 6.1 - 6.9	Embedded throughout, for example: ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1	
	L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 6.1 - 6.9 ENG102A VOC 1.1 ENG102A VOC 3.1 ENG102A VOC 4.1	Embedded throughout, for example: ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1	

	L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	Embedded throughout, for example: ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 1.1 - 1.12 ENG202A 8.1 - 8.9 ENG202A 9.1 - 9.11 ENG202B 1.9 ENG202B 1.11 ENG202B 1.12	
	L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102A VOC 2.1 ENG102A VOC 5.5 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11	Embedded throughout, for example: ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 1.1 - 1.12 ENG202A 8.1 - 8.9 ENG202A 9.1 - 9.11 ENG202B 1.9 ENG202B 1.11 ENG202B 1.12	
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 2.5 ENG102A LIT 2.7 ENG102A LIT 5.1 - 5.7 ENG102A LIT 10.1 - 10.7 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 4.2 ENG102B LIT 6.1 - 6.9	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202A 11.3 - 11.5 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12	

Common Core English Language Arts Standards for Grades 9-10
Compared to K[12] ENG103: Literary Analysis and Composition I and ENG203: Literary Analysis and Composition II

Strand/Topic	Performance Indicator	Coverage	ENG103: LAC I	ENG203: LAC II	Comments
Literature	**Key Ideas and Details**				
	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	Embedded throughout, for example: ENG103A 1.1-1.7 ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103B 4.1-4.5 ENG103B 6.1-6.10 ENG103B 7.1-7.9	Embedded throughout, for example: ENG203A LIT 1.1-1.8 ENG203A LIT 3.1-3.9 ENG203A LIT 6.1-6.10 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	*LIT refers to Literature Units* *COM refers to Composition Units* *GUM refers to Grammar Usage and Mechanics Units* *VOC refers to Vocabulary Units*
	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	Embedded throughout, for example: ENG103A 1.1-1.7 ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103B 4.1-4.5 ENG103B 6.1-6.10 ENG103B 7.1-7.9	Embedded throughout, for example: ENG203A LIT 1.1-1.8 ENG203A LIT 3.1-3.9 ENG203A LIT 6.1-6.10 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Full	Embedded throughout, for example: ENG103A 1.1-1.7 ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103B 4.1-4.5 ENG103B 6.1-6.10 ENG103B 7.1-7.9	Embedded throughout, for example: ENG203A LIT 1.1-1.8 ENG203A LIT 3.1-3.9 ENG203A LIT 6.1-6.10 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
	Craft and Structure				
	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Full	ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103A 7.1-7.9 ENG103B 2.1-2.7 ENG103B 7.1-7.9	ENG203A LIT 7.1-7.9 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Full	Embedded throughout, for example: ENG103A 1.1-1.7 ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103B 4.1-4.5 ENG103B 6.1-6.10 ENG103B 7.1-7.9	Embedded throughout, for example: ENG203A LIT 1.1-1.8 ENG203A LIT 3.1-3.9 ENG203A LIT 6.1-6.10 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Full	ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103A 7.1-7.9 ENG103B 2.1-2.7 ENG103B 7.1-7.9	ENG203A LIT 7.1-7.9 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
	Integration of Knowledge and Ideas				
	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Full	ENG103B 7.2	ENG203B LIT 1.1	
	RL.9-10.8. (Not applicable to literature)				
	RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Full	ENG103A 5.1-5.10	ENG203B LIT 5.1-5.9	
	Range of Reading and Level of Text Complexity				

	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG103A 1.1-1.7 ENG103A 3.1-3.10 ENG103A 6.1-6.6 ENG103B 4.1-4.5 ENG103B 6.1-6.10 ENG103B 7.1-7.9	Embedded throughout, for example: ENG203A LIT 1.1-1.8 ENG203A LIT 3.1-3.9 ENG203A LIT 6.1-6.10 ENG203B LIT 3.1-3.10 ENG203B LIT 5.1-5.9	
Informational Text	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Full	ENG103B 3.1-3.4	ENG203A LIT 4.1-4.14	
	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Full	ENG103B 3.1-3.4	ENG203A LIT 4.1-4.14	
	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Full	ENG103B 3.1-3.4	ENG203A LIT 4.1-4.14	
	Craft and Structure				
	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Full	ENG103B 3.1-3.4	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Full	ENG103B 3.1-3.4	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Full	ENG103B 3.1-3.4	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	Integration of Knowledge and Ideas				
	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Full	ENG103B 1.2	ENG203B LIT 8.4	
	RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Full	ENG103B 1.1-1.7	ENG203B LIT 6.5-6.6	
	Range of Reading and Level of Text Complexity				
	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG103B 1.1 ENG103B 1.2 ENG103B 3.1-3.4	ENG203A LIT 4.1-4.14	
	Text Types and Purposes				
	W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG103A 5.1-5.5	ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	

	W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
	W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG103A 2.1-2.9	ENG203A LIT 2.1-2.8 ENG203B LIT 7.1	
	W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG103A 2.1-2.9	ENG203A LIT 2.1-2.8 ENG203B LIT 7.1	
	W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Full	ENG103A 2.1-2.9	ENG203A LIT 2.1-2.8 ENG203B LIT 7.1	
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Full	ENG103A 2.1-2.9	ENG203A LIT 2.1-2.8 ENG203B LIT 7.1	
Writing	W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG103A 2.1-2.9	ENG203A LIT 2.1-2.8 ENG203B LIT 7.1	
	Production and Distribution of Writing				
	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	Embedded throughout, for example: ENG103A 2.1-2.9 ENG103A 5.1-5.10 ENG103B 1.1-1.7 ENG103B 3.1-3.14 ENG103B 5.1-5.9 ENG103B 9.1-9.8	Embedded throughout, for example: ENG203A LIT 2.1-2.8 ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.6 ENG203B LIT 4.1-4.15 ENG203B LIT 11.1	
	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	Embedded throughout, for example: ENG103A 2.1-2.9 ENG103A 5.1-5.10 ENG103B 1.1-1.7 ENG103B 3.1-3.14 ENG103B 5.1-5.9 ENG103B 9.1-9.8	Embedded throughout, for example: ENG203A LIT 2.1-2.8 ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.6 ENG203B LIT 4.1-4.15 ENG203B LIT 11.1	
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Full	Embedded throughout, for example: ENG103A 2.1-2.9 ENG103A 5.1-5.10 ENG103B 1.1-1.7 ENG103B 3.1-3.14 ENG103B 5.1-5.9 ENG103B 9.1-9.8	Embedded throughout, for example: ENG203A LIT 2.1-2.8 ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.6 ENG203B LIT 4.1-4.15 ENG203B LIT 11.1	
	Research to Build and Present Knowledge				
	W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	

	W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Full	ENG103B 3.1-3.14	ENG203A LIT 4.1-4.14	
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Full	ENG103A 5.1-5.10	ENG203A LIT 4.1-4.14	
	W.9-10.9.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Full	ENG103A 5.1-5.5	ENG203A LIT 4.1-4.14	
	Range of Writing				
	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Full	Embedded throughout, for example: ENG103A 2.1-2.9 ENG103A 5.1-5.10 ENG103B 1.1-1.7 ENG103B 3.1-3.14 ENG103B 5.1-5.9 ENG103B 9.1-9.8	Embedded throughout, for example: ENG203A LIT 2.1-2.8 ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.6 ENG203B LIT 4.1-4.15 ENG203B LIT 11.1	
Speaking & Listening	**Comprehension and Collaboration**				
	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	Embedded throughout, see Moderator Guides for Synchronous Sessions	
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Full	ENG103A 5.1-5.5	ENG203A LIT 4.1-4.14 ENG203A LIT 8.1-8.11 ENG203B LIT 1.1-1.5	
	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Full	ENG103B 1.1 ENG103B 1.2	ENG203B LIT 1.1-1.5	

	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Full	Embedded throughout, see Moderator Guides for Synchronous Sessions	ENG203B LIT 1.1-1.5	
	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	ENG103B 1.3	ENG203B LIT 1.1-1.5	
	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Full	ENG103B 1.1-1.7	ENG203B LIT 1.1-1.5	
Language	**Conventions of Standard English**				
	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	L.9-10.1.a. Use parallel structure.*	Full	ENG103 11.5	ENG203B 4.4-4.6	
	L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Full	ENG103A GV 1.01-1.04	ENG203A GUM 2.1-2.6 ENG203A GUM Optional 4.1-4.10 ENG203B GUM Optional 3.13.12	
	L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Full	ENG103B 11.2	ENG203A GUM 3.7 ENG203B GUM 7.4	
	L.9-10.2.b. Use a colon to introduce a list or quotation.	Full	ENG103A 2.1-2.9	ENG203B GUM 7.5	
	L.9-10.2.c. Spell correctly.	Full	Embedded throughout, for example: ENG103A 2.9 ENG103A 5.10 ENG103B 1.7 ENG103B 3.14 ENG103B 5.9 ENG103B 9.8	Embedded throughout, for example: ENG203A LIT 2.8 ENG203A LIT 8.11 ENG203B LIT 1.6 ENG203B LIT 4.15 ENG203B LIT 11.1	
	Knowledge of Language				
	L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
	L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Full	ENG103B 3.1-3.14	ENG203A LIT 2.8 ENG203A LIT 8.11 ENG203B LIT 1.6 ENG203B LIT 4.15 ENG203B LIT 11.1	
	Vocabulary Acquisition and Use				
	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
	L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	Embedded throughout, for example: ENG103A VOC 2.1-2.10 ENG103A VOC 4.1-4.4 ENG103B VOC 1.1-1.6 ENG103B VOC 3.1-3.6	Embedded throughout, for example: ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	
	L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Full	Embedded throughout, for example: ENG103A GV ENG103A GV ENG103B GV 2.1-2.8 ENG103B GV 8.1-8.10	Embedded throughout, for example: ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	
	L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Full	Embedded throughout, for example: ENG103A VOC 2.1-2.10 ENG103A VOC 4.1-4.4 ENG103B VOC 1.1-1.6 ENG103B VOC 3.1-3.6	Embedded throughout, for example: ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	

	L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	Embedded throughout, for example: ENG103A VOC 2.1-2.10 ENG103A VOC 4.1-4.4 ENG103B VOC 1.1-1.6 ENG103B VOC 3.1-3.6	Embedded throughout, for example: ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	
	L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Full	Embedded throughout, for example: ENG103B 7.1-7.7	ENG203B LIT 3.1-3.11	
	L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	ENG103 4.4	ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: ENG103A VOC 2.1-2.10 ENG103A VOC 4.1-4.4 ENG103B VOC 1.1-1.6 ENG103B VOC 3.1-3.6	Embedded throughout, for example: ENG203A VOC 1.1-1.6 ENG203A VOC 2.1-2.6 ENG203A VOC 3.1-3.6 ENG203B VOC 1.1-1.6 ENG203B VOC 2.1-2.6 ENG203B VOC 3.1-3.6	

Common Core English Language Arts Standards for Grades 11-12
Compared to K[12] ENG302: American Literature and ENG402: British and World Literature

Strand/Topic	Performance Indicator	Coverage	ENG302: American Literature	ENG402: British and World Literature	Comments
Literature	**Key Ideas and Details**				
	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	RL11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	Craft and Structure				
	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.2 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 -9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	Integration of Knowledge and Ideas				
	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Full	ENG302B 7.1-17.10	ENG402A 2.3 - 2.9 ENG402B 7.1	
	RL.11-12.8. (Not applicable to literature)				

	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Full	ENG302A 3.1 - 3.12 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12		
	Range of Reading and Level of Text Complexity				
	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
Informational Text	**Key Ideas and Details**				
	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1	
	RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1	
	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 7.1 ENG302 7.2 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1	
	Craft and Structure				
	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Full	ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 7.1 ENG302 7.2 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6		
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Full	ENG302A 6.1 - 6.4 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1	
	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Full	ENG302 1.1 - 1.13 ENG302A 6.1 - 6.4 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 - 3.12 ENG402A 8.15 - 8.20 ENG402B 2.1	
	Integration of Knowledge and Ideas				
	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Full	ENG302A 7.1 ENG302A 7.2		
	RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Full	ENG302A 7.1 ENG302A 7.2		

	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Full	ENG302A 6.1 ENG302A 7.1 ENG302 7.2		
	Range of Reading and Level of Text Complexity				
	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG302A 1.1 - 1.14 ENG302 7.1 ENG302 7.2 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6	ENG402A 3.1 - 3.12 ENG402A 8.15 - 8.20 ENG402B 2.1	
	Text Types and Purposes				
	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Full	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4	ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6	
	W.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Full	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4	ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6	
	W.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4	ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6	
	W.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4	ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6	
	W.11-12.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4	ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6	
	W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
	W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
	W.11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG302A 2.1 - 2.12	ENG402A 4.5 ENG402A 4.6	

Writing	W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG302A 2.1 - 2.12	ENG402A 4.5 ENG402A 4.6	
	W.11-12.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Full	ENG302A 2.1 - 2.12	ENG402A 4.5 ENG402A 4.6	
	W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	ENG302A 2.1 - 2.12	ENG402A 4.5 ENG402A 4.6	
	W.11-12.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG302A 2.1 - 2.12	ENG402A 4.5 ENG402A 4.6	
	Production and Distribution of Writing				
	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8	
	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Full	ENG302A 6.2 ENG302B 4.1 - 4.19	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8	
	Research to Build and Present Knowledge				
	W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Full	ENG302B 4.1 - 4.19	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Full	ENG302B 4.1 - 4.19	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	

	W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	W.11-12.9.a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302B 1.1 - 1.11	Embedded throughout, for example: ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	W.11-12.9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	Full	Embedded throughout, for example: ENG302A 7.1 ENG302A 7.2 ENG302B 4.1 - 4.19	ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1	
	Range of Writing				
	W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes	Full	ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
Speaking & Listening	**Comprehension and Collaboration**				
	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Full	ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Full	ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	SL.11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Full	ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18	
	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	

	SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Full	ENG302A 7.1 ENG302A 7.2	ENG402B 4.1 - 4.10	
	Presentation of Knowledge and Ideas				
	SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Full	ENG302A 7.3 - 7.10	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Full	ENG302A 7.3 - 7.10	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10	
	Conventions of Standard English				
	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	L.11-12.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Full	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8	
	L.11-12.1.b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Full	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8	
	L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	L.11-12.2.a. Observe hyphenation conventions.	Full	ENG302A 4.5	ENG402A 4.4	
	L.11-12.2.b. Spell correctly.	Full	ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8	
	Knowledge of Language				
	L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
	L.11-12.3.a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Full	ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7	ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	
	L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.				
Language	L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6	ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	
	L.11-12.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Full	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6	ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	
	L.11-12.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Full	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6	ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	

	L.11-12.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6	ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	
	L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	Embedded throughout, for example: ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 6.1 - 6.13 ENG402B 8.1 - 8.8	
	L.11-12.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12	Embedded throughout, for example: ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 6.1 - 6.13 ENG402B 8.1 - 8.8	
	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6	Embedded throughout, for example: ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8	

Common Core English Language Arts Standards for Grades 11-12
Compared to K[12] ENG303: American Literature

Strand/Topic	Performance Indicator	Coverage	ENG303: American Literature	ENG403: British and World Literature	Comments
Literature	**Key Ideas and Details**				
	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	Embedded throughout, for example: ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.18 ENG403B 1.1-1.13 ENG403B 4.1-4.12	
	RL11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	Embedded throughout, for example: ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.18 ENG403B 1.1-1.13 ENG403B 4.1-4.12	
	RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	Embedded throughout, for example: ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.18 ENG403B 1.1-1.13 ENG403B 4.1-4.12	
	Craft and Structure				
	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.16 ENG403B 3.1-3.10 ENG403B 6.1-6.10	
	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.16 ENG403B 3.1-3.10 ENG403B 6.1-6.10	
	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.16 ENG403B 3.1-3.10 ENG403B 6.1-6.10	
	Integration of Knowledge and Ideas				
	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Full	ENG303B 7.1-7.9	ENG403A 9.1-9.16	
	RL.11-12.8. (Not applicable to literature)				
	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 2.1-2.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9		
	Range of Reading and Level of Text Complexity				

	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	Embedded throughout, for example: ENG403A 1.1-1.10 ENG403A 2.1-2.8 ENG403A 9.1-9.18 ENG403B 1.1-1.13 ENG403B 4.1-4.12	
Informational Text	**Key Ideas and Details**				
	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Full	ENG303B 2.1-2.6	ENG403A 5.1-5.12	
	RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Full	ENG303B 2.1-2.6	ENG403A 5.1-5.12	
	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Full	ENG303B 2.1-2.6	ENG403A 5.1-5.12	
	Craft and Structure				
	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Full	ENG303A 2.1-2.10 ENG303A 3.1-3.6 ENG303A 9.1-9.5	ENG403A 3.3 ENG403A 6.2 ENG403B 2.3	
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Full	ENG303A 9.4	ENG403A 3.3 ENG403A 6.2 ENG403B 2.3	
	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Full	ENG303A 9.4	ENG403A 3.3 ENG403A 6.2 ENG403B 2.3	
	Integration of Knowledge and Ideas				
	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Full	ENG303B 2.1-2.6	ENG403A 5.1-5.12	
	RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Full	ENG303A 2.1-2.10		
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Full	ENG303A 2.1-2.10		
	Range of Reading and Level of Text Complexity				
	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Full	ENG303B 2.1-2.6	ENG403A 5.1-5.12	
	Text Types and Purposes				
	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Full	ENG303A 3.4 ENG303A 9.4 ENG303B 5.5	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	
	W.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Full	ENG303A 3.4 ENG303A 9.4 ENG303B 5.5	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	
	W.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Full	ENG303A 3.4 ENG303A 9.4 ENG303B 5.5	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	

	W.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG303A 3.4 ENG303A 9.4 ENG303B 5.5	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	
	W.11-12.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	Full	ENG303A 3.4 ENG303A 9.4 ENG303B 5.5	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	
	W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
	W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
	W.11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Full	ENG303A 3.4 ENG303B 5.5 ENG303B 9.4	ENG403A 3.6 ENG403A 6.5 ENG403B 2.6	
	W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Full	ENG303A 3.4 ENG303B 5.5 ENG303B 9.4	ENG403B 4.14-4.16	
	W.11-12.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Full	ENG303A 3.4 ENG303B 5.5 ENG303B 9.4	ENG403B 4.14-4.16	
Writing	W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Full	ENG303A 3.4 ENG303B 5.5 ENG303B 9.4	ENG403B 4.14-4.16	
	W.11-12.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Full	ENG303A 3.4 ENG303B 5.5 ENG303B 9.4	ENG403B 4.14-4.16	
	Production and Distribution of Writing				
	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Full	ENG303A 3.4 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 5.5 ENG303B 6.1-6.3 ENG303B 9.4	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Full	ENG303A 3.4 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 5.5 ENG303B 6.1-6.3 ENG303B 9.4	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	

	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Full	ENG303A 3.4 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 5.5 ENG303B 6.1-6.3 ENG303B 9.4	ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	Research to Build and Present Knowledge				
	W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Full	ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	W.11-12.9.a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	Full	ENG303A 2.1-2.10	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	W.11-12.9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	Full	ENG303A 2.1-2.10		
	Range of Writing				
	W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes	Full	ENG303A 3.4 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 5.5 ENG303B 6.1-6.3 ENG303B 9.4	ENG403A 5.1-5.12 ENG403A 7.1-7.8 ENG403A 8.1-8.7	
	Comprehension and Collaboration				
	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
	SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Full	ENG303A 1.9 ENG303A 2.6 ENG303B 1.1 ENG303B 3.4 ENG303B 7.5	ENG403A 1.10 ENG403A 2.6 ENG403B 1.13 ENG403B 3.5 ENG403B 4.7 ENG403B 6.5	
	SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Full	ENG303A 1.9 ENG303A 2.6 ENG303B 1.1 ENG303B 3.4 ENG303B 7.5	ENG403A 1.10 ENG403A 2.6 ENG403B 1.13 ENG403B 3.5 ENG403B 4.7 ENG403B 6.5	
	SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Full	ENG303A 1.9 ENG303A 2.6 ENG303B 1.1 ENG303B 3.4 ENG303B 7.5	ENG403A 1.10 ENG403A 2.6 ENG403B 1.13 ENG403B 3.5 ENG403B 4.7 ENG403B 6.5	

Speaking & Listening	SL.11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Full	ENG303A 1.9 ENG303A 2.6 ENG303B 1.1 ENG303B 3.4 ENG303B 7.5	ENG403A 1.10 ENG403A 2.6 ENG403B 1.13 ENG403B 3.5 ENG403B 4.7 ENG403B 6.5	
	SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Full	ENG303A 1.9 ENG303A 2.6 ENG303B 1.1 ENG303B 3.4 ENG303B 7.5	ENG403A 5.1-5.12	
	SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Full	ENG303B 8.9	ENG403A 8.1-8.7	
	Presentation of Knowledge and Ideas				
	SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Full	ENG303A 6.1 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 8.1-8.7	
	SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Full	ENG303A 6.1 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 6.1-6.3	ENG403A 8.1-8.7	
	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Full	ENG303A 6.1	ENG403A 8.1-8.7	
	Conventions of Standard English				
	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	L.11-12.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Full	ENG303A 3.4 ENG303B 2.1-2.6 ENG303B 4.1-4.4 ENG303B 5.5 ENG303B 6.1-6.3 ENG303B 9.4	ENG403A 1.2 ENG403A 2.1-2.3 ENG403A 3.1 - 3.12 ENG403A 5.1 - 5.6 ENG403A 7.1 - 7.6	
	L.11-12.1.b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 1.2 ENG403A 2.1-2.3 ENG403A 3.1 - 3.12 ENG403A 5.1 - 5.6 ENG403A 7.1 - 7.6	
	L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	L.11-12.2.a. Observe hyphenation conventions.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403B 6.3	
	L.11-12.2.b. Spell correctly.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 8.1-8.7	
	Knowledge of Language				
	L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
	L.11-12.3.a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Full	ENG303A 2.1-2.12 ENG303A 6.1-6.11 ENG303A 7.6-7.10 ENG303B 4.1-4.19 ENG303B 8.1-8.7	ENG403A 4.1-4.8 ENG403A 8.1-8.7 ENG403A 6.1-6.7 ENG403B 3.1-3.8	

	L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.				
Language	L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	
	L.11-12.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	
	L.11-12.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	
	L.11-12.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	
	L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Full	Embedded throughout, for example: ENG303A 1.1-1.10 ENG303A 5.1-5.22 ENG303A 8.1-8.10 ENG303B 1.1-1.10 ENG303B 7.1-7.9	ENG403A 4.1-4.8 ENG403A 9.1-9.18	
	L.11-12.5.b. Analyze nuances in the meaning of words with similar denotations.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	
	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Full	ENG303A 3.1-3.6 ENG303B 5.1-5.6 ENG303B 9.1-9.5	ENG403A 3.1-3.6 ENG403A 6.1-6.6 ENG403B 2.1-2.8 ENG403B 5.1-5.5	

Common Core Grade Seven Math Expectations
Compared to K[12] MS Pre-Algebra (PA) (including supplemental unit)

Standard/Topic	Common Core Grade 7 Standards	Coverage	Course	K[12] Unit Title	Lesson #
Ratios & Proportional Relationships	**Analyze proportional relationships and use them to solve real-world and mathematical problems.**				
	1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction* $^{1/2}/_{1/4}$ *miles per hour, equivalently 2 miles per hour.*	Full	PA	Ratio, Proportion, and Percent	2-5 10
				PA Common Core Appendix	4
				PA Common Core Appendix	12
	2. Recognize and represent proportional relationships between quantities. - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. - Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Full	PA	Ratio, Proportion, and Percent	3-5
				PA Common Core Appendix	6
				PA Common Core Appendix	7
				PA Common Core Appendix	4 5
				PA Common Core Appendix	8 9
	3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Full	PA	Ratio, Proportion, and Percent	12-14
				PA Common Core Appendix	3 7 10 11

The Number System	**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**				
	1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. - Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. - Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. - Apply properties of operations as strategies to add and subtract rational numbers.	Full	PA	Addition and Subtraction	1-4 7-9 11 12
				PA Common Core Appendix	1
	2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. - Apply properties of operations as strategies to multiply and divide rational numbers. - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Full	PA	Multiplication and Division	1-3 5 6 8-10
				Fractions	3 4 12
				Ratio, Proportion, and Percent	8 9
				Combined Operations	1
	3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Full	PA	Embedded throughout, for example:	
				Addition and Subtraction	3 4 8 9 11-15
				Multiplication and Division	1-3 8-10

Expressions & Equations	**Use properties of operations to generate equivalent expressions.**				
	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Full	PA	Embedded throughout, for example:	
				The Basics	2 3 9
				Addition and Subtraction	13-15
				Combined Operations	1 2 3 5
				Number Properties	2 3
	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	Full	PA	Embedded throughout, for example:	
				The Basics	10
				Combined Operations	1-3 5
				Ratio, Proportion, and Percent	5 12 13
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.				
	3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	Full	PA	Embedded throughout, for example:	
				Addition and Subtraction	3 4 8 9 11-15
				Multiplication and Division	1-3 6 8-10
				Fractions	1-4 7-10 12 13
				Ratio, Proportion, and Percent	8 9

	4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. - Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? - Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	Full	PA	Embedded throughout, for example:	
				The Basics	3 4 10
				Addition and Subtraction	13-15
				Multiplication and Division	5 8-10
				Fractions	13
				Combined Operations	5 7
Geometry	**Draw construct, and describe geometrical figures and describe the relationships between them.**				
	1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Full	PA	Ratio, Proportion, and Percent	10
	2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Full	PA	PA Common Core Appendix	2
	3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Full	PA	PA Common Core Appendix	13 14
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.				
	4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Full	PA	Perimeter and Area	9-12
	5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Full	PA	Geometry Basics	3 6
	6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Full	PA	Perimeter and Area	3 7
				Solid Figures	1 3 4 7 10 11

	Use random sampling to draw inferences about a population.				
	1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Full	PA	Counting and Probability	7
	2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*	Full	PA	Counting and Probability	7
	Draw informal comparative inferences about two populations.				
	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*	Full	PA	PA Common Core Appendix	18
	4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*	Full	PA	PA Common Core Appendix	19
	Investigate chance processes and develop, use, and evaluate probability models.				
Statistics & Probability	5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Full	PA	Counting and Probability	5
	6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*	Full	PA	Counting and Probability	5-7
				PA Common Core Appendix	15 16

	7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Full	PA	Counting and Probability	5-7
	8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. - Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Full	PA	PA Common Core Appendix	17

Common Core Grade Eight Math Expectations
Compared to K[12] MS Algebra (ALG) (including supplemental unit)

Standard/Topic	Common Core Grade 8 Standards	Coverage	Course	K[12] Unit Title	Lesson #
The Number System	**Know that there are numbers that are not rational, and approximate them by rational numbers.**				
	1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Full	ALG	Rationals, Irrationals, and Radicals	1 2 6
	2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	Full	ALG	Rationals, Irrationals, and Radicals	6-8
Expressions & Equations	**Expressions and Equations Work with radicals and integer exponents.**				
	1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	Full	ALG	Factoring Polynomials Working with Polynomials ALG Common Core Appendix	2 3 6
	2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Full	ALG	Rationals, Irrationals, and Radicals	3 6 9 12-14
	3. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9, and determine that the world population is more than 20 times larger.*	Full	ALG	ALG Common Core Appendix	7
	4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Full	ALG	Quadratic Equations Properties of Real Numbers	4 5
	Understand the connections between proportional relationships, lines, and linear equations.				
	5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	Full	ALG	Linear Equations and Inequalities ALG Common Core Appendix Relations and Functions	4 5 2 9 10
	6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	Full	ALG	ALG Common Core Appendix	1

	Analyze and solve linear equations and pairs of simultaneous linear equations.				
	7. Solve linear equations in one variable. - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Full	ALG	Properties of Real Numbers	7
				Solving Equations	1-3 6 7
	8. Analyze and solve pairs of simultaneous linear equations. - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. - Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	Full	ALG	Systems of Equations	1-3 5 6
Functions	**Define, evaluate, and compare functions.**				
	1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]	Full	ALG	Relations and Functions	3 5
	2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*	Full	ALG	ALG Common Core Appendix	3
	3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*	Full	ALG	Linear Equations and Inequalities	7 12
				Relations and Functions	9 10 12 13

	Use functions to model relationships between quantities.				
	4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Full	ALG	Linear Equations and Inequalities	5 8 12
				Relations and Functions	9 10
	5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Full	ALG	Relations and Functions	9 10
				Linear Equations and Inequalities	12
Geometry	**Understand congruence and similarity using physical models, transparencies, or geometry software.**				
	1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Full	ALG	ALG Common Core Appendix	11 12
	2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Full	ALG	ALG Common Core Appendix	13
	3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Full	ALG	ALG Common Core Appendix	15
	4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Full	ALG	ALG Common Core Appendix	13 14
	5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	Full	ALG	Measurement and Geometry	1-3 5
				ALG Common Core Appendix	8-10
	Understand and apply the Pythagorean Theorem.				
	6. Explain a proof of the Pythagorean Theorem and its converse.	Full	ALG	ALG Common Core Appendix	4

	7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Full	ALG	Rationals, Irrationals, and Radicals	13
	8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Full	ALG	ALG Common Core Appendix	5
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.				
	9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Full	ALG	Measurement and Geometry	7
Statistics & Probability	**Investigate patterns of association in bivariate data.**				
	1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Full	ALG	ALG Common Core Appendix	16-18
	2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Full	ALG	ALG Common Core Appendix	18
	3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*	Full	ALG	Linear Equations and Inequalities	5 8 12
	4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*	Full	ALG	ALG Common Core Appendix	19

Common Core High School Math Standards
Compared to K12 High School Math Courses

Standard/Topic	Performance Indicator	Coverage	MTH112: Pre-Algebra	MTH122: Algebra I	MTH202: Geometry	MTH302: Algebra II	MTH403: Precalculus	MTH413: Probability/Statistics	Comments
Number and Quantity	**The Real Number System N-RN**								
	Extend the properties of exponents to rational exponents.								
	1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	Full				MTH302B 2.2	MTH403A 4.1		
	2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Full				MTH302A 7.3 MTH302B 2.2	MTH403A 4.1		
	Use properties of rational and irrational numbers.								
	3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Full		MTH122B 2.7					
	Quantities N-Q								
	Reason quantitatively and use units to solve problems.								
	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Full		MTH122A 6.2		MTH302A 8.3		MTH413 1.8	
	2. Define appropriate quantities for the purpose of descriptive modeling.	Full		MTH122B 1.9 MTH122B 5.11 MTH122B 5.12	MTH202B 2.2 MTH202B 3.12 - 3.15	MTH302A 8.8 MTH302B 2.5 MTH302B 2.9	MTH403A 2.5 MTH403A 4.2 MTH403B 2.4 MTH403B 3.3		
	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Full	MTH112A 3.6 MTH112B 3.9 MTH112B 3.11 MTH112B 5.8		MTH202A 5.6 MTH202A 5.7 MTH202B 2.1 - 2.4 MTH202B 2.6 - B 2.9 MTH202B 2.11 - 2.14				
	The Complex Number System N-CN								
	Perform arithmetic operations with complex numbers.								
	1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real.	Full				MTH302A 7.7	MTH403B 6.3		
	2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Full				MTH302A 7.7	MTH403B 6.4		
	3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Full					MTH403B 6.4		
	Represent complex numbers and their operations on the complex plane.								
	4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	Full				MTH302A 7.7	MTH403B 6.1 MTH403B 6.3		
	5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\, i)3 = 8$ because $(-1 + \sqrt{3}\, i)$ has modulus 2 and argument 120°.	Full					MTH403B 6.4		
	6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Full				MTH302A 7.7 MTH302B 7.2	MTH403B 6.3		
	Use complex numbers in polynomial identities and equations.								
	7. Solve quadratic equations with real coefficients that have complex solutions.	Full					MTH403A 2.4		
	8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	Full				MTH302B 1.10			
	9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Full					MTH403A 3.3		
	Vector and Matrix Quantities N-VM								
	Represent and model with vector quantities								
	1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).	Full				MTH302B 6.2	MTH403B 5.3		
	2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Full					MTH403B 5.3		
	3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Full					MTH403B 5.3		
	Perform operations on vectors.								
	4a. (+) Add and subtract vectors. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	Full					MTH403B 5.3		
	4b. (+) Add and subtract vectors. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	Full					MTH403B 5.3		
	4c. Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Full					MTH403B 5.3		
	5a. (+) Multiply a vector by a scalar. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).	Full					MTH403B 5.3		
	5b. (+) Multiply a vector by a scalar. Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v. Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).	Full					MTH403B 5.3		
	Perform operations on matrices and use matrices in applications.								
	6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Full				MTH302B 6.2 MTH302B 6.3 MTH302B 6.5 MTH302B 6.6			
	7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Full				MTH302B 6.3			
	8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	Full				MTH302B 6.3 MTH302B 6.5			
	9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Full				MTH302B 6.5			

10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Full				MTH302B 6.3 MTH302B 6.5			
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Full				MTH302B 6.5 MTH302B 6.7			
12. (+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Full				MTH302B 6.7 MTH302B 6.8			
Seeing Structures in Expressions A-SSE								
Interpret the structure of expressions								
1a. Interpret expressions that represent a quantity in terms of its context.★ Interpret parts of an expression, such as terms, factors, and coefficients.	Full	MTH112A 1.4 MTH112A 1.8	MTH122A 1.2 MTH122A 1.3		MTH302A 1.7	MTH403A 3.1 MTH403A 4.1		
1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	Full		MTH122A 4.11		MTH302A 5.5 MTH302A 5.6 MTH302A 6.7	MTH403A 2.4 MTH403A 3.1 MTH403A 3.3		
2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Full		MTH122B 4.8 MTH122B 4.10		MTH302A 5.5	MTH403A 2.4 MTH403A 3.3 MTH403A 3.5 MTH403A 4.1		
Write expressions in equivalent forms to solve problems.								
3a. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ Factor a quadratic expression to reveal the zeros of the function it defines.	Full		MTH122B 4.12		MTH302A 8.6	MTH403A 2.4		
3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Full		MTH122B 5.3		MTH302A 8.2-4			
3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	Full				MTH302B 2.2 MTH302B 2.3 MTH302B 2.5	MTH403A 4.2		
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.★	Full				MTH302B 3.11	MTH403A 4.3		
Arithmetic with Polynomial and Rational Expressions A-APR								
Perform arithmetic operations on polynomials								
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Full		MTH122B 3.2 MTH122B 3.4 MTH122B 3.5 MTH122B 3.7 MTH122B 3.8		MTH302A 5.2 MTH302A 5.3			
Understand the relationship between zeros and factors of polynomials								
2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).	Full				MTH302B 1.6	MTH403A 3.2		
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Full		MTH122B 4.12		MTH302B 1.7 MTH302B 1.9	MTH403A 3.3 MTH403A 3.4		

	Use polynomial identities to solve problems								
	4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Full		MTH122B 3.7					
	5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	Full				MTH302A 5.3			
	Rewrite rational expressions								
	6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	Full				MTH302A 6.1-6.4	MTH403A 3.2		
	7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Full		MTH122B 6.1 - 6.3 MTH122B 6.6		MTH302A 6.3 MTH302A 6.4			
	Creating Equations A-CED								
	Create equations that describe numbers or relationships								
	1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Full		MTH122A 1.10 MTH122A 2.3 MTH122A 4.1 MTH122A 4.2		MTH302A 1.9 MTH302A 6.7 MTH302A 7.3 MTH302A 8.3			
	2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Full		MTH122A 7.7 MTH122A 7.8 MTH122A 7.12		MTH302A 2.9	MTH403A 2.2 MTH403A 2.5		
Algebra	3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Full		MTH122A 8.2 MTH122A 8.3 MTH122A 8.5		MTH302A 2.9 MTH302A 4.8	MTH403A 1.5		
	4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.	Full	MTH112A 3.10	MTH122A 4.11		MTH302A 1.11			
	Reasoning with Equations and Inequalities A-REI								
	Understand solving equations as a process of reasoning and explain the reasoning								
	1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Full	MTH112A 1.11 MTH112A 2.14 MTH112A 3.8 MTH112A 5.6	MTH122A 2.8 MTH122B 7.7		MTH302A 1.9			
	2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Full		MTH122B 2.12 MTH122B 6.1		MTH302A 6.7 MTH302A 7.5			
	Solve equations and inequalities in one variable								
	3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Full	MTH112A 3.5 MTH112A 3.8 MTH112A 4.13 MTH112A 5.5 MTH112A 5.7	MTH122A 1.5 MTH122A 1.10 MTH122A 4.1 MTH122A 4.2 MTH122A 4.4 MTH122A 4.8 MTH122A 4.10 MTH122A 5.5		MTH302A 1.9 MTH302A 4.2			
	4a. Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Full		MTH122B 5.3 MTH122B 5.4		MTH302A 8.7			
	4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	Full		MTH122B 4.12 MTH122B 5.1 MTH122B 5.3 MTH122B 5.4 MTH122B 5.7		MTH302A 8.6	MTH403A 2.4		
	Solve systems of equations								
	5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Full		MTH122A 8.1 - 8.3 MTH122A 8.5		MTH302A 2.8 MTH302B 6.1	MTH403A 1.6		
	6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Full		MTH122A 8.1 - 8.3 MTH122A 8.5		MTH302A 2.8 MTH302A 2.9	MTH403B 1.6		
	7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle $x^2 + y^2 = 3$.	Full					MTH403A 5.5		
	8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Full					MTH403A 1.6		
	9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	Full					MTH403A 1.6		
	Represent and solve equations and inequalities graphically								
	10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Full	MTH112B 2.4 MTH112B 2.6	MTH122A 7.3		MTH302A 2.2 MTH302A 8.2	MTH403A 1.2		
	11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	Full				MTH302A 2.8 MTH302B 1.8	MTH403A 1.6 MTH403A 5.5		
	12. Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Full		MTH122A 7.13 MTH122A 8.6		MTH302A 4.7 MTH302A 4.8	MTH403A 1.5 MTH403A 1.6		
	Interpreting Functions F-IF								
	Understand the concept of a function and use function notation								

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	Full	MTH112B 2.11	MTH122B 1.3		MTH302A 3.2	MTH403A 1.2		
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Full	MTH112B 2.12	MTH122B 1.4 MTH122B 1.5		MTH302A 3.3	MTH403A 1.1		
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	Full				MTH302B 3.3 MTH302B 3.4	MTH403A 1.4 MTH403A 4.3		
Interpreting functions that arise in applications in terms of the context								
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★	Full		MTH122B 1.4		MTH302A 5.7 MTH302A 6.9 MTH302A 8.2 MTH302B 1.9	MTH403A 2.2 MTH403A 3.4 MTH403A 4.2 MTH403B 2.1 MTH403B 2.2		
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★	Full		MTH122B 1.3		MTH302A 3.4 MTH302A 3.5 MTH302A 3.7 MTH302A 6.9	MTH403A 1.2 MTH403A 3.5		
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★	Full		MTH122A 7.4					
Analyze functions using different representations								
7a. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★Graph linear and quadratic functions and show intercepts, maxima, and minima.	Full	MTH112B 2.6	MTH122A 7.3 MTH122A 7.7 MTH122B 5.10		MTH302A 2.2 MTH302A 8.2-8.4	MTH403A 1.3 MTH403A 1.5 MTH403A 2.2		
7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Full		MTH122B 1.8		MTH302A 3.4 MTH302A 3.5 MTH302A 3.7	MTH403A 1.2		
7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	Full				MTH302B 1.9	MTH403A 3.4		
7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	Full				MTH302A 6.9	MTH403A 3.5		
7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Full				MTH302B 2.4 MTH302B 2.11	MTH403A 4.2 MTH403A 4.5		
8a. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Full		MTH122B 4.12 MTH122B 5.3 MTH122B 5.7		MTH302A 8.6 MTH302A 8.7	MTH403A 2.4		
8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.	Full				MTH302B 2.5	MTH403A 4.2		
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Full				MTH302A 3.9 - 3.11			

Functions	**Building Functions F-BF**								
	Build a function that models a relationship between two quantities								
	1a. Write a function that describes a relationship between two quantities.★ Determine an explicit expression, a recursive process, or steps for calculation from a context.	Full				MTH302A 3.5 MTH302A 3.7 MTH302A 8.8 MTH302B 2.5	MTH403A 2.5 MTH403A 4.2		
	1b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Full				MTH302A 3.9	MTH403A 1.7		
	1c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.	Full				MTH302A 3.10	MTH403A 1.7		
	2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★	Full				MTH302B 3.3 MTH302B 3.4 MTH302B 3.7	MTH403A 1.4 MTH403A 4.3		
	Build new functions from existing functions								
	3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Full				MTH302A 5.7 MTH302A 6.9 MTH302A 8.2 MTH302A 8.3 MTH302B 2.4 MTH302B 2.11	MTH403A 2.3 MTH403A 4.2 MTH403B 2.3 MTH403B 2.4		
	4a. Find inverse functions. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	Full				MTH302A 3.11	MTH403B 3.1		
	4b. (+) Verify by composition that one function is the inverse of another.	Full				MTH302A 3.11			
	4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	Full					MTH403B 3.1		
	4d. (+) Produce an invertible function from a non-invertible function by restricting the domain.	Full				MTH302A 3.11			
	5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	Full				MTH302B 2.8 MTH302B 2.9	MTH403A 4.4 MTH403A 4.5		
	Linear, Quadratic, and Exponential Models F-LE								
	Construct and compare linear, quadratic, and exponential models and solve problems								
	1a. Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	Full				MTH302A 2.6 MTH302A 2.7 MTH302B 2.5 MTH302B 2.6	MTH403A 1.3 MTH403A 4.2		
	1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Full		MTH122B 1.9 MTH122B 1.10					
	1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Full				MTH302B 2.5			
	2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Full		MTH122A 7.10 MTH122A 1.4		MTH302B 3.3 MTH302B 3.4	MTH403A 1.3 MTH403A 1.4 MTH403A 4.2 MTH403A 4.3		
	3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Full				MTH302B 2.4			
	4. For exponential models, express as a logarithm the solution to $a_0c^t = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Full				MTH302B 2.9	MTH403A 4.4		
	Interpret expressions for functions in terms of the situation they model								
	5. Interpret the parameters in a linear or exponential function in terms of a context.	Full				MTH302A 2.6 MTH302B 2.5	MTH403A 1.3 MTH403A 4.2		
	Trigonometric Functions F-TF								
	Extend the domain of trigonometric functions using the unit circle								
	1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Full					MTH403B 1.2		
	2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Full					MTH403B 1.3		
	3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number.	Full					MTH403B 2.1 MTH403B 2.4 MTH403B 3.3		
	4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Full					MTH403B 2.1 MTH403B 2.2		

	Model periodic phenomena with trigonometric functions								
	5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★	Full					MTH403B 2.1 MTH403B 2.4 MTH403B 3.3		
	6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Full					MTH403B 3.1		
	7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★	Full					MTH403B 3.1		
	Prove and apply trigonometric identities								
	8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Full			MTH202B 5.4		MTH403B 4.1		
	9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	Full					MTH403B 4.2		
	Congruence G-CO								
	Experiments with transformations in the plane								
	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Full	MTH112A 7.1 - 7.3 MTH112A 7.8		MTH202A 1.2 MTH202A 1.4 MTH202A 1.7 - 1.9 MTH202A 5.6 MTH202B 4.1 MTH202B 4.2		MTH403A 1.3 MTH403A 5.1 MTH403B 1.1		
	2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Full			MTH202A 1.14 MTH202A 1.15 MTH202A 1.17 MTH202B 3.2				
	3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Full			MTH202A 3.2				
	4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Full	MTH112A 7.9		MTH202A 1.14 MTH202A 1.15				
	5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Full	MTH112A 7.9		MTH202A 1.14 MTH202A 1.15 MTH202A 1.17 MTH202A 3.2				
	Understand congruence in terms of rigid motions								
	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Full			MTH202A 1.14 MTH202A 1.15 MTH202A 3.2 MTH202A 4.1 - 4.6 MTH202A 4.8				
	7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Full			MTH202A 4.3 - 4.6 MTH202A 4.8				
	8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Full			MTH202A 4.3 MTH202A 4.4				
	Prove geometric theorems								
	9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Full	MTH112A 7.3		MTH202A 1.10 MTH202A 3.5 MTH202A 3.6				
	10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Full	MTH112A 7.6		MTH202A 1.13 MTH202A 3.11 MTH202A 3.12 MTH202A 4.5 MTH202A 4.6 MTH202A 5.14				
	11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	Full			MTH202A 4.12				
	Make geometric constructions								
	12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Full			MTH202A 1.4 MTH202A 1.9 MTH202A 1.10 MTH202A 1.13 MTH202A 4.14				
	13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Full			MTH202A 4.16				
	Similarity, Right Triangles, and Trigonometry G-SRT								
	Understand similarity in terms of similarity transformations								
	1a. Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Full			MTH202B 3.1 MTH202B 3.2				
	1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Full			MTH202B 3.1 MTH202B 3.2				

	2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Full	MTH112B 1.10		MTH202B 3.6 MTH202B 3.8				
	3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Full			MTH202B 3.6				
	Prove theorems involving similarity								
	4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Full			MTH202B 3.8 MTH202B 3.9 MTH202B 3.10				
	5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Full			MTH202B 3.8 - 3.10 MTH202B 3.12 MTH202B 3.13				
	Define trigonometric ratios and solve problems involving right triangles								
	6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Full			MTH202A 4.3 - 4.6 MTH202A 4.8 MTH202A 4.9		MTH403B 1.1		
Geometry	7. Explain and use the relationship between the sine and cosine of complementary angles.	Full			MTH202B 5.4				
	8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★	Full	MTH112B 4.4 MTH112B 4.6	MTH122B 2.13	MTH202B 5.1 - 5.3 MTH202B 5.5 MTH202B 5.6 MTH202B 5.9		MTH403B 1.1		
	Apply trigonometry to general triangles								
	9. (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Full			MTH202B 5.3				
	10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Full			MTH202B 5.7		MTH403B 5.1 MTH403B 5.2		
	11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Full			MTH202B 5.7		MTH403B 5.1 MTH403B 5.2		
	Circles G-C								
	Understand and apply theorems about circles								
	1. Prove that all circles are similar.	Full			MTH202B 3.3 MTH202B 4.13				
	2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Full			MTH202B 4.6 - 4.10 MTH202B 4.12				
	3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Full			MTH202A 1.13 MTH202B 4.7				
	4. (+) Construct a tangent line from a point outside a given circle to the circle.	Full			MTH202B 4.3				
	Find arc lengths and areas of sectors of circles								
	5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Full			MTH202A 5.7 MTH202B 4.2 MTH202B 4.12				
	Expressing Geometric Properties with Equations G-GPE								
	Translate between the geometric description and the equation for a conic section								
	1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Full			MTH202B 4.13	MTH302B 7.3	MTH403A 5.1		
	2. Derive the equation of a parabola given a focus and directrix.	Full				MTH302B 7.8	MTH403A 5.4		
	3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Full				MTH302B 7.7	MTH403A 5.2 MTH403A 5.3		
	Use coordinates to prove simple geometric theorems algebraically								
	4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).	Full			MTH202A 5.15 MTH202B 4.13 MTH202B 4.14				
	5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Full		MTH122B 7.9	MTH202A 3.19	MTH302A 2.4			
	6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Full			MTH202A 1.5				
	7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	Full	MTH112B 4.7		MTH202A 5.13				
	Geometric Measurement and Dimension G-GMD								
	Explain volume formulas and use them to solve problems								
	1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Full			MTH202A 5.6 MTH202A 5.7 MTH202A 5.11 MTH202B 2.4 MTH202B 2.7 MTH202B 2.9 MTH202B 2.12				
	2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Full			MTH202B 2.4 MTH202B 2.7 MTH202B 2.9 MTH202B 2.12 MTH202B 2.13				
	3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	Full	MTH112B 5.4 MTH112B 5.5 MTH112B 5.7 MTH112B 5.8		MTH202B 2.7 MTH202B 2.9 MTH202B 2.12 MTH202B 2.13				
	Visualize relationships between two-dimensional and three-dimensional objects								

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Full			MTH202B 1.3	MTH302B 7.2-7.4	MTH403A 5.2-5.4		
Modeling with Geometry G-MG								
Apply geometric concepts in modeling situations								
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	Full			MTH202B 2.8 MTH202B 2.11 - 2.13				
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	Full			MTH202B 2.14				
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	Full			MTH202A 5.11				
Interpreting Categorical and Quantitative Data S-ID								
Summarize, represent, and interpret data on a single count or measurement variable								
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	Full	MTH112B 7.6 MTH112B 7.7			MTH302B 5.3 MTH302B 5.8		MTH413 1.6 MTH413 1.9 MTH413 2.3	
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Full				MTH302B 5.2 MTH302B 5.3		MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Full	MTH112B 7.2 MTH112B 7.3 MTH112B 7.5 MTH112B 7.7			MTH302B 5.2 MTH302B 5.3 MTH302B 5.9		MTH413 1.6 MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Full				MTH302B 5.9		MTH413 4.7 MTH413 4.8 MTH413 4.10-4.13	
Summarize, represent, and interpret data on two categorical and quantitative variables								
5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Full						MTH413 1.4 MTH413 1.5 MTH413 1.8 MTH413 1.9 MTH413 3.6 MTH413 3.12 MTH413 7.3-7.5 MTH413 7.7 MTH413 7.8	
6a. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	Full	MTH112B 7.2			MTH302A 2.6 MTH302A 8.3 MTH302B 2.4 MTH302B 5.10		MTH413 7.2-7.5 MTH413 7.8	
6b. Informally assess the fit of a function by plotting and analyzing residuals.	Full						MTH413 7.10	
6c. Fit a linear function for a scatter plot that suggests a linear association.	Full				MTH302A 2.6 MTH302B 5.10		MTH413 7.4 MTH413 7.5 MTH413 7.7 MTH413 7.8	
Interpret linear models								
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Full		MTH122A 7.4		MTH302A 2.6		MTH413 7.4 MTH413 7.7	
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	Full						MTH413 7.4 MTH413 7.5 MTH413 7.7	
9. Distinguish between correlation and causation.	Full						MTH413 7.4 MTH413 7.11	
Making Inferences and Justifying Conclusions S-IC								
Understand and evaluate random processes underlying statistical experiments								
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Full	MTH112B 6.7 MTH112B 7.2			MTH302B 5.4		MTH413 5.1 MTH413 5.2 MTH413 5.7	
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	Full	MTH112B 6.5			MTH302B 4.5 MTH302B 4.8 MTH302B 4.11		MTH413 3.13 MTH413 5.6	

	Make inferences and justify conclusions form sample surveys, experiments, and observational studies								
	3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Full	MTH112B 6.7			MTH302B 5.4		MTH413 3.13 MTH413 5.3 MTH413 5.6	
	4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Full						MTH413 5.2 MTH413 5.7 MTH413 5.8	
	5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Full						MTH413 6.4	
	6. Evaluate reports based on data.	Full						MTH413 7.8	
	Conditional Probability and the Rules of Probability S-CP								
	Understand independence and conditional probability and use them to interpret data								
Statistics and Probability	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Full				MTH302B 4.2 MTH302B 4.5 MTH302B 4.9 MTH302B 4.10		MTH413 3.2 MTH413 3.6 MTH413 3.9 MTH413 3.10	
	2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Full				MTH302B 4.8		MTH413 3.2 MTH413 3.12	
	3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Full				MTH302B 4.8		MTH413 3.6 MTH413 3.12	
	4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Full						MTH413 1.5 MTH413 3.12	
	5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	Full				MTH302B 4.8		MTH413 3.6 MTH413 3.12	
	Use the rules of probability to compute probabilities of compound events in a uniform probability model								
	6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Full				MTH302B 4.8		MTH413 3.6 MTH413 3.12	
	7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	Full	MTH112B 6.6			MTH302B 4.9		MTH413 3.9 MTH413 3.10	
	8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	Full				MTH302B 4.7		MTH413 3.12	
	9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Full				MTH302B 4.5		MTH413 3.3-3.6	
	Using Probability to Make Decisions S-MD								
	Calculate expected values and use them to solve problems								
	1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Full						MTH413 4.2 MTH413 4.3	
	2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Full						MTH413 4.4	
	3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	Full						MTH413 4.2 MTH413 4.3	
	4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	Full						MTH413 4.2 MTH413 4.3 MTH413 4.7	

	Use probability to evaluate outcomes of decisions								
	5a. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	Full						MTH413 4.4	
	5b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	Full						MTH413 4.4	
	6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Full						MTH413 4.4 MTH413 5.6 MTH413 5.7	
	7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Full						MTH413 4.4	

Common Core High School Math Standards
Compared to K^{12} Comprehensive High School Math

Standard/Topic	Performance Indicator	Coverage	MTH113: Pre-Algebra	MTH123: Algebra I	MTH203: Geometry	MTH303: Algebra II	MTH403: Precalculus	MTH413: Probability and Statistics	Comments
	The Real Number System N-RN								
	Extend the properties of exponents to rational exponents.								
	1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	Full		MTH123B 2.14		MTH303A 7.02	MTH403A 4.1		*MTH113A refers to the first semester of K^{12}'s Math 113: High School Pre-Algebra class.* *MTH113B refers to the second semester of K^{12}'s Math 113: High School Pre-Algebra class.*
	2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Full	MTH113A 6.1 MTH113A 6.5 MTH113A 6.7 MTH113B 4.1	MTH123B 2.14		MTH303A 7.02 MTH303A 7.03	MTH403A 4.1		*MTH123A refers to the first semester of K^{12}'s Math 123: High School Algebra I class.* *MTH123B refers to the second semester of K^{12}'s Math 123: High School Algebra I class.*
	Use properties of rational and irrational numbers.								
	3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Full		MTH123B 2.06		MTH303A 7.01			*MTH203A refers to the first semester of K^{12}'s Math 203: High School Geometry class.* *MTH203B refers to the second semester of K^{12}'s Math 203: High School Geometry class.*
	Quantities N-Q								
	Reason quantitatively and use units to solve problems.								
	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Full	MTH113B 2.1 MTH113B 3.2-3.12 MTH113B 5.1-5.11 MTH113B 7.1-7.6	MTH123A 1.10 MTH123A 4.11 MTH123A 6.07 MTH123A 7.02	MTH203A 1.04-1.07 MTH203B 1.09 MTH203B 2.01-2.13 MTH203B 3.01-3.06	MTH303A 1.09 MTH303B 5.04			*MTH303A refers to the first semester of K^{12}'s Math 303: High School Algebra II class.* *MTH303B refers to the second semester of K^{12}'s Math 303: High School Algebra II class.*
	2. Define appropriate quantities for the purpose of descriptive modeling.	Full	MTH113A 1.10		MTH203A 1.04-1.07	MTH303A 1.09	MTH403A 2.5 MTH403A 4.2 MTH403B 2.4 MTH403B 3.3		*MTH403A refers to the first semester of K^{12}'s Math 403: Precalculus/Trigonometry class.* *MTH403B refers to the second semester of K^{12}'s Math 403: High School Precalculus/Trigonometry class.*
	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Full		MTH123A 1.10 MTH123A 4.11 MTH123A 6.07 MTH123A 7.02	MTH203A 1.04-1.07	MTH303A 7.03 MTH303A 7.04			
	The Complex Number System N-CN								
	Perform arithmetic operations with complex numbers.								
	1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form a + bi with a and b real.	Full				MTH303A 7.06 MTH303A 7.07 MTH303A 7.09	MTH403B 6.3		
	2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Full				MTH303A 7.06-7.09	MTH403B 6.4		
	3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Full				MTH303A 7.08	MTH403B 6.4		
	Represent complex numbers and their operations on the complex plane.								
	4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	Full					MTH403B 6.1 MTH403B 6.3		
	5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}\, i)3 = 8$ because $(-1 + \sqrt{3}\, i)$ has modulus 2 and argument 120°.	Full					MTH403B 6.4		

Number and Quantity	6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Full				MTH303A 7.7 MTH303B 7.2	MTH403B 6.3		
	Use complex numbers in polynomial identities and equations.								
	7. Solve quadratic equations with real coefficients that have complex solutions.	Full					MTH403A 2.4		
	8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.	Full				MTH303B 1.10 MTH303B 1.12			
	9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Full					MTH403A 3.3		
	Vector and Matrix Quantities N-VM								
	Represent and model with vector quantities								
	1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).	Full					MTH403B 5.3		
	2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Full					MTH403B 5.3		
	3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Full					MTH403B 5.3		
	Perform operations on vectors.								
	4a. (+) Add and subtract vectors. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	Full					MTH403B 5.3		
	4b. (+) Add and subtract vectors. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	Full					MTH403B 5.3		
	4c. Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Full					MTH403B 5.3		
	5a. (+) Multiply a vector by a scalar. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).	Full					MTH403B 5.3		
	5b. (+) Multiply a vector by a scalar. Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v. Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).	Full					MTH403B 5.3		
	Perform operations on matrices and use matrices in applications.								
	6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Full				MTH303B 6.2 MTH303B 6.3 MTH303B 6.5 MTH303B 6.6			
	7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Full				MTH303B 6.02 MTH303B 6.03			
	8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	Full				MTH303B 6.02 MTH303B 6.03			
	9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Full				MTH303B 6.03			
	10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Full				MTH303B 6.10			

11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Full				MTH303B 6.03			
12. (+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Full				MTH303B 6.2 MTH303B 6.7 MTH303B 6.8			
Seeing Structures in Expressions A-SSE								
Interpret the structure of expressions								
1a. Interpret expressions that represent a quantity in terms of its context.★ Interpret parts of an expression, such as terms, factors, and coefficients.	Full	MTH113A 1.3-1.6 MTH113A 1.10	MTH123A 1.02 MTH123A 1.03 MTH123A 1.05		MTH303A 1.04 MTH303A 1.06 MTH303A 5.01	MTH403A 3.1 MTH403A 4.1		
1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.	Full	MTH113A 1.2-1.7	MTH123A 1.05 MTH123A 2.03 MTH123B 6.01		MTH303A 1.09	MTH403A 2.4 MTH403A 3.1 MTH403A 3.3		
2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Full	MTH113A 1.3-1.6 MTH113A 1.10	MTH123B 4.07-4.13		MTH303B 2.01 MTH303B 2.02	MTH403A 2.4 MTH403A 3.3 MTH403A 3.5 MTH403A 4.1		
Write expressions in equivalent forms to solve problems.								
3a. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ Factor a quadratic expression to reveal the zeros of the function it defines.	Full	MTH113A 6.1-6.7	MTH123B 6.01-6.03		MTH303A 8.03 MTH303A 8.04 MTH303B 1.09 MTH303B 2.01 MTH303B 2.02	MTH403A 2.4		
3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Full		MTH123B 5.02		MTH303A 8.02			
3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.15^1/12)^12t ≈ 1.0121^12t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	Full	MTH113A 6.1-6.7			MTH303B 2.04	MTH403A 4.2		
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.★	Full				MTH303B 3.10 MTH303B 3.11	MTH403A 4.3		
Arithmetic with Polynomial and Rational Expressions A-APR								
Perform arithmetic operations on polynomials								
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Full	MTH113A 5.1-5.4	MTH123A 2.04 MTH123B 3.02 MTH123B 3.03 MTH123B 3.05 MTH123B 3.06					
Understand the relationship between zeros and factors of polynomials								
2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).	Full				MTH303B 1.04	MTH403A 3.2		
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Full				MTH303B 1.06 MTH303B 1.07	MTH403A 3.3 MTH403A 3.4		
Use polynomial identities to solve problems								
4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Full					MTH403 4.1		

	5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	Full				MTH303B 4.03 MTH303B 4.09			
	Rewrite rational expressions								
	6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	Full				MTH303B 1.02	MTH403A 3.2		
	7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Full	MTH113A 1.3-1.6 MTH113A 3.1-3.10	MTH123A 2.04 MTH123B 3.02 MTH123B 3.03 MTH123B 3.05 MTH123B 3.06					
	Creating Equations A-CED								
	Create equations that describe numbers or relationships								
	1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Full	MTH113A 1.10 MTH113A 5.7 MTH113A 6.1 MTH113A 2.9-2.12	MTH123A 1.10 MTH123A 5.05 MTH123A Unit 7 MTH123B 1.04 MTH123B 1.05		MTH303A 3.02 MTH303A 4.01			
	2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Full	MTH113B 2.2-2.12	MTH123A 7.01 MTH123A 7.02		MTH303A 6.09	MTH403A 2.2 MTH403A 2.5		
Algebra	3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Full	MTH113A 5.5-5.7 MTH113B 2.12				MTH403A 1.5		
	4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.	Full	MTH113A 1.10	MTH123A 4.09		MTH303A 1.09			
	Reasoning with Equations and Inequalities A-REI								
	Understand solving equations as a process of reasoning and explain the reasoning								
	1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Full	MTH113A 5.6	MTH123A 2.08		MTH303A 1.04 MTH303A 1.07			
	2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Full	MTH113A 5.5 MTH113A 5.6 MTH113B 4.1	MTH123A 5.04 MTH123B 2.09 MTH123B 2.11		MTH303A 6.06 MTH303A 7.03			
	Solve equations and inequalities in one variable								
	3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Full	MTH113A 1.10 MTH113A 5.5-5.7	MTH123A Unit 4 MTH123A Unit 5					

	4a. Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2 = q that has the same solutions. Derive the quadratic formula from this form.	Full		MTH123B 5.02 MTH123B 5.03 MTH123B 5.05 MTH123B 5.07		MTH303A 8.03 MTH303A 8.04			
	4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	Full		MTH123B Unit 5		MTH303A 7.06 MTH303A 7.07 MTH303A 7.09 MTH303A 8.03 MTH303A 8.04	MTH403A 2.4		
	Solve systems of equations								
	5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Full		MTH123A 8.05		MTH303A 2.07	MTH403A 1.6		
	6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Full	MTH113B 2.2-2.12	MTH123A 8.06		MTH303A 2.07-2.09	MTH403B 1.6		
	7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle $x^2 + y^2 = 3$.	Full					MTH403A 5.5		
	8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Full				MTH303B 6.11	MTH403A 1.6		
	9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	Full				MTH303B 6.10-6.11	MTH403A 1.6		
	Represent and solve equations and inequalities graphically								
	10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Full	MTH113B 2.1-2.12	MTH123A 7.02-7.05 MTH123A 7.07-7.10 MTH123A 7.12		MTH303A 2.01	MTH403A 1.2		
	11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	Full	MTH113B 2.1-2.12 MTH113B 4.10			MTH303A 3.02 MTH303A 3.03 MTH303A 5.01 MTH303A 5.07 MTH303B 2.10	MTH403A 1.6 MTH403A 5.5		
	12. Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Full		MTH123A 7.13		MTH303A 4.06 MTH303A 4.07	MTH403A 1.5 MTH403A 1.6		

Interpreting Functions F-IF								
Understand the concept of a function and use function notation								
1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	Full	MTH113B 2.10-2.12	MTH123B 1.03 MTH123B 1.04		MTH303A 3.01	MTH403A 1.2		
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Full	MTH113B 2.10-2.12	MTH123B 1.03 MTH123B 1.04		MTH303A 3.01 MTH303A 3.02	MTH403A 1.1		
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	Full				MTH303B 3.01 MTH303B 3.06	MTH403A 1.4 MTH403A 4.3		
Interpreting functions that arise in applications in terms of the context								
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★	Full	MTH113B 2.1-2.12	MTH123B 1.03-1.08 MTH123B 1.14			MTH403A 2.2 MTH403A 3.4 MTH403A 4.2 MTH403B 2.1 MTH403B 2.2		
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★	Full	MTH113B 2.10-2.12	MTH123B 1.04-1.06		MTH303A 3.01 MTH303A 3.02	MTH403A 1.2 MTH403A 3.5		
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★	Full	MTH113B 2.10-2.12			MTH303A 3.01 MTH303A 3.02			
Analyze functions using different representations								
7a. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★Graph linear and quadratic functions and show intercepts, maxima, and minima.	Full				MTH303A 6.09 MTH303A 8.01 MTH303A 8.02	MTH403A 1.3 MTH403A 1.5 MTH403A 2.2		
7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Full		MTH123B 1.03-1.08 MTH123B 1.14		MTH303A 3.03-3.05 MTH303A 5.07	MTH403A 1.2		
7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	Full	MTH113B 2.10-2.12			MTH303A 6.09 MTH303B 1.07	MTH403A 3.4		
7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	Full	MTH113B 2.10-2.12			MTH303A 6.09	MTH403A 3.5		
7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Full				MTH303B 2.03 MTH303B 2.10	MTH403A 4.2 MTH403A 4.5		

	8a. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Full	MTH113B 2.10-2.12			MTH303A 8.01-8.04	MTH403A 2.4		
	8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	Full	MTH113B 2.9			MTH303B 2.04	MTH403A 4.2		
	9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Full				MTH303A 3.9-3.11 MTH303A 8.3			
	Building Functions F-BF								
	Build a function that models a relationship between two quantities								
	1a. Write a function that describes a relationship between two quantities.★ Determine an explicit expression, a recursive process, or steps for calculation from a context.	Full	MTH113B 2.9-2.11	MTH123B 1.04 MTH123B 1.05		MTH303B 2.04	MTH403A 2.5 MTH403A 4.2		
	1b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Full					MTH403A 1.7		
	1c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.	Full	MTH113B 2.11				MTH403A 1.7		
Functions	2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★	Full				MTH303B 3.01-3.06	MTH403A 1.4 MTH403A 4.3		
	Build new functions from existing functions								
	3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Full		MTH123B 1.14			MTH403A 2.3 MTH403A 4.2 MTH403B 2.3 MTH403B 2.4		
	4a. Find inverse functions. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or f(x) = (x+1)/(x–1) for x ≠ 1.	Full		MTH123B 1.13		MTH303A 3.10	MTH403B 3.1		
	4b. (+) Verify by composition that one function is the inverse of another.	Full		MTH123B 1.13		MTH303A 3.10			
	4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	Full		MTH123B 1.13		MTH303A 3.10	MTH403B 3.1		
	4d. (+) Produce an invertible function from a non-invertible function by restricting the domain.	Full				MTH303A 3.10			

5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	Full				MTH303B 2.07-2.11	MTH403A 4.4 MTH403A 4.5		
Linear, Quadratic, and Exponential Models F-LE								
Construct and compare linear, quadratic, and exponential models and solve problems								
1a. Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	Full	MTH113B 2.9-2.12	MTH123B 1.09 MTH123B 1.10 MTH123B 1.12		MTH303A 3.01-3.03 MTH303B 3.04	MTH403A 1.3 MTH403A 4.2		
1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Full	MTH113B 2.9-2.12	MTH123B 1.09 MTH123B 1.10		MTH303A 2.04			
1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Full	MTH113B 2.9-2.12	MTH123B 1.09 MTH123B 1.10		MTH303B 2.04			
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Full	MTH113B 2.9-2.12	MTH123B 1.09 MTH123B 1.10 MTH123B 1.12		MTH303B 3.06	MTH403A 1.3 MTH403A 1.4 MTH403A 4.2 MTH403A 4.3		
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Full	MTH113B 2.9-2.12						
4. For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Full				MTH303B 2.08 MTH303B 2.09	MTH403A 4.4		
Interpret expressions for functions in terms of the situation they model								
5. Interpret the parameters in a linear or exponential function in terms of a context.	Full	MTH113B 2.9	MTH123B 1.10 MTH123B 1.12		MTH303B 2.03 MTH303B 2.08 MTH303B 2.09	MTH403A 1.3 MTH403A 4.2		
Trigonometric Functions F-TF								
Extend the domain of trigonometric functions using the unit circle								
1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Full			MTH203B 4.01 MTH203B 4.02		MTH403B 1.2		
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Full			MTH203B 4.12-4.14		MTH403B 1.3		
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π−x, π+x, and 2π−x in terms of their values for x, where x is any real number.	Full			MTH203B 5.05 MTH203B 5.06		MTH403B 2.1 MTH403B 2.4 MTH403B 3.3		
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Full					MTH403B 2.1 MTH403B 2.2		
Model periodic phenomena with trigonometric functions								
5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★	Full					MTH403B 2.1 MTH403B 2.4 MTH403B 3.3		
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Full					MTH403B 3.1		

7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★	Full			MTH203B 5.04		MTH403B 3.1		
Prove and apply trigonometric identities								
8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Full					MTH403B 4.1		
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	Full			MTH203B 5.01-5.04		MTH403B 4.2		
Congruence G-CO								
Experiments with transformations in the plane								
1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Full	MTH113A 7.1-7.8 MTH113B 3.2 MTH113B 3.9 MTH113B 3.10		MTH203A 1.02 MTH203A 1.03		MTH403A 1.3 MTH403A 5.1 MTH403B 1.1		
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Full			MTH203A 1.13-1.16				
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Full	MTH113A 7.9		MTH203A 1.13-1.16				
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Full	MTH113A 7.9		MTH203A 1.13-1.16				
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Full	MTH113A 7.9		MTH203A 1.13-1.16				
Understand congruence in terms of rigid motions								
6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Full	MTH113A 7.10		MTH203A 4.01 MTH203A 4.02				
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Full	MTH113A 7.10		MTH203A 4.01 MTH203A 4.02				
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Full			MTH203A 4.03 MTH203A 4.04				
Prove geometric theorems								
9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Full			MTH203A 1.09 MTH203A 2.10 MTH203A 2.11				
10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	Full			MTH203A 3.05-3.08 MTH203A 2.10 MTH203A 2.11				

	11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	Full			MTH203A 3.03				
	Make geometric constructions								
	12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Full			MTH203A 1.4 MTH203A 1.9 MTH203A 1.10 MTH203A 1.13 MTH203A 4.14				
	13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Full			MTH203A 4.14 MTH203A 4.15				
	Similarity, Right Triangles, and Trigonometry G-SRT								
	Understand similarity in terms of similarity transformations								
	1a. Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Full			MTH203B 3.01				
	1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Full			MTH203B 3.02				
	2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Full	MTH113B 1.10		MTH203B 3.04				
	3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Full	MTH113B 1.10		MTH203B 3.05				
	Prove theorems involving similarity								
	4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Full	MTH113A 7.3-7.6		MTH203A 5.08 MTH203B 3.07 MTH203B 3.08				
	5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Full	MTH113A 7.10 MTH113B 1.10		MTH203B 3.05 MTH203B 3.06				
	Define trigonometric ratios and solve problems involving right triangles								
	6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Full	MTH113B 4.4-4.10		MTH203B 3.09 MTH203B 3.10		MTH403B 1.1		
	7. Explain and use the relationship between the sine and cosine of complementary angles.	Full			MTH203B 5.03 MTH203B 5.04				
Geometry	8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★	Full	MTH113B 4.4-4.10		MTH203B 5.01-5.04 MTH203A 5.07 MTH203A 5.08		MTH403B 1.1		

Apply trigonometry to general triangles								
9. (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Full			MTH203B 5.3				
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Full	MTH113B 4.10		MTH203B 5.07		MTH403B 5.1 MTH403B 5.2		
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Full	MTH113B 4.10		MTH203B 5.07		MTH403B 5.1 MTH403B 5.2		
Circles G-C								
Understand and apply theorems about circles								
1. Prove that all circles are similar.	Full			MTH203B 3.03 MTH203B 3.04 MTH203B 4.03 MTH203B 4.04				
2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Full			MTH203B 4.03 MTH203B 4.04				
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Full			MTH203A 1.13 MTH203B 4.07				
4. (+) Construct a tangent line from a point outside a given circle to the circle.	Full			MTH203B 4.3				
Find arc lengths and areas of sectors of circles								
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Full			MTH203A 5.7 MTH203B 4.2 MTH203B 4.12				
Expressing Geometric Properties with Equations G-GPE								
Translate between the geometric description and the equation for a conic section								
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Full					MTH403A 5.1		
2. Derive the equation of a parabola given a focus and directrix.	Full					MTH403A 5.4		
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Full					MTH403A 5.2 MTH403A 5.3		
Use coordinates to prove simple geometric theorems algebraically								
4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).	Full	MTH113B 4.7		MTH203A 5.12 MTH203A 5.13				
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Full		MTH123A 7.09	MTH203A 3.16 MTH203A 3.17				
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Full			MTH203A 3.14 MTH203A 3.15				

7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	Full	MTH113B 3.7 MTH113B 4.7		MTH203A 5.01 MTH203A 5.02 MTH203A 5.11				
Geometric Measurement and Dimension G-GMD								
Explain volume formulas and use them to solve problems								
1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Full	MTH113B 3.9-3.12 MTH113B 5.3-5.8		MTH203A 5.4 - 5.12 MTH203B 2.4 MTH203B 2.7 MTH203B 2.9 MTH203B 2.12				
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Full			MTH203B 2.4 MTH203B 2.7 MTH203B 2.9 MTH203B 2.12 MTH203B 2.13				
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	Full	MTH113B 5.3-5.8		MTH203B 2.05-2.08 MTH203B 2.10-2.13				
Visualize relationships between two-dimensional and three-dimensional objects								
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Full			MTH203B 1.03		MTH403A 5.2-5.4		
Modeling with Geometry G-MG								
Apply geometric concepts in modeling situations								
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	Full			MTH203B 2.05-2.08 MTH203B 2.10-2.13				
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	Full			MTH203B 2.14				
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	Full			MTH203A 5.11				
Interpreting Categorical and Quantitative Data S-ID								
Summarize, represent, and interpret data on a single count or measurement variable								
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	Full	MTH113B 7.1-7.6			MTH303B 5.04 MTH303B 5.05 MTH303B 5.07		MTH413 1.6 MTH413 1.9 MTH413 2.3	
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Full	MTH113B 7.4			MTH303B 5.07-5.09		MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Full	MTH113B 7.1-7.6			MTH303B 5.09		MTH413 1.6 MTH413 2.2 MTH413 2.3-2.5 MTH413 2.7-2.9	
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Full				MTH303B 5.08		MTH413 4.7 MTH413 4.8 MTH413 4.10-4.13 MTH413 7.8	

Summarize, represent, and interpret data on two categorical and quantitative variables							
5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Full				MTH303B 5.07		MTH413 1.4 MTH413 1.5 MTH413 1.8 MTH413 1.9 MTH413 3.6 MTH413 7.3-7.5 MTH413 7.7 MTH413 7.8	
6a. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	Full						MTH413 7.2-7.5 MTH413 7.8	
6b. Informally assess the fit of a function by plotting and analyzing residuals.	Full						MTH413 7.10	
6c. Fit a linear function for a scatter plot that suggests a linear association.	Full				MTH303B 5.09		MTH413 7.4 MTH413 7.5 MTH413 7.7 MTH413 7.8	
Interpret linear models							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Full		MTH123A 7.07 MTH123A 7.12				MTH413 7.4 MTH413 7.7	
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	Full						MTH413 7.4 MTH413 7.5 MTH413 7.7	
9. Distinguish between correlation and causation.	Full				MTH303B 5.09		MTH413 7.4 MTH413 7.11	
Making Inferences and Justifying Conclusions S-IC							
Understand and evaluate random processes underlying statistical experiments							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Full	MTH113B 6.7			MTH303B 5.01-5.05		MTH413 5.1 MTH413 5.2 MTH413 5.7	
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	Full	MTH113B 6.5			MTH303B 4.10		MTH413 3.13 MTH413 5.6	
Make inferences and justify conclusions form sample surveys, experiments, and observational studies							
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Full	MTH113B 6.7			MTH303B 5.03		MTH413 3.13 MTH413 5.3 MTH413 5.6	
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Full	MTH113B 6.7			MTH303B 5.03		MTH413 5.2 MTH413 5.7 MTH413 5.8	
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Full	MTH113B 6.7			MTH303B 5.03		MTH413 6.4	

Statistics and Probability	6. Evaluate reports based on data.	Full				MTH303B 5.03		MTH413 7.8	
	Conditional Probability and the Rules of Probability S-CP								
	Understand independence and conditional probability and use them to interpret data								
	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Full	MTH113B 6.5 MTH113B 6.6			MTH303B 4.08		MTH413 3.2 MTH413 3.6 MTH413 3.9 MTH413 3.10	
	2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Full				MTH303B 4.07		MTH413 3.2 MTH413 3.12	
	3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Full				MTH303B 4.07		MTH413 3.6 MTH413 3.12	
	4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Full						MTH413 1.5 MTH413 3.12	
	5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	Full				MTH303B 4.07		MTH413 3.6 MTH413 3.12	
	Use the rules of probability to compute probabilities of compound events in a uniform probability model								
	6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Full						MTH413 3.6 MTH413 3.12	
	7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	Full	MTH113B 6.1			MTH303B 4.01		MTH413 3.9 MTH413 3.10	
	8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	Full	MTH113B 6.1			MTH303B 4.01		MTH413 3.12	
	9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Full	MTH113B 6.2 MTH113B 6.3			MTH303B 4.05		MTH413 3.3-3.6	
	Using Probability to Make Decisions S-MD								
	Calculate expected values and use them to solve problems								
	1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Full						MTH413 4.2 MTH413 4.3	
	2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Full						MTH413 4.4	

	3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	Full						MTH413 4.2 MTH413 4.3	
	4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	Full						MTH413 4.2 MTH413 4.3 MTH413 4.7	
	Use probability to evaluate outcomes of decisions								
	5a. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	Full				MTH303B 4.10		MTH413 4.4	
	5b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	Full						MTH413 4.4	
	6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Full				MTH303B 4.10		MTH413 4.4 MTH413 5.6 MTH413 5.7	
	7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Full				MTH303B 4.10		MTH413 4.4	

Next Generation Science Standards for High School Life Science
Compared to K12 SCI203: Biology

Strand/Topic	Standards	Coverage	K12 Course, Unit, Lesson	Comments	Missing Standard Element In Grade Level Lessons Notated
HS-LS1 From Molecules to Organisms: Structures and Processes	**HS-LS1 From Molecules to Organisms: Structures and Processes**				
	Students who demonstrate understanding can:				
	HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	Full	SCI203A 2.18 SCI203A 3.03 SCI203A 3.23 SCI203A 3.26 SCI203A 3.27 SCI203B 1.02-1.05 SCI203B 3.04		
	HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Full	SCI203A 1.06-1.09 SCI203A 2.01-2.03 SCI203A 2.05 SCI203A 2.13 SCI203A 2.18 SCI203A 3.01 SCI203A 3.02 SCI203A 3.06 SCI203A 3.26 SCI203A 3.27 SCI203B 1.02-1.05 SCI203B 3.04 SCI203B 3.12 SCI203B 3.14 SCI203B 3.16-3.18 SCI203B 4.02-4.06		
	HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Full	SCI203A 1.06 SCI203A 1.08 SCI203A 2.04 SCI203A 2.14 SCI203A 3.07 SCI203B 3.14 SCI203B 4.01-4.04		
	HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Full	SCI203A 1.10 SCI203A 3.24 SCI203A 3.26 SCI203A 3.27 SCI203B 4.09-4.11		
	HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Full	SCI203A 1.09 SCI203A 2.04 SCI203A 3.03 SCI203A 3.17 SCI203A 3.18 SCI203A 3.20 SCI203B 3.17		
	HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Full	SCI203A 2.03 SCI203A 2.15 SCI203A 2.18		
	HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	Full	SCI203A 1.09 SCI203A 2.03 SCI203A 2.12 SCI203A 2.13 SCI203A 2.19 SCI203A 3.03 SCI203A 3.07 SCI203A 3.14-3.16		
	HS-LS2 Ecosystems: Interactions, Energy, and Dynamics				
	Students who demonstrate understanding can:				

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics	HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Full	SCI203 SCI203A 1.08 SCI203A 1.09 SCI203A 2.13		
	HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Full	SCI203A 1.06-1.08 SCI203A 1.09 SCI203A 2.13 SCI203A 3.19 SCI203A 3.20		
	HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	Full	SCI203A 1.06-1.08 SCI203A 1.09 SCI203A 2.13 SCI203A 3.19 SCI203A 3.20 SCI203B 5.01-5.08 SCI203B 5.13 SCI203B 5.19		
	HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Full	SCI203A 1.06-1.08 SCI203A 1.09 SCI203A 2.13 SCI203A 3.19 SCI203A 3.20 SCI203B 5.01-5.08		
	HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Full	SCI203A 1.08 SCI203A 1.09 SCI203A 2.13 SCI203B 5.13		
	HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Full	SCI203A 1.08 SCI203A 1.09 SCI203A 2.13 SCI203B 2.13 SCI203B 2.14 SCI203B 3.05 SCI203B 5.01-5.08 SCI203B 5.11 SCI203B 5.13		
	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	Full	SCI203A 1.08 SCI203B 1.07 SCI203B 5.20-5.22		
	HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Full	SCI203A 2.06 SCI203B 1.06		
HS-LS3 Heredity: Inheritance and Variation of Traits	**HS-LS3 Heredity: Inheritance and Variation of Traits**				
	Students who demonstrate understanding can:				
	HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Full	SCI203A 1.08 SCI203A 3.23 SCI203A 3.28 SCI203B 1.04 SCI203B 2.02 SCI203B 2.05 SCI203B 2.13 SCI203B 2.14 SCI203B 4.11		
	HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Full	SCI203A 3.23 SCI203A 3.28-3.30 SCI203B 2.03 SCI203B 2.04		
	HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Full	SCI203B 2.02-2.04 SCI203B 2.11 SCI203B 2.12		
	HS-LS4 Biological Evolution: Unity and Diversity				
	Students who demonstrate understanding can:				
	HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Full	SCI203A 1.08 SCI203B 2.01 SCI203B 2.05-2.08 SCI203B 2.13 SCI203B 2.14		

HS-LS4 Biological Evolution: Unity and Diversity	HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Full	SCI203 SCI203A 1.08 SCI203A 3.28 SCI203B 2.02 SCI203B 2.03 SCI203B 2.05 SCI203B 2.13 SCI203B 2.14 SCI203B 5.01		
	HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Full	SCI203A 1.08 SCI203A 1.09 SCI203B 2.01-2.03 SCI203B 2.05 SCI203B 2.07 SCI203B 2.08 SCI203B 2.11-2.14		
	HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	Full	SCI203A 1.08 SCI203B 2.02 SCI203B 2.03 SCI203B 2.05-2.07 SCI203B 2.11-2.14 SCI203B 5.13		
	HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Full	SCI203A 1.08 SCI203B 2.02 SCI203B 2.04 SCI203B 2.05 SCI203B 2.08 SCI203B 2.13 SCI203B 2.14 SCI203B 5.01-5.08		
	HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	Full	SCI203B 1.07		

Next Generation Science Standards for Middle School Physical Science
Compared to K[12] Middle School Physical Science

Strand/Topic	Standards	Coverage	Unit and Lesson	Comments	Missing Standard Element In Grade Level Lessons Notated
MS-PS1 Matter and Its Interactions	**MS-PS1 Matter and Its Interactions**				
	Students who demonstrate understanding can:				
	MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	Full	1.10 1.11 1.14 1.15 2.2		
	MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Full	1.10 1.12-1.14 2.1 2.9 2.11-2.13		
	MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Full	1.10 2.7 2.9 2.12		
	MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Full	1.11 1.13 1.14 2.9 2.12 2.13		
	MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Full	1.11 2.9 2.11 2.12		
	MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Full	1.7 2.9		
MS-PS2 Motion and Stability: Forces and Interactions	**MS-PS2 Motion and Stability: Forces and Interactions**				
	Students who demonstrate understanding can:				
	MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Full	3.8 4.10 4.11		
	MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Full	3.2 3.4 3.5 3.8 3.9 3.11		
	MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Full	5.9 5.10 5.13 5.14		
	MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Full	3.13 3.15 3.16		
	MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Full	3.16		
	MS-PS3 Energy				
	Students who demonstrate understanding can:				

MS-PS3 Energy	MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	Full	Physical Science 4.1-4.3 4.7 4.8		
	MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Full	4.2 4.4 4.7 4.8		
	MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Full	4.12 4.13 4.16 4.17		
	MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Full	4.10 4.12 4.13 4.14 4.16 4.17		
	MS-PS3-5. Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object.	Full	1.3 4.2 4.16 4.17		
MS-PS4 Waves and Their Applications in Technologies for Information Transfer	**MS-PS4 Waves and Their Applications in Technologies for Information Transfer**				
	Students who demonstrate understanding can:				
	MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Full	5.2		
	MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Full	5.2-5.4 5.6		
	MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.	None		Teachers will supplement the curriculum to provide opportunities for students to integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.	
MS-ETS1 Engineering Design	**MS-ETS1 Engineering Design**				
	Students who demonstrate understanding can:				
	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Full	6.1 6.2		
	MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Full	6.1 6.2		
	MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Full	6.1 6.3 6.5		
	MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Full	6.1-6.3		

Maine Grades 9-Diploma Social Studies Performance Indicators

Compared to K[12] HST102: World History, HST103, World History Comprehensive, HST202: Modern World Studies, HST203: Modern World Studies Comprehensive, HST 212: Geography and World Cultures, HST213: Geography and World Cultures Comprehensive, HST302: US History, HST303: US History Comprehensive, HST313: Modern US History, HST402: US Government and Politics, HST403: US Government and Politics Comprehensive, HST412: US and Global Economics, and HST413: US and Global Economics Comprehensive

Standard/Topic	Performance Indicator	Coverage	HST102: World History unit, lesson	HST103: World History Comprehensive unit, lesson	HST202: Modern World Studies unit, lesson	HST203: Modern World Studies Comprehensive unit, lesson	HST212: Geography and World Cultures unit, lesson	HST213: Geography and World Cultures Comprehensive unit, lesson	HST302: US History unit, lesson	HST303: US History Comprehensive unit, lesson	HST313: Modern US History unit, lesson	HST402: US Government and Politics unit, lesson	HST403: US Government and Politics unit, lesson	HST412: US and Global Economics unit, lesson	HST413: US and Global Economics Comprehensive unit, lesson	Comments
	A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.															
	A1 Researching and Developing Positions on Current Social Studies Issues															
	Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.															
	a. Develop research questions related to a current social studies issue.	Full		HST103B 7.01-7.04 HST103B 7.10	HST202B 6.01-6.13	HST203B 6.01-6.13			HST302B 2.01-2.04	HST303B 2.01	HST313B 5.01-5.04 HST313B 5.10					
	b. Select and apply research methods that are appropriate for the purpose of the inquiry.	Full		HST103B 7.01-7.04 HST103B 7.10	HST202B 6.01-6.13	HST203B 6.01-6.13			HST302B 2.01-2.04 HST302A 4.05	HST303A 4.11 HST303B 2.04	HST313A 6.06-6.12 HST313B 5.01-5.04 HST313B 5.10					
	c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.	Full							HST302B 2.01-2.04 HST302A 4.05	HST303B 2.03						
	d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.	Full			HST202B 6.01-6.13	HST203B 6.01-6.13			HST302B 2.01-2.04 HST302A 4.05	HST303B 2.04	HST313A 6.06-6.12 HST313B 5.01-5.04 HST313B 5.10					
	e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	Full							HST302B 2.01-2.04 HST302A 4.05	HST303A 4.11 HST303B 2.04 HST303B 4.08						
	f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.	Full			HST202B 6.01-6.13	HST203B 6.01-6.13			HST302B 2.01-2.04	HST303B 2.04	HST313A 6.06-6.12 HST313B 5.01-5.04 HST313B 5.10			HST412 6.1	HST413 6.1	
	g. Develop a clear well -supported position.	Full	HST102B 12.7	HST103A 1.02 HST103A 2.06 HST103A 3.07 HST103A 4.05 HST103A 5.15 HST103A 6.04 HST103A 7.05 HST103B 1.02 HST103B 2.02 HST103B 3.03 HST103B 4.11 HST103B 5.11 HST103B 6.10 HST103B 7.01-7.04 HST103B 7.07 HST103B 7.10	HST202B 5.15 HST202B 6.01-6.13	HST203B 5.15 HST203B 6.01-6.13		HST213 1.1 HST213 2.1 HST213 3.3 HST213 5.2 HST213 7.1 HST213 7.3	HST302A 4.05 HST302B 2.01-2.04	HST303A 4.11 HST303B 2.04	HST313A 6.06-6.12 HST313B 5.01-5.04 HST313B 5.10					
Applications of Social Studies Processes, Knowledge, and Skills	h. Present and defend a well-supported position to a variety of audiences using a prescribed format.	Full							HST302A 4.05 HST302B 2.01-2.04	HST303A 4.11 HST303B 2.04						
	i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including ethical reasoning skills.	Full			HST202B 6.01-6.13	HST203B 6.01-6.13			HST302B 2.01-2.04 HST302A 4.05	HST303A 4.11 HST303B 2.04 HST303B 4.08	HST313A 6.06-6.12 HST313B 5.01-5.04 HST313B 5.10	HST402 2.2-2.4 HST402 7.1	HST403 2.2-2.4 HST403 7.1	HST412 5.1 HST412 5.2	HST413 5.1 HST413 5.2	
	j. Access and present information ethically and legally.	Full							HST302A 4.05 HST302B 2.01-2.04	HST303A 4.11 HST303B 2.04 HST303B 4.08				Embedded throughout, for example: HST412 5.2 HST412 5.4 HST412 6.1-6.3	Embedded throughout, for example: HST413 5.2 HST413 5.4 HST413 6.1-6.3	
	A2 Making Decisions Using Social Studies Knowledge and Skills															
	Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.															
	a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.	Full			HST202A 2.07 HST202A 3.04 HST202A 4.14 HST202A 5.08 HST202A 6.08 HST202B 1.06 HST202B 2.03 HST202B 3.05 HST202B 4.06 HST202B 5.11	HST203A 2.07 HST203A 3.04 HST203A 4.14 HST203A 5.08 HST203A 6.08 HST203B 1.06 HST203B 2.03 HST203B 3.05 HST203B 4.06 HST203B 5.11			HST302A 2.10	HST303A 6.06	HST313A 1.02 HST313A 2.10 HST313A 3.07 HST313A 4.03 HST313A 5.09 HST313A 6.09 HST313B 1.07 HST313B 2.04 HST313B 3.07 HST313B 4.08 HST313B 5.08 HST313B 6.03	HST402 2.2-2.4 HST402 7.1	HST403 2.2-2.4 HST403 7.1			
	b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.	Full								HST303A 3.04 HST303B 2.10				HST 412 6.3	HST 412 6.3	
	A3 Taking Action Using Social Studies Knowledge and Skills															
	Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.	None														Teachers will supplement the curriculum to provide opportunites for students to students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
	B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.															
	B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government															
	Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.															
	a. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.	Full	HST102A 2.3 HST102A 2.6 HST102A 2.7 HST102A 4.1 HST102A 4.2 HST102B 8.3 HST102B 8.4 HST102B 10.2 HST102B 11.2 HST102B 11.5 HST102B 12.2-12.7	HST103A 3.02 HST103A 3.08 HST103A 5.11 HST103A 1.10 HST103B 2.04-2.09 HST103B 4.04 HST103B 4.12 HST103B 6.01-6.13	HST202A 1.02 HST202A 1.04-1.07 HST202A 4.09 HST202A 5.05 HST202A 5.09-5.11 HST202A 6.13-6.15 HST202B 1.05-1.07 HST202B 2.06 HST202B 2.07 HST202B 3.03 HST202B 3.07-3.09 HST202B 4.12	HST203A 1.02 HST203A 1.04-1.07 HST203A 4.09 HST203A 5.05 HST203A 5.09-5.11 HST203A 6.13-6.15 HST203B 1.05-1.07 HST203B 2.06 HST203B 2.07 HST203B 3.03 HST203B 3.07-3.09 HST203B 4.12	HST212 3.2		HST302A 1.11, 2.08 & 2.11 HST302B 4.5, 4.9 6.02 & 6.13	HST303A 2.02 HST303A 2.03 HST303B 4.09 HST303B 6.02 HST303B 6.13	HST313A 1.10 HST313A 1.11 HST313A 1.12 HST313B 1.08 HST313B 2.01	Embedded throughout, for example: HST402 1.2 HST402 1.3 HST402 2.1 HST402 2.4 HST402 3.1	Embedded throughout, for example: HST403 1.2 HST403 1.3 HST403 2.1 HST403 2.4 HST403 3.1			
	b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.	Full							HST302A 2.11 HST302B 6.13-6.15	HST303A 2.11 HST303B 6.15		HST402 2.3 HST402 2.4 HST402 7.1 HST402 7.4	HST403 2.3 HST403 2.4 HST403 7.1 HST403 7.4			
	c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.	Full							Embedded throughout, for example: HST302A 1.11 HST302A 2.03 HST302A 2.11 HST302B 1.05 HST302B 4.10 HST302B 6.13	HST303A 1.11 HST303A 2.08 HST303B 5.05		HST402 2.3 HST402 4.1 HST402 7.1-7.4	HST403 2.3 HST403 4.1 HST403 7.1-7.4			
	d. Describe the purpose, structures, and processes of the American political system.	Full							HST302A 2.11	HST303A 2.11	HST313A 1.11 HST313A 2.02 HST313A 2.05	Embedded throughout, for example: HST402 2.4 HST402 3.1-3.5 HST402 5.1-5.4 HST402 6.1-6.3	Embedded throughout, for example: HST403 2.4 HST403 3.1-3.5 HST403 5.1-5.4 HST403 6.1-6.3			
	e. Compare the American political system with examples of political systems from other parts of the world.	Full							HST 302B 6.04	HST303A 2.04 HST303B 6.13		HST402 1.2 HST402 1.3	HST403 1.2 HST403 1.3			
	B2 Rights, Duties, Responsibilities, and Citizen Participation in Government															
	Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.															
	a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.	Full							HST302B 6.13	HST303A 2.11 HST303B 2.10 HST303B 4.09 HST303B 5.07		HST402 1.3 HST402 2.3 HST402 4.1	HST403 1.3 HST403 2.3 HST403 4.1			
Civics and Government	b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.	Full							HST302A 2.11 HST302A 6.02 HST302A 6.10 HST302A 7.12 HST302B 1.10 HST302B 4.10	HST303A 4.10 HST303A 7.08 HST303B 5.07 HST303B 5.08	HST313A 1.12 HST313A 2.01 HST313A 2.02 HST313A 2.11 HST313A 2.14 HST313A 5.01 HST313A 5.03 HST313B 3.01 HST313B 4.05 HST313B 3.05	HST402 2.3 HST402 3.5 HST402 7.1-7.4	HST403 2.3 HST403 3.5 HST403 7.1-7.4			
	c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.	Full							HST302A 2.11 HST302A 3.05 HST302B 5.08	HST303A 7.02 HST303B 4.11 HST303B 5.08	HST313A 1.12 HST313A 2.02 HST313A 2.11 HST313A 2.14 HST313A 5.01 HST313A 5.03 HST313B 3.01 HST313B 4.05 HST313B 3.05	HST402 2.3 HST402 3.5 HST402 4.1 HST402 7.1-7.4	HST403 2.3 HST403 3.5 HST403 4.1 HST403 7.1-7.4			
	d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.	Full								HST303B 3.09 HST303B 6.13		Embedded throughout, for example: HST402 1.3 HST402 2.3 HST402 4.1 HST402 6.1 HST402 7.1-7.4	Embedded throughout, for example: HST403 1.3 HST403 2.3 HST403 4.1 HST403 6.1 HST403 7.1-7.4			
	e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.	Full					HST212 3.2	HST213 3.2	HST302A 5.05 HST302B 4.10 HST302B 5.03 HST302B 5.08	HST303A 6.02 HST303A 7.10 HST303B 5.08		HST402 4.1 HST402 6.1	HST403 4.1 HST403 6.1			
	B3 Individual, Cultural, International, and Global Connections in Civics and Government															
	Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.															
	a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.	Full							Embedded throughout, for example: HST302A 4.06 HST302A 6.02 HST302A 6.10 HST302B 4.10 HST302B 5.08	HST303A 4.11 HST303A 6.01 HST303A 6.05 HST303B 1.04 HST303B 1.08 HST303B 2.09 HST303B 4.11 HST303B 6.13		HST402 6.3 HST402 7.1-7.4	HST403 6.3 HST403 7.1-7.4			
	b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.	Partial	Embedded throughout; for example: HST102A 1.1-5.4 HST102B 7.1-12.8	Embedded throughout; for example: HST103A 1.01-7.08 HST103A 1.01-6.15	Embedded throughout; for example: HST202A 1.01-6.15 HST202B 1.01-5.15	Embedded throughout; for example: HST203A 1.01-6.15 HST203B 1.01-5.15	HST212 3.2		HST302B 5.4, 6.7, 6.11, 6.12 & 6.13	HST303A 1.04 HST303A 1.08 HST303B 4.11 HST303B 6.13		HST402 6.3	HST403 6.3			Teachers will supplement the curriculum to provide opportunities for students to Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States.
	C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.															
	C1 Economic Knowledge, Concepts, Themes, and Patterns															
	Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.															

Economics	a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investing.	Full								HST303A 3.09 HST3038 6.02 HST3038 6.04					Embedded throughout, for example: HSF412 1.1 HSF412 2.1-2.4 HSF412 3.1 HSF412 4.1-4.3	Embedded throughout, for example: HSF413 1.1 HSF413 2.1-2.4 HSF413 3.1 HSF413 4.1-4.3	
	b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.	Full							HST3028 3.3,6.02	HST303A 3.09 HST3038 3.01 HST3038 3.03 HST3038 3.04		HST402 6.2	HST403 6.2		HSF412 4.1-4.3 HSF412 5.1-5.3 HSF412 7.1-7.3	HSF413 4.1-4.3 HSF413 5.1-5.3 HSF413 7.1-7.3	
	c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using economic reasoning.	Full								HST3038 3.03					HSF412 7.1-7.3	HSF413 7.1-7.3	
	d. Identify and explain various economic indicators and how they represent and influence economic activity.	Full					HSF21 2.3 3	HST213 3.3 HST213 6.4	HSF 3028 3.01, 3.02 & 6.0 2	HST3038 3.01					HSF412 1.2 HSF412 6.1 HSF412 6.3	HSF413 1.2 HSF413 6.1 HSF413 6.3	
	e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.	Full					HSF21 2.3 3 HSF21 2.6 .4			HST303A 2.02 HST3038 6.09	HST313 A 3.0 5 HST313 A 3.0 6 HST313B 2.0 8 HST313B 2.0 9				HSF412 1.2 HSF412 5.3 HSF412 6.1-6.3	HSF413 1.2 HSF413 5.3 HSF413 6.1-6.3	
	f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.	Full													HSF412 6.1	HSF413 6.1	
	g. Solve problems using the theory of supply and demand.	Full													HSF412 3.1	HSF413 3.1	
	C2 Individual, Cultural, International, and Global Connections in Economics																
	Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.																
	a. Analyze the role of regional, international, and global organizations that are engaged in economic development.	Full			HST2028 5.01-5.08	HST2038 5.01-5.08									HSF412 6.2	HSF413 6.2	
	b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.	Partial	HSF1028 9.2 HSF1028 9.3 HST1028 11.2 HST1028 12.8	HST1038 3.05 HST1038 7.06	HST202A 1.08 HST202A 2.02 HST202A 2.03	HST203A 1.08 HST203A 2.02 HST203A 2.03	HSF21 2.3 3								HSF412 1.2 HSF412 9.3 HSF412 6.1-6.3	HSF413 1.2 HSF413 9.3 HSF413 6.1-6.3	Teachers will supplement the curriculum to provide opportunities for students to compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.
	c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.	Partial			HSF2028 5.01 HSF2028 5.02 HSF2028 5.05 HSF2028 5.06	HSF2038 5.01 HSF2038 5.02 HSF2038 5.05 HSF2038 5.06	HSF21 2.3 3	HST213 3.3	HST3028 A 5.02 HST202A 7.11 HST303A 7.12						HSF412 1.2 HSF412 6.1-6.3	HSF413 1.2 HSF413 6.1-6.3	Teachers will supplement the curriculum to provide opportunities for students to analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.
Geography	**G. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.**																
	G1 Geographic Knowledge, Concepts, Themes, and Patterns																
	Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.																
	a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.	Full			HST202A 2.05 HST202A 3.03 HST202A 3.10 HST202A 4.07 HST202A 5.08 HSF2028 3.01	HST203A 2.05 HST203A 3.03 HST203A 3.10 HST203A 4.07 HST203A 5.08 HST2038 3.01	HST213 1.1-1.5 HST213 2.1-2.4	HST213 1.1-1.5 HST213 2.1-2.4		HST303A 1.05	HST313B 6.06-6.09						
	b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.	Full			HST202A 2.05 HST202A 3.03 HST202A 3.10 HST202A 4.07 HST202A 5.08 HSF2028 3.01	HST203A 2.05 HST203A 3.03 HST203A 3.10 HST203A 4.07 HST203A 5.08 HST2038 3.01	HST213 4.1-4.4 HST213 5.1-5.4 HST213 6.1-6.4 HST213 7.1-7.4	HST213 4.1-4.4 HST213 5.1-5.4 HST213 6.1-6.4 HST213 7.1-7.4		HST 303A 1.05							
	c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.	Full			HSF2028 5.01 HSF2028 5.02 HSF2028 5.06	HST2038 5.01 HST2038 5.02 HST2038 5.06	HSF213 3.3 HSF213 3.4 HSF213 6.4 HSF213 7.4	HST213 3.3 HST213 3.4 HST213 6.4 HST213 7.4	HST302A 5.01 & HST 3028 6.0 3	HST303A 1.06 HST303A 1.07	HST313B 6.0 2						
	d. Evaluate the impact of change, including technological change, on the physical and cultural environment.	Full			HSF2028 5.02 HSF2028 5.03	HST2038 5.02 HST2038 5.03	HSF21 2.5 .4 HSF21 2.6 .4	HST213 5.4 HST213 6.4		HST 303A 4.01 HST3038 2.01 HST3038 4.10							
	G2 Individual, Cultural, International, and Global Connections in Geography																
	Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.																
	a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.	Full							HST3102A 1.05 HST3102A 1.08 HST3102A 1.12 HST3102A 3.06 HST3102A 5.01	HST303A 1.03 HST303A 1.08	HST313B 3.0 5 HST313B 4.0 3 HST313B 4.0 5 HST313B 6.0 2						
	b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.	Full					HSF21 2.3 1	HST213 3.1	HST3102A 1.04 HST3102A 1.05 HST3102A 1.08	HST303A 1.03 HST303A 1.04							
History	**H. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.**																
	H1 Historical Knowledge, Concepts, Themes, and Patterns																
	Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.																
	a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.	Full							Embedded throughout, for example: HST3102A 5.05 HST3028 2.01-2.04 HST3028 2.1 7 HST3028 6.1 5	HST3038 2.01		Embedded throughout, for example: HST402 1.1-1.3 HST402 2.1-2.4 HST402 6.2 HST402 7.1-7.4	Embedded throughout, for example: HST403 1.1-1.3 HST403 2.1-2.4 HST403 6.2 HST403 7.1-7.4			
	b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.	Full	Embedded throughout, for example: HST1102A 1.1-6.4 HST1102B 7.1-12.8	Embedded throughout, for example: HST103A 1.01-7.08 HST103A 1.01-6.15	Embedded throughout, for example: HST202A 1.01-6.15 HST2028 1.01-6.15	Embedded throughout, for example: HST203A 1.01-6.15 HST2038 1.01-6.15			Embedded throughout, for example: HST302A 2.01-2.11 HST302A 3.09 HST302A 4.01-4.03 HST302A 6.11 HST302A 7.02-7.08 HST3028 1.13 1.1 HST3028 2.01-2.04 HST3028 2.07 HST3028 2.1 6 HST3028 2.1 7 HST3028 3.01-3.07 HST3028 4.09-4.11	HST3038 2.01	Embedded throughout, for example: HST313A 1.01-6.10 HSF313B 1.01-6.18	HST402 2.1-2.4 HST402 6.2	HST403 2.1-2.4 HST403 6.2	HST412 6.1-6.3	HST413 6.1-6.3	
	c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.	Full			HST202A 1.01-1.07	HST203A 1.01-1.07			HST3102A 1.1 1 HST3102A 2.03 HST3102A 2.11 HST3028 3.11	HST303A 3.12 HST3038 2.01 HST3038 2.02 HST3038 2.03 HST3038 2.04		HST402 1.3 HST402 2.1-2.4 HST402 7.1-7.4	HST403 1.3 HST403 2.1-2.4 HST403 7.1-7.4			
	d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.	Full							Embedded throughout, for example: HST3028 2.01-2.04 HST302A 2.06,3.02, 4.06	HST3038 2.01 HST3038 2.02 HST3038 2.03 HST3038 2.04 HST3038 2.07		HST402 2.2 HST402 7.1	HST403 2.2 HST403 7.1			
	H2 Individual, Cultural, International, and Global Connections in History																
	Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.																
	a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.	Full	Embedded throughout, for example: HST1028 8.1-8.8 HST1028 9.2-9.6 HST1028 10.1 HST1028 10.2 HST1028 12.4	Embedded throughout, for example: HST103A 1.01-7.08 HST103A 1.01-6.15	HST2028 2.05-2.07 HST2028 3.03 HST2028 3.07-3.09 HST2028 5.09	HST2038 2.05-2.07 HST2038 3.03 HST2038 3.07-3.09 HST2038 5.09			HST302A 6.01-6.11 HST3102A 7.12 HST3028 1.09 HST3028 1.10 HST3028 3.11	HST303A 6.05 HST3038 1.09 HST3038 3.11 HST3038 4.05 HST3038 5.07	HST313B 3.0 5 HST313B 4.0 3 HST313B 4.0 5 HST313B 6.0 2 HST313B 5.0 9	HST402 7.1-7.4	HST403 7.1-7.4			
	b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.	Full	Embedded throughout, for example: HST1102A 1.1-6.4 HST1102B 7.1-12.8	Embedded throughout, for example: HST103A 1.01-7.08 HST103A 1.01-6.15	HST2028 5.06	HST2038 5.06			HST3102A 1.06 HST3102A 1.07 HST3102A 5.11 HST3102A 7.03 HST3102A 7.11 HST3102A 7.12 HST3028 3.11	HST303A 1.03 HST303A 1.04 HST303A 3.12 HST303A 7.12	HST313A 1.0 3 HST313A 1.0 6 HST313A 2.0 3 HST313A 3.0 3 HST313B 4.0 5 HST313B 6.0 2			HST412 6.1-6.3	HST413 6.1-6.3	

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Tab 46 Course Scope
and Sequences

Intermediate English B

Course Overview | Course Outline | Number of Lessons and Scheduling | materials |

COURSE OVERVIEW

This course builds on the skills introduced in Intermediate English A, offering a systematic approach to 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.

COURSE OUTLINE

INTERMEDIATE LITERATURE B

Intermediate Literature B sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. Through a varied selection of stories, plays, and poems, many of which highlight exemplary virtues, students develop skills of close reading and literary analysis while considering important human issues and challenging ideas. They come to appreciate the writer's craft as they consider the feelings, thoughts, and ideas of characters, and make connections between literature and life. Students also learn to read for information in nonfiction texts.

Literary Analysis and Appreciation

- Identify defining characteristics of a variety of literary forms and genres
- Understand elements of plot development
- Identify cause and effect relationships
- Identify conflict and resolution
- Understand elements of character development
- Identify character traits and motivations
- Recognize stereotypes
- Describe characters based on speech, action, and interactions with others
- Make inferences and draw conclusions
- Recognize effect of setting and culture on a literary work
- Compare and contrast works from different time periods
- Identify and interpret specific literary techniques
- Understand and interpret point of view
- Understand use of language to convey mood
- Understand use of dialect
- Interpret symbolism
- Recognize and analyze use of irony
- Recognize and explain poetic devices
- Identify and discuss theme
- Compare and contrast literary selections and characters

Reading Comprehension/Reading Process

- Establish and adjust purpose for reading

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- Predict outcomes
- Articulate an opinion and support it with evidence
- Skim for facts, and take notes
- Recognize author's purpose and devices used to accomplish it
- Use reading skills and strategies to understand a variety of informational texts
- Differentiate between fact and opinion in informational texts
- Recognize author's attitude
- Analyze appropriateness of text for purpose

READINGS INCLUDE:

- The Heart's Deep Core
- "Chura and Marwe," a West African folktale retold by Humphrey Harman
- "The Tiger's Whisker," a Korean folktale retold by Harold Courlander
- "Stopping by Woods on a Snowy Evening," by Robert Frost
- "The Story of Scarface," a Blackfoot Indian legend
- "Sympathy," by Paul Lawrence Dunbar
- "The Happy Prince," by Oscar Wilde
- "Psalm of Life" by Henry Wadsworth Longfellow

Bible Characters and Stories

- "Belshazzar's Feast"
- "How Queen Esther Saved Her People"
- "The Story of Jonah"

Narrative Poems

- "Casabianca," by Felicia Hemans
- "The Inchcape Rock," by Robert Southey
- "The Listeners," by Walter de la Mare
- "Casey at the Bat," by Ernest Lawrence Thayer
- "The Cremation of Sam McGee," by Robert Service
- "The Highwayman," by Alfred Noyes

Required Novel (choice of one)

- *Treasure Island*, by Robert Louis Stevenson
- *The Hobbit*, by J.R.R. Tolkien

Stories of Scientists

- "Michael Faraday's World," by Nancy Veglahn
- "Marie Curie and the Discovery of Radioactivity,"by Mara Rockliff
- "Nikola Tesla, Inventor," by Shawn Lake
- "Healing a Wounded Heart: Daniel Hale Williams," by William Orem
- "Enrico Fermi: The 'Italian Navigator,'" by Dorothy Haas

Irony

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- "Charles," by Shirley Jackson
- "The Gift of the Magi," by O. Henry
- "The Necklace," by Guy de Maupassant
- "The Necklace," retold as a play

Favorites from Famous Books: A Christmas Carol

- *A Christmas Carol*, by Charles Dickens (abridged)
- "The Boy of the London Streets," by R.S. Holland

Life Stories (Autobiographical Writings)

- Selection from *Homesick*, by Jean Fritz
- Selection from *When I Was Puerto Rican*, by Esmerelda Santiago
- "The Night the Bed Fell," by James Thurber

What's Important?

- "President Cleveland, Where Are You?," by Robert Cormier
- "Raymond's Run," by Toni Cade Bambara
- "I Have Ten Legs," by Anna Swir
- "Boy Flying," by Leslie Norris
- "The Bat-Poet," by Randall Jarrell
- "The White Umbrella," by Gish Jen
- "The Courage That My Mother Had," by Edna St. Vincent Millay
- "My Father Is a Simple Man," by Luis Omar Salinas

The Language of Poetry

- "Nothing Gold Can Stay," by Robert Frost
- "A Poison Tree," by William Blake
- "Beauty," by E Yeh Shure
- "Barter," by Sara Teasdale
- "All the World's a Stage" (from As You Like It), by William Shakespeare
- "There Is No Frigate Like a Book" by Emily Dickinson
- "The Wind Began to Rock the Grass," by Emily Dickinson
- "I'll Tell You How the Sun Rose,"; by Emily Dickinson
- "Harlem [2,]" by Langston Hughes
- "Hold Fast Your Dreams," by Louise Driscoll
- "Life (is a leaf of paper white)," by James Russell Lowell

Advice and Instruction

- "The Fish I Didn't Catch," by John Greenleaf Whittier
- "Work," by John Ruskin
- "Honest Work"
- "For Want of a Horseshoe Nail"
- "Argument," by Joseph Addison
- "If," by Rudyard Kipling
- "Can't," by Edgar Guest

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- "Letter to His Son," by Robert E. Lee
- "Mother to Son," by Langston Hughes
- "Perseverance," by Johann Wolfgang von Goethe
- "Rebecca," by Hilaire Belloc
- "The Story of Augustus," by Heinrich Hoffmann
- "Sarah Cynthia Sylvia Stout," by Shel Silverstein

Stories from Homer's Epics

- Selections from the *Iliad*
- Selections from the *Odyssey*

Nonfiction

- *City: A Story of Roman Planning and Construction*, by David Macaulay

Shakespeare

- *Julius Caesar (Shakespeare for Young People adaptation)*

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. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see Lexile ratings roughly correspond to grade levels as indicated below.

Approximate Grade Level	Lexile Range
5	750-950
6	850-1050
7	950-1075
8	1000-1100
9	1050-1150
10	1100-1200

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the Lexile rating does not measure subject matter or themes in the work.

Title and Author	Lexile Level
From the Mixed-up Files of Mrs. Basil E. Frankweiler, by E.L. Konigsburg	700
A Wrinkle in Time, by Madeleine L'Engle	740

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The Martian Chronicles, by Ray Bradbury 740

The Outsiders, by S.E. Hinton 750

The Bronze Bow, by Elizabeth George Speare 760

Walk Two Moons, by Sharon Creech 770

War Comes to Willie Freeman, by Christopher and Lincoln Collier 770

The Sign of the Beaver, by Elizabeth George Speare 770

The Book of Three, by Lloyd Alexander 770

Tuck Everlasting, by Natalie Babbitt 770

My Side of the Mountain, by Jean Craighead George 810

Johnny Tremain, by Esther Forbes 840

The Fellowship of the Ring, by J.R.R. Tolkein 860

The Cay, by Theodore Taylor 860

Dragonwings, by Laurence Yep 870

Jacob Have I Loved, by Katherine Paterson 880

Old Yeller, by Fred Gipson 910

Roll of Thunder, Hear My Cry, by Mildred D. Taylor 920

The Dark Is Rising, by Susan Cooper 920

The Lion, the Witch and the Wardrobe, by C.S. Lewis 940

Bud, Not Buddy, by Christopher Paul Curtis 950

White Fang, by Jack London 970

Anne of Green Gables, by Lucy Maud Montgomery 990

The Door in the Wall, by Marguerite de Angeli 990

Island of the Blue Dolphins, by Scott O'Dell 1000

Ben and Me, by Robert Lawson 1010

20,000 Leagues Under the Sea, by Jules Verne 1030

Hound of the Baskervilles, by Arthur Conan Doyle 1090

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Across Five Aprils, by Irene Hunt 1100

Catherine, Called Birdy, by Karen Cushman 1170

War of the Worlds, by H.G. Wells 1170

Swiss Family Robinson, by Johann Wyss 1260

The Incredible Journey, by Sheila Burnford 1320

INTERMEDIATE LANGUAGE SKILLS B

Intermediate Language Skills B offers a systematic approach to 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.

COMPOSITION

This course builds on the skills introduced in Intermediate Composition A. In this writing program, 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 including: essays of definition, cause-and-effect essays, and research papers. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Introduction to the Essay

- Parts of an Essay
- Essay Decisions
- Essay Conventions
- Writing an Essay

Autobiographical Incident

- What Is an Autobiographical Incident?
- Prewriting: Planning to Write About an Autobiographical Incident
- Drafting: Writing About an Autobiographical Incident
- Revising, Proofreading, Publishing

Definition Essay

- What Is a Definition Essay?
- Prewriting: Planning a Definition Essay
- Drafting: Writing a Definition Essay
- Revising: Revising a Definition Essay
- Proofreading and Publishing

Letter to the Editor

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- What Is a Letter to the Editor?
- Prewriting: Logical Thinking
- Prewriting: Choosing a Topic
- Prewriting: Gathering Information
- Prewriting: Planning the Letter
- Drafting
- Revising a Letter to the Editor
- Proofreading and Publishing a Letter to the Editor

Research Report

- What Is a Research Report?
- Covering the Basics
- Prewriting: Finding Information
- Prewriting: Finding More Information
- Prewriting: Taking Notes
- Prewriting: Organizing the Information
- Drafting
- Revising
- Bibliography
- Proofreading
- Publishing

Propaganda

- What Is Propaganda?
- Prewriting: Logical Fallacies and Emotional Appeals
- Prewriting: Planning an Article
- Drafting: Writing an Article
- Revising, Proofreading, and Publishing

Cause-and-Effect Essay

- What Is a Cause-and-Effect Essay?
- Prewriting: Different Kinds of Cause-and-Effect Relationships
- Prewriting: Planning a Cause-and-Effect Essay
- Drafting: Writing a Cause-and-Effect Essay
- Revising and Proofreading
- Publishing: Planning a Presentation
- Publishing: Practicing a Presentation
- Publishing: Delivering a Presentation

Fictional Narrative

- What Is a Fictional Narrative?
- Prewriting: Parts of a Story
- Prewriting: Character Development
- Prewriting: Planning a Fictional Narrative
- Drafting

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- Revising
- Proofreading and Publishing

GRAMMAR, USAGE, AND MECHANICS

The Grammar, Usage, and Mechanics program addresses many grammatical topics, with reinforcement activities in sentence analysis, sentence structure, and proper punctuation. Students analyze syntax and diagram sentences in order to understand how words, phrases, and clauses function in relation to each other. Frequent exercises and regular practice help students absorb the rules so they can confidently apply them in their own writing.

Parts of Speech Review

- Prepositions
- Prepositional Phrases
- Preposition or Adverb?
- Conjunctions and Interjections

Kinds of Complements

- Direct Objects
- Indirect Objects
- Predicate Nominatives
- Predicate Adjectives
- Sentence Diagramming and Review

Phrases

- Adjective Phrases
- Prepositional Phrases
- Misplaced Adjective Phrases
- Adverb Phrases

Verbals and Verbal Phrases

- Participles
- Participle or Verb?
- Participial Phrases
- Misplaced Participial Phrases
- Infinitives
- Infinitive Phrases
- Sentence Diagramming

Clauses

- Independent and Subordinate Clauses
- Adverb Clauses
- Adjective Clauses
- Adverb and Adjective Clauses
- Simple and Compound Sentences

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- Compound Sentence or Compound Verb
- Complex Sentences
- Sentence Diagramming and Review

Sentence Fragments and Run-Ons

- Fragments
- Other Sentence Errors

Using Verbs

- Regular and Irregular Verbs
- Principal Parts of Verbs
- Six Problem Verbs
- Verb Tenses
- Uses of Tenses
- Conjugation of a Verb
- Tense Shifts

Using Pronouns

- Pronouns in the Nominative Case
- Pronouns in the Objective Case
- Pronouns in the Possessive Case
- Pronoun Problems and Pronoun Antecedents
- Pronoun Problem: Who or Whom?
- Pronouns and Their Antecedents

Subject and Verb Agreement

- Agreement of Subjects and Verbs
- Common Agreement Problems
- Agreement Problems with Pronouns

Using Adjectives and Adverbs

- Comparison of Adjectives and Adverbs
- Problems with Modifiers

Capital Letters

- Rules of Capital Letters
- More Proper Nouns
- Other Uses of Capital Letters

End Marks and Commas

- End Marks and the Period
- Commas that Separate
- More Uses of the Comma

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- More Commas that Enclose

Italics and Quotation Marks

- Uses of Italics and Quotation Marks
- Direct Quotations
- Other Uses of Quotation Marks

Other Punctuation

- Apostrophes
- Possessive Forms of Pronouns
- Other Uses of the Apostrophe
- Semicolons
- Colons
- Hyphens to Divide Words
- Other Uses of Hyphens

VOCABULARY

The Vocabulary from Classical Roots program builds knowledge of Greek and Latin words that form the roots of many English words, especially the polysyllabic terms that sometimes cause students to stumble. Throughout this program, students will define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words, as they increase their own vocabularies and develop valuable test-taking skills.

Motion

- Latin roots *per, fero, ferre, tuli latum; tendo, tendere, tetendi, tensum*
- Latin roots *sub, torqueo, torquere, torsi, tortum; verso, versare, versavi, versatum*

Position

- Latin roots *ex, pono, ponere, posui, positum*
- Latin roots *extra, medius, sequor, sequi, secutum*

Joining

- Latin roots *cum, teneo, tenere, tenui, tentum*
- Latin roots *apo, apere, epi, aptum; jungo, jungere, junxi, junctum; stringo, stringere, strinxi, strictum*

Separation

- Latin roots *ab, cerno, cernere, crevi, cretum; frango, frangere, fregi, fractum*
- Greek roots *luein, lutos*
- Latin roots *super, caedo, caedere, cecidi, caesum; solvo, solvere, solvi, solutum*

Sight

- Latin roots *re, ostendo, ostendere, ostendi, ostensum; video, videre, vidi, visum*

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- Latin roots *specto, spectare, spectavi, spectatum; vigilo, vigilare, vigilavi, vigilatum*

The Other Senses

- Latin roots *ad, oleo, olere, olui; sono, sonare, sonui, sonitum; voco, vocare, vocavi, vocatum*
- Latin roots *sentio, sentire, sensi, sensum; tango, tangere, tetigi, tactum*

Emotions

- Latin roots *pro, jocus, suavis, festus*
- Greek root *zelos*
- Latin roots *doleo, dolere, dolui, dolitum, ira, volo, velle, volui*

The Shape of Things

- Greek root *kuklos*
- Latin roots *circum, orbis, orbita, figura*
- Greek root *iedos*
- Latin roots *fingo, fingere, finxi, fictum; rota, rotundus, cavea*

You might choose to split the lessons into smaller segments. The online lesson tracking system will allow you to pick up wherever you left off in any given lesson.

NUMBER OF LESSONS AND SCHEDULING

60 minutes

Total Lessons: 180

MATERIALS

Standard Curriculum Items

- *Classics for Young Readers*, Vol 7: Audio
- *BK English Language Handbook*, Grade 7
- *Vocabulary from Classical Roots*, Book B
- *Iliad and the Odyssey: Stories from Homer's Epics*
- *The Hobbit*
- *Treasure Island*
- *City: A History of Roman Planning*
- *Classics for Young Readers,* Volume 7
- *Shakespeare: Julius Caesar*
- 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.

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These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see www.lexile.com). Lexile ratings roughly correspond to grade levels as indicated below.

Approximate Grade Level	**Lexile Range**
5	750-950
6	850-1050
7	950-1075
8	1000-1100
9	1050-1150
10	1100-1200

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the lexile rating does not measure subject matter or themes in the work.

Title and Author	Lexile Level
From the Mixed-up Files of Mrs. Basil E. Frankweiler, by E.L. Konigsburg	700
A Wrinkle in Time, by Madeleine L'Engle	740
The Martian Chronicles, by Ray Bradbury	740
The Outsiders, by S.E. Hinton	750
The Bronze Bow, by Elizabeth George Speare	760
Walk Two Moons, by Sharon Creech	770
War Comes to Willie Freeman, by Christopher and Lincoln Collier	770
The Sign of the Beaver, by Elizabeth George Speare	770
The Book of Three, by Lloyd Alexander	770

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Tuck Everlasting, by Natalie Babbitt	770
My Side of the Mountain, by Jean Craighead George	810
Johnny Tremain, by Esther Forbes	840
The Fellowship of the Ring, by J.R.R. Tolkein	860
The Cay, by Theodore Taylor	860
Dragonwings, by Laurence Yep	870
Jacob Have I Loved, by Katherine Paterson	880
Old Yeller, by Fred Gipson	910
Roll of Thunder, Hear My Cry, by Mildred D. Taylor	920
The Dark Is Rising, by Susan Cooper	920
The Lion, the Witch, and the Wardrobe, by C.S. Lewis	940
Bud, Not Buddy, by Christopher Paul Curtis	950
White Fang, by Jack London	970
Anne of Green Gables, by Lucy Maud Montgomery	990
The Door in the Wall, by Marguerite de Angeli	990
Island of the Blue Dolphins, by Scott O'Dell	1000
Ben and Me, by Robert Lawson	1010
20,000 Leagues Under the Sea, by Jules Verne	1030
Hound of the Baskervilles, by Arthur Conan Doyle	1090
Across Five Aprils, by Irene Hunt	1100
Catherine, Called Birdy, by Karen Cushman	1170
War of the Worlds, by H.G. Wells	1170
Swiss Family Robinson, by Johann Wyss	1260

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The Incredible Journey, by Sheila Burnford	1320

NOTE: List subject to change

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Pre-Algebra

Course Overview | Course Outline | Number of Lessons and Scheduling | materials |

COURSE OVERVIEW

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. Students who take Pre-Algebra are expected to have mastered the skills and concepts presented in the K¹² Fundamentals of Geometry and Algebra course (or equivalent).

COURSE OUTLINE

SEMESTER ONE

Unit 1: The Basics

Let's start at the very beginning; it's a very good place to start. Just as you need to know basic grammar and vocabulary as you begin to learn any language, you need to know some basic building blocks as you begin to learn algebra.

- Order of Operations
- Variable Expressions
- Writing Expressions for Word Phrases
- Comparing Expressions
- Replacement Sets
- Related Equations
- Solving Problems

Unit 2: Addition and Subtraction

If you have two oranges and a friend gives you three oranges, how many do you have? If you then give four oranges to your friend, how many are you left with? This sort of addition and subtraction problem with passing fruit back and forth is the type of simple math you have done since you were very young. When you expand your addition and subtraction skills to negative numbers and decimals, you can solve many more complicated problems.

- Integers on a Number Line
- Adding Integers
- Subtracting Integers
- Decimals on a Number Line
- Adding Decimals
- Subtracting Decimals
- Addition and Subtraction Properties

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- Equations Involving Addition and Subtraction
- Addition and Subtraction Applications

Unit 3: Multiplication and Division

Isaac Newton's third law of motion is often paraphrased as “for every action, there is an equal and opposite reaction.” Just as forces come in pairs, so can mathematical operations. Multiplication and division are inverse operations. They undo each other and can both be used to solve many types of problems.

- Multiplying Integers and Decimals
- Dividing Integers and Decimals
- Multiplication and Division Properties
- Rounding and Estimation
- Equations Involving Multiplication and Division
- Multiplication and Division Applications

Unit 4: Fractions

Every fraction can be written as a decimal and every decimal can be written as a fraction. As a result, you could do just about all math with only fractions or only decimals, but decimals are used for certain applications just as fractions are used for others. For example, carpenters use fractions and mixed numbers quite a bit; anybody building a house or a deck deals with lots of fractions.

- Equivalent Fractions
- Multiplying Fractions
- Dividing Fractions
- Common Denominators
- Adding and Subtracting Fractions
- Working with Improper Fractions and Mixed Numbers
- Multiplying and Dividing Mixed Numbers
- Equations with Fractions and Mixed Numbers

Unit 5: Combined Operations

Many yachts can be powered by the wind, by a gas engine, or both. A hybrid automobile can run on gasoline or electric power. These combinations are very powerful. Combining addition or subtraction with multiplication or division is powerful as well. You can use equations and expressions with mixed operations to solve many complex problems.

- The Distributive Property
- Like Terms
- Expressions with Mixed Operations
- Equations with Mixed Operations
- Error Analysis
- Inequalities

Unit 6: Number Properties

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Astronomers study things that are very, very far away. For example, the Horsehead Nebula is about 14,000 trillion kilometers away. On the other extreme, molecular geneticists study things that are very, very small. A double helix of DNA has a diameter of about one nanometer (a billionth of a meter.) With exponents, you can describe very great or very small distances.

- Positive Exponents
- Factors and Primes
- GCF and Relative Primes
- Negative Exponents
- Powers of Ten
- Scientific Notation

Unit 7: Geometry Basics

Shapes such as polygons and circles provide us with shelter, art, and transportation. Some artists use geometric shapes in their art, but most painters and photographers use rectangular frames to surround their art. Look at any art museum, and you will see triangles, rectangles, and other polygons in the structure of the building and in the artwork inside.

- Points, Lines and Planes
- Rays and Angles
- Parallel Lines and Transversals
- Triangles
- Polygons
- Circles
- Transformations
- Congruence

Unit 8: Semester Review and Test

- Semester Review
- Semester Test

SEMESTER TWO

Unit 1: Ratio, Proportion and Percent

Model builders use ratios and percents to describe how their models compare to real objects. They can use proportions to figure out the length of every item in the model.

- Ratio
- Proportion
- Percents, Fractions and Decimals
- Similarity and Scale
- Working with Percent
- Percent of Increase or Decrease
- Simple Interest

Unit 2: Analytic Geometry

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A pilot uses numbers to locate the airport she is flying to. An air traffic controller uses numbers on a radar screen to locate each airplane approaching the airport. Without a system of locating points, airplanes would have a hard time getting anywhere safely.

- Points on the Plane
- Two-Variable Equations
- Linear Equations and Intercepts
- Slope
- Problem Solving
- Relations and Functions
- Systems of Linear Equations

Unit 3: Perimeter and Area

You can find geometric shapes in art. Whether determining the amount of leading or the amount of glass for a piece of stained glass art, stained-glass artists need to understand perimeter and area to solve many practical problems.

- Types of Polygons
- Perimeter
- Areas of Rectangles and Triangles
- Special Quadrilaterals
- Areas of Special Quadrilaterals
- Circumference
- Areas of Circles

Unit 4: Square Roots and Right Triangles

Since ancient times, people have used right triangles to survey land and build structures. Even before Pythagoras was born, the relationship between the side lengths of a right triangle has been essential to anyone building just about any structure, including pyramids, houses, skyscrapers, and bridges.

- Rational Square Roots
- Irrational Square Roots
- The Pythagorean Theorem
- The Distance Formula
- Special Types of Triangles
- Trigonometric Ratios

Unit 5: Solid Figures

Gas-powered engines are driven by little explosions that move pistons up and down in cylinders. When you add up the volume of all the cylinders, you get the displacement of the engine. For instance, each cylinder in a four-cylinder, 1000 cc engine has a volume of 250 cubic centimeters. Engineers and mechanics must accurately compute volume when they build or maintain engines.

- Volume and Capacity
- Volumes of Prisms and Cylinders
- Volumes of Pyramids and Cones
- Surface Area

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- Surface Areas of Prisms and Cylinders

Unit 6: Counting and Probability

How many apples have mass between 100 and 200 grams? How many are bruised? How many are not yet ripe? Checking every single apple would probably be pretty impractical, but if you understand probability and sampling, you could make a good estimate.

- Counting Principles
- Permutations
- Combinations
- Probability
- Mutually Exclusive Events
- Samples and Prediction

Unit 7: Statistics

Data are everywhere. When you look at a group of people, you could use many numbers to describe them. How tall are they? How long is their hair? How old are they? What is their gender? What color are their eyes? Statistics helps you make sense of data.

- Graphs
- Measures of Center
- Stem-and-Leaf Plots
- Box-and-Whisker Plots
- Frequency Tables and Histograms

Unit 8: Semester Review and Test

- Semester Review
- Semester Test

NUMBER OF LESSONS AND SCHEDULING

60 minutes

Total Lessons: 180

MATERIALS

Standard Curriculum Items

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

NOTE: List subject to change

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Tab 47 Student Transcript

Student Name		
Student ID	**State ID**	**Grade** 12
Gender	**Birth Place**	**Date of Birth**
Home Address		

High School Transcript
Michigan Virtual Charter Academy

678 Front Ave., NW
Suite 190
Grand Rapids, MI 49504
UNITED STATES

Tel: (877) 794-9422

November 21, 2013

Enter Date:

Leave Date:

Class Of:

Diploma Type:

Code	Course	Grd	Credits	
MICHIGAN CONNECTIONS ACADEMY Grd 9 Sem1 10/11				
NA	DIGITAL PHOTOGRAPHY	A+	.5	
NA	SPANISH I A	A	.5	
NA	HONORS WORLD HISTORY A	B	.5	
NA	HONORS ENGLISH 9 A	B+	.5	
NA	SKILLS FOR SUCCESS	CR	.5	*
NA	HONORS ALGEBRA 1 A	B-	.5	
NA	HONORS BIOLOGY A	B	.5	
Credits: 3.5 GPA: 3.33 Weighted GPA: 3.33				
Michigan Virtual Charter Academy Grd 9 FNL 10/11				
WLG-100BV1-P	Spanish I	A	.5	
ORN-100V1-K	Finding Your Path I	CR	.25	*
SCI-204BV1-K	Honors Biology	B	.5	
ENG-204BV1-K	Honors Literary Analysis and Composition II	A	.5	
HST-204AV1-K	Honors Modern World Studies	A	.5	
MTH-124BV1-K	Honors Algebra I	B	.5	
TCH-070V1-G	Game Design I	A	.5	
Credits: 3.25 GPA: 3.67 Weighted GPA: 3.67				
Michigan Virtual Charter Academy Grd 10 FNL 11/12				
ART-020AV1-A	Music Appreciation	A	.5	
ENG-204AV1-K	Honors Literary Analysis and Composition II	A	.5	
HST-304AV1-K	Honors U.S. History	A	.5	
MTH-204AV1-K	Honors Geometry	A-	.5	
ORN-200V1-K	Finding Your Path II	CR	.25	*
SCI-304AV1-K	Honors Chemistry	A-	.5	
WLG-200AV1-P	Spanish II	A-	.5	
SCI-303BV1-K	Chemistry	A	.5	
HST-303BV1-K	U.S. History	A-	.5	
ART-020BV1-A	Music Appreciation	A	.5	
WLG-200BV1-P	Spanish II	A	.5	
ENG-104BV1-K	Honors Literary Analysis and Composition I	A	.5	
MTH-204BV1-K	Honors Geometry	A	.5	
SI3F1	Study Island	I	.5	*
Credits: 6.75 GPA: 3.9 Weighted GPA: 3.9				
Michigan Virtual Charter Academy Grd 11 FNL 12/13				
ENG-304AV1-K	Honors American Literature	A	.5	
MTH-302AV1-K	Algebra II	B+	.5	
ENG-020V1-K	Public Speaking	A	.5	
HST-510V1-A	AP(R) U.S. Government and Politics	A	.5	
OTH-020AV1-K	Physical Education	A	.5	
ORN-300V1-K	Finding Your Path III	CR	.25	*
SCI-114AXV1-K	Honors Earth Science	A	.5	
SCI-030V1-K	Forensic Science	A	.5	
ENG-304BV1-K	Honors American Literature	A	.5	
HST-104BV1-K	Honors World History	A	.5	
HST-412V1-A	U.S. and Global Economics	A-	.5	

Code	Course	Grd	Credits
OTH-010V1-A	Skills for Health	A	.5
MTH-304BV1-K	Honors Algebra II	A	.5
Credits: 6.25 GPA: 3.92 Weighted GPA: 4			

Code	Course	Grd	Credits

MVCA 4.0 Grading Scale: A (4.0)(93-100%), A- (3.7)(90-92%), B+ (3.3)(87-89%), B (3.0)(83-86%), B- (2.7)(80-82%), C+ (2.3)(77-79%), C (2.0)(73-76%), C- (1.7)(70-72%), D+ (1.3)(67-69%), D (1.0)(63-66%), D- (0.7)(60-62%), F (0.0)(0-59%), ACT SCORES English_____ Math_____ Reading_____ Science_____ Writing_____ Composite_____

November 21, 2013

GPA Summary (* Indicates course was not included in GPA calculation, ** Indicates course was not included in credit totals)

Total GPA:	3.77
Total GPA (Weighted):	3.80

MVCA District Code: 41925 MVCA Building Code: 0482

Comments: MVCA students have fulfilled the Michigan Merit Curriculum requirement for ONLINE LEARNING EXPERIENCE.

Transcript is unofficial unless signed by a school official.

School Official's Signature _____ Date: 11/21/2013

IESD Comprehensive Technical Report

Evaluation of the Social Skills of Full-Time, Online Public School Students

May 2009

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Abstract

Concern has been expressed that students enrolled in online public schools may suffer from a lack of opportunities for socialization, and consequently may fail to develop important social skills. In order to address this issue, an evaluation research study focusing on the social skills of students in grades 2, 4, and 6 attending full-time, online public schools was conducted February through August 2008 by Interactive Educational Systems Design (IESD), Inc., in collaboration with staff from The Center for Research in Educational Policy (CREP) at the University of Memphis (TN). The primary purpose of this research was to compare parent, teacher, and student self-assessments of the socialization skills of typical, mainstream students who have been attending full-time, online public schools to national norms for the same assessments.

The study followed a posttest-only, treatment-comparison design. The treatment group consisted of students in grades 2, 4, and 6 from four full-time, online public schools in Arizona, California, Idaho, and Ohio. The comparison group was the norming sample population for the *Social Skills Rating System (SSRS)*, published by Pearson Assessments (Gresham & Elliot, 1990). Information was also collected from parents (via survey) about reasons for choosing a full-time, online public school; students' involvement in activities outside of school; and parents' perspectives on the impact of online public schooling.

The study was approved by the governing boards of the four participating online public schools and was sponsored by K12 Inc., a supplier of curriculum and technology resources to these schools. However, the findings and conclusions were the result of IESD and CREP's independent analysis of the collected data.

With respect to social skills, *SSRS* parent ratings of their children were significantly higher than national norms across the elementary grades and in every grade/gender category, both on the Total Scale and on most subscales (Responsibility subscale; Self-Control subscale; Assertion subscale, except for 6th grade males; and Cooperation subscale, except for 6th grade females). Similarly, student self-ratings on social skills were significantly higher than national norms across the elementary grades and in every grade/gender category, both on the Total Scale and on most subscales (Responsibility subscale; Cooperation subscale; and Assertion subscale, except for 6th grade males); however, student self-ratings were significantly lower on the Self-Control subscale across every grade/gender category. In contrast, teacher ratings of students across the elementary grades enrolled in full-time, online public schools were significantly higher than national norms on the Self-Control subscale; however, they did not differ significantly from national norms on the Social Skills Total Scale or the other subscales (Responsibility subscale, Assertion subscale, and Cooperation subscale).

With respect to problem behaviors, *SSRS* parent ratings of students enrolled in full-time, online public schools were significantly lower than national norms across the elementary grades and in every grade/gender category except 6th grade males, both on the Total Scale and on most subscales (Externalizing subscale; Internalizing subscale; and Hyperactivity subscale, except for 4th grade males). For 6th grade males, the Problem Behaviors subscales and Total Scale were not significantly different. Teacher ratings of students across the elementary grades enrolled in full-time, online public schools were significantly lower than national norms on the Problem Behaviors Total Scale and each subscale (Externalizing subscale, Internalizing subscale, and Hyperactivity subscale). (*SSRS* student self-ratings do not address problem behaviors.)

Comparing students who had been enrolled in full-time, online public schools for a year or less with those who had been enrolled for more than one year, there were no significant differences in parent ratings of either social skills or problem behaviors, with the single exception of the Self-Control social skills subscale, which was significantly higher for students who had been enrolled longer. This suggested that there was no cumulative long-term decrease in social skills based on enrollment in full-time, online public schools.

In addition to these main findings, the study found that the reasons parents most often identified for choosing full-time, online public schools for their children were all parent concerns (as opposed to concerns about their children or the school): a majority sought a home-based environment, but with the active support and structure of the public school system; a learning environment consistent with their family values; and more involvement in their children's education.

The data also indicated that students enrolled in full-time, online public schools were highly engaged in activities outside of the school day. Both activities involving peer interaction and those not involving peer interaction were significantly correlated both to the Total Social Skills Scale and to all but one of the Social Skills subscales for students enrolled in full-time, online public schools. The single exception was the Self-Control subscale, which was significantly correlated to activities involving peer interaction, but was not significantly correlated to activities not involving peer interaction. In general, as the frequency of outside activities increased, the Social Skills ratings increased.

Finally, parents noted their children's improvement in a variety of areas, including skill in using technology, balanced development of skills across many areas of learning, and academic progress in subject areas.

Introduction

This is the final report of an evaluation research study focusing on the social skills of students in grades 2, 4, and 6 attending full-time, online public schools supported by the K^{12} curriculum and technology resources. The research was conducted February through August 2008 by Interactive Educational Systems Design (IESD), Inc., in collaboration with staff under subcontract from The Center for Research in Educational Policy (CREP) at the University of Memphis (TN). This study was sponsored by K12 Inc.; however, the findings and conclusions presented herein represent IESD and CREP's independent analysis of the collected data.

Online Public Schools: A Description

Online schooling—also referred to as virtual schools, cyber schools, e-learning, and distance learning—is a growing phenomenon in U.S. public school systems.

Barker, Wendel and Richmond (1999) defined a "virtual" public school as "one that offers the mandated provincial instructional program [the equivalent of state curriculum standards in the U.S.] to students through web-based means (i.e., computer-mediated and online via the Internet)" and one that is "characterized by a structured learning environment under the direct supervision of a teacher, web-based delivery to home or in a setting other than that of the teacher, and contains instruction that may be synchronous or asynchronous" (p. 2).

Common characteristics of such programs include instruction delivered via a learning management system (LMS); courses divided into lessons and units; online course content that includes a combination of text, multimedia, and interactive tools; off-computer materials "including textbooks and hands-on materials, to complement the content delivered via the Internet"; a combination of real-time and asynchronous communication between students and teachers (and in some cases among students); and online assessments (Watson, 2007, p. 10).

Online learning programs are being used to provide educational opportunities to a variety of students with unique circumstances, including "at-risk students,…dropouts, migrant youth, pregnant or incarcerated students, and students who are homebound due to illness or injury" (Watson, 2007, p. 5). Full-time, online public schools are required to "address accountability measures in the same way as all other public schools" (Watson, 2007, p. 5).

Significant online learning programs have been identified in 44 states, and full-time, online public schools have been identified in 21 states (mostly online charter schools) (Watson, Gemin, & Ryan, 2008). In 2007, the Peak Group estimated 1 million online enrollments—up from 500,000 in 2005 (cited in NACOL, 2008). More specifically, it was estimated that as of January 2007, more than 90,000 students were enrolled in virtual charter schools—up from approximately 31,000 students in 2004-2005 (NACOL, 2008, citing statistics from the Center for Education Reform).

Purpose of This Research

The primary purpose of this research project is to compare parent, teacher, and student self-assessments of the socialization skills of students who have been attending full-time, online public schools to national norms for the same assessments.

A secondary purpose is to collect important information about the reasons students attend online public schools, student activities outside of school, and parents' perceptions of the impact of online public schooling.

Literature Review

A growing number of states and school districts within the United States are offering online public schooling, also known as virtual or e-learning programs, intended to provide students with high quality supplemental or full courses of instruction personalized to their needs (U.S. Department of Education, 2006a). The potential merits of online public schools were acknowledged when "Support e-learning and virtual schools" was named as one of seven "action steps" in the U.S. Department of Education's "National Education Technology Plan" (U.S. Department of Education, 2006b).

Online public schooling programs represent a fundamental change in the ways that students interact with teachers, administrators, and other students, raising important questions about the impact on children's' intellectual and social development. Specifically, some concern has been expressed that students enrolled full-time in online public schools may suffer from a lack of opportunities for socialization, and consequently may fail to develop important social skills.

Socialization and Conventional Schools

Socialization is commonly defined as "the process whereby people acquire the rules of behavior and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society" (Medlin, 2000). Socialization skills play a critical role in children's ability to develop successful relationships, and are importantly related to early academic success (Gresham & Elliot, 1990; Griffin, 1997).

For most elementary school children, conventional schooling is the predominant area for socialization and is where many social skills are modeled and learned (Tasmajian, 2002). Tasmajian (2002) examined the acquisition of social skills in elementary children, and reported that "school is the first agency that encourages children to develop loyalties and sentiments that go beyond the family and link them to a wider social order." However, online schools by their very nature do not provide students with regular, formal face-to-face classroom contact with other children and teachers. Thus, the growing popularity of online schools and e-learning programs represents the latest challenge to the common understanding of "a place called school" (Roblyer, 2006).

Many researchers have examined the role of the school as an agency of socialization (Merrell, 2001; Tasmajian, 2002). Research has indicated that socialization occurs through both the formal social structure (teachers and related school personnel) and the informal social structure (peers) of schools (Hartup, Higgins, & Ruble, 1983). However, it has not proven possible for researchers to separate social skills that are developed within the school

from those that are learned and developed outside of school through involvement in sports, music, or other activities (Tasmajian, 2002).

Socialization and Online Schools

Currently, there is a lack of research addressing the effects of online schooling on socialization and the development of social skills, probably due to the fact that online learning is a relatively new phenomenon. Online schooling went unnoticed by educators and school districts until the mid 1990s, and many people are still unaware that online schooling "is one of the fastest-growing areas in K-12 education" (Roblyer, 2006).

Pioneering researchers attempting to study the issue of socialization in online learning programs have encountered problems in defining socialization and its role within the context of online classrooms, where face-to-face communication is not available (Irwin & Berge, 2006). For instance, interactions with peers undoubtedly influence children's socialization, but when these interactions are removed from the physical classroom and conducted through online communication, the extent of their influence becomes unclear (Irwin & Berge, 2006).

In a NACOL white paper, Watson and Gemin (2008) described promising practices that online schools have implemented with the goal of fostering student social interaction. These practices included student interactions with online teachers; online interactions among students; and real-world, face-to-face interactions among students. However, this report did not present formal research on the outcomes of such promising practices, in terms of measuring students' social skills development.

Socialization in the Absence of Face-to-Face Contact: Results from Home-Schooling Research

Concerns relating to the lack of face-to-face contact among teachers, students, and their peers are not unique to online schools, and have long been a source of debate surrounding home-schooling programs (Lubienski, 2000; Van Galen & Pitman, 1991). Roblyer (2006) reported the following:

> As the home-schooling movement showed that students can learn successfully from parents in homes, virtual schooling shows that they can learn "anywhere, anytime, anyplace," without ever meeting a teacher in person. Both kinds of schooling profit from the absence of issues that often slow learning to a crawl in traditional schools: the physical plant, behavior problems, special needs, and lack of motivation (p. 5).

While research is lacking in the area of socialization and online schooling, a great deal of research has focused upon the development of social skills in home-schooling, where learning also takes place in the absence of face-to-face contact with teacher and peers.

As the practice of home-schooling grew in popularity, scholars, educators, and legislators began to voice concerns about the possibility that home-schooled children might experience a "lack of socialization" or "isolation from the world" (Lubienski, 2000; Van Galen & Pitman, 1991). Since then, several studies have examined the differences in socialization between home-schooled and traditionally schooled children.

Although some debate still exists, the majority of available research suggests that the social skills acquired by home-schooled children are at least equal to those of children attending conventional schools (Francis & Keith, 2004; Kitchen, 1991; Koehler et al., 2002; Shyers, 1992; Smedley, 1992; Stough, 1992). Researchers utilizing parental ratings of their children's socialization skills (e.g., empathy, cooperativeness) have found that home-schooled children are no different than traditionally schooled children (Francis & Keith, 2004; Stough, 1992).

A growing amount of evidence suggests that the social skills of home-schooled children may actually surpass those of their traditionally schooled counterparts (Koehler et al., 2002; Shyers, 1992; Smedley, 1992). For example,

Smedley (1992) in a master's thesis at Radford University used the Vineland Adaptive Behavior Scales (structured interview of parents) to assess socialization skills in home-educated and conventionally educated children. This study found that children schooled at home were more mature and better socialized (84th percentile) than those who were sent to school (27th percentile). Smedley concluded that public school students are socialized "horizontally" into conformity by their same-age peers, while home-schooled students are socialized "vertically" toward responsibility and adulthood by their parents. Koehler et al. (2002) studied 23 children utilizing the Social Skills Rating Scale (Gresham & Elliot, 1990). Seven were home-schooled, and 16 were publicly educated. Parent ratings indicated that home-schooled children scored above average in relation to overall social skills while public-schooled children scored average.

While many studies utilizing parental ratings indicate a positive trend regarding the socialization of home-schooled children, Koehler et al. (2002) note that it is important to consider that parental ratings are prone to reporter bias, thus inflating variation between home-schooled children and those attending regular schools. Similar results, however, have also been reported from other kinds of studies, based on data that are less susceptible to reporter bias. Shyers (1992) compared the actual behaviors of two groups of 70 children from the ages of 8 to 10. One group was home-schooled and the other group was drawn from public and private schools. This was a "blind" study, in which the children's behaviors were evaluated by trained observers who did not know which of the students were home-schooled and which were not. The Child Observation Checklist Direct Observation Form was used to categorize each child's conduct while playing in mixed groups of children from both sample groups. The home-schooled children were found to exhibit significantly fewer problem behaviors than the children from public and private schools.

Recent research has indicated that home-schooled children, who are socialized outside of the traditional face-to-face interactions that define traditional schools, are no less capable of becoming productive, participating adult members of society (Knowles, 1991; Ray, 2003; Webb, 1989). Knowles (1991) studied more than 1,000 Michigan adults who had been home-schooled. None were unemployed or on welfare (compared to 5.6% and 11.2%, respectively, for the average population). A full 94% said that home-schooling helped prepare them to be independent persons, and 79% said that it helped them to interact with those from other levels of society. There is also research suggesting that home-schooled children are especially well prepared for the academic and social demands of higher education (Galloway & Sutton, 1997; Webb, 1989). Galloway & Sutton (1997) examined leadership abilities in undergraduates from public, private, and home schools. Results revealed that home-schooled college students ranked highest in campus life leadership activities. In sum, there is a growing amount of evidence indicating that the post-adolescent performance and adjustment of children are not dependent upon the socializing agents of traditional schools (Galloway & Sutton, 1997; Knowles, 1991; Ray, 2003; Webb, 1989).

An important caveat about this entire body of research is that many of the studies have targeted small numbers of students (i.e., fewer than 100), restricting the ability to generalize to the larger population.

Summary

Conventional schooling has traditionally been viewed as a primary vehicle for socialization of children. This perception has resulted in concerns that children who do not receive conventional schooling may lack adequate opportunities to develop their social skills. Despite these concerns, most of the limited research on children who have been home-schooled has found that these children's socialization is equal, and in some cases superior, to that of children who attend conventional schools. While this research is not directly applicable to students in other schooling situations—such as online public schools—it suggests that at least in some cases, students appear to acquire adequate social skills from settings that do not include face-to-face interaction with other children and teachers in a traditional classroom environment.

Thus far, no substantial body of research exists on the question of how online schooling impacts students' socialization. The present study was designed to help address this research gap by comparing parent, state certified public school teacher, and student self-assessments of the socialization skills of students who have been attending online public schools (more than 250 students total) to national norms for the same nationally recognized assessment. This study also collected important information about the reasons students attend online public schools, student social and individual activities outside of school, and parents' perceptions of the impact of online public schooling.

Evaluation Research Questions

This evaluation study of full-time, online public schooling investigated the following questions focusing on students' social skills:

1. Are parental ratings of the social skills of their children enrolled in full-time, online public schools different from a national sample of parental ratings of children of comparable ages/grades and genders in traditional public schools?
2. Do parental ratings of their children's social skills differ as a function of children's time enrolled in full-time, online public schools?
3. Are teacher ratings of the social skills of children enrolled in full-time, online public schools different from a national sample of teacher ratings of children of comparable ages/grades and genders in traditional public schools?
4. Do the self-ratings of social skills of children enrolled in full-time, online public schools differ from the self-ratings of a national sample of children of comparable ages/grades and genders in traditional public schools?
5. What are parents' reasons for choosing full-time, online public schools for their children?
6. What is the frequency of participation for students in full-time, online public schools in a variety of activities outside the school day that involve and do not involve peer interaction?
7. What are parents' perceptions of the impact of full-time, online public schooling on specific outcomes, including outcomes related to children's academic performance, attitude toward school and schoolwork, behavior with other children, and self-esteem?
8. Are there relationships between parent reasons for enrolling children in full-time, online public schools and the social skills ratings they assign to their children?
9. Are there relationships between frequency and type of children's activities outside the school day and social skills ratings for students enrolled in full-time, online public schools?
10. What do parents see as the benefits and/or disadvantages and challenges of full-time, online public schooling?

Description of the Target and Comparison Groups

Target Group

All four schools selected as part of the study belonged to an informal network of online public schools that use the K[12] online curriculum and many of its administrative services. The four schools were:

- Arizona Virtual Academy (AZVA)
- California Virtual Academy (CAVA)/San Diego
- Idaho Virtual Academy (IDVA)
- Ohio Virtual Academy (OHVA)

The schools offered students in grades K-8 coursework in Language Arts/English, Mathematics, History, Science, Art, and Music. A state-certified public school teacher, hired by the school, was assigned to each student to guide and track the student's progress through the curriculum. Teacher communication with students and their parents (or other responsible adults) took place via e-mail, telephone, online meetings, and regular face-to-face meetings.

Instruction was delivered online via a learning management system, with lessons featuring a mixture of online and offline teaching tools, including interactive animations, printed books with illustrations and narrative, original CDs and videos, and hands-on materials for experiments. Additionally, each family received a loaner computer and subsidized Internet access.

The parent (or other responsible adult) served as a "learning coach" to the child, helping facilitate progress through the daily lessons and working to modify the pace and schedule according to the child's needs, while working closely with the teacher. Students were expected to put in four to six hours of study each day. A suggested lesson plan was provided for the parent each week, which updated automatically as the student progressed. Student-student interaction was stressed through online discussions and field trips. Lessons were followed by assessments to ensure that students had mastered a particular area before moving on.

Because these were public schools, they were tuition-free to the families of the attending students. Each of these online public schools was required to follow its state's mandates related to enrollment, operation, health, and all forms of assessment and accountability. Each school adhered to its state's testing requirements for students and to other applicable public school policies and procedures.

Comparison Group

Results from the *Social Skills Rating System* (*SRSS*) for students from the selected online public schools were compared to national public school norms for the *SRSS*, as reported in *Social Skills Rating System: Manual* (Gresham & Elliot, 1990). The comparison group for this study thus represented students in traditional, face-to-face, public school classrooms. (For additional details on the *SSRS* norming sample, see Information About the *Social Skills Rating System* [*SSRS*], in the Evaluation Research Methodology section, later in this paper.)

Selection of Schools, Students, and Teachers

The study assesses students' social skills in grades 2, 4, and 6, enrolled in four separate and distinct full-time, online public schools, operating in four different states in the U.S. Criteria for participation included the following:

1. Each school had to have been in operation for three or more years.
2. Each school had to agree to distribute and collect consent forms to parents of students selected for possible participation.
3. Each school had to assign an evaluation coordinator, who served as a liaison to the participating parents and students—to get them to meet their responsibilities toward the study.
4. The lead administrator of each school, with the consent of its governing board, had to indicate in writing the school's desire to participate and its commitment to criteria 2 and 3 above.

Implementation Procedure

Each school provided to IESD and CREP the names and addresses of parents agreeing to participate in the study. A mix of students in grades 2, 4, and 6 was sought, including both (a) students for whom 2007-2008 was their first school year attending a full-time, online public school, and (b) students who had attended such a school for more than one school year.

Students who were identified by their schools as emotionally handicapped, behaviorally handicapped, severely mentally handicapped, or autistic were excluded from the study. The reason for excluding students in these

categories was to focus on social skills among the typical range of mainstream public school students. In keeping with this focus, data from the full-time, online public school students were compared wherever possible with *SSRS* norms that excluded handicapped students: i.e., in the whole-group comparisons with elementary *SSRS* norms. However, this could not be done with the comparisons for specific grade/gender categories, since the *SSRS* norms by grade/gender categories grouped together both handicapped and non-handicapped students, and norms for non-handicapped students only were not provided.

The schools sent parents an introductory letter about the evaluation program, which included a consent form. The letters asked for parent participation in the study, as well as the participation of their 4th and/or 6th grade children as applicable. Packets containing directions, the instruments, and a stamped return envelope were mailed by CREP to each parent that had consented to participate.

Participating teachers were selected by the school administration. Each participating teacher completed an *SSRS* form for one or two children with whom they had worked for at least two years.

Participant Totals

A total of 276 *SSRS* Parent forms were received from 4 online public schools for students enrolled in grades 2, 4, and 6. *SSRS* Student self-assessment forms were collected from 176 children in grades 4 and 6. Teachers submitted a total of 58 *SSRS* Teacher forms on students in grades 2, 4, and 6. The number of forms received by type, grade, and gender is shown in Table 1. A total of 279 Parent Information Questionnaires were completed and submitted by parents.

Table 1.
Online Public School Study Participants by Grade and Gender

	2nd Grade Females	2nd Grade Males	4th Grade Females	4th Grade Males	6th Grade Females	6th Grade Males	Total
Parents	48	53	49	48	39	39	276
Students	NA	NA	50	49	38	39	176
Teachers	12	22	6	6	7	5	58

Evaluation Research Methodology

The study followed a posttest-only, treatment-comparison design. The treatment group consisted of students in grades 2, 4, and 6 from four full-time, online public schools that utilize K^{12} curriculum and technology resources. The comparison group was the norming sample population for the *SSRS*, as reported in *Social Skills Rating System: Manual* (Gresham & Elliot, 1990). Given the constraints of the evaluation, random assignment was not a feature of the study.

Data Collection Instruments

The research included the following data collection instruments:

- ***Social Skills Rating System (SSRS)***
  - **Parent Rating Form** This was completed by parents of online public school students in grades 2, 4, and 6 in the four selected schools during May-July 2008.
  - **Teaching Rating Form** This was completed by teachers of online public school students in grades 2, 4, and 6 in the four selected schools during May-July 2008.
  - **Student Self-Rating Form** This was completed by online public school students in grades 4 and 6 in the four selected schools during May-July 2008.

The *SSRS* Student form and Teacher form were included in this evaluation design to strengthen the validity of the findings. If assessment of students' social skills were to be based solely on a parent-completed instrument, the results might be perceived as biased in favor of the finding that students have strong social skills.

For more information about the *SRSS*, see the Information About the *Social Skills Rating System (SSRS)* section below.

- **Parent Information Questionnaire (PIQ)**: This questionnaire, developed by the researchers, was completed by parents of online public school students in grades 2, 4, and 6 in the four selected schools during May-July 2008. The PIQ was used to collect information about:
  - Reasons for choosing a full-time, online public school (e.g., parents wanting more involvement in their child's education, children needing an individualized approach to learning, or concerns about school safety). Parents chose from a list all the reasons that applied.
  - Types of children's activities (e.g., sports involving other children, religion-affiliated or cultural organizations, classes or lessons involving or not involving other children). Parents rated their children's frequency of participation for each item on a list.
  - Outcomes (e.g., academic performance, attitude toward school and schoolwork, behavior with other children, self-esteem) for which parents indicated "better," "no change," or "worse."
  - Stories, anecdotes, and/or thoughts related to the family's experience with their online public school (addressed through an open-ended question)

For more information about development of the PIQ, see below.

Information About the *Social Skills Rating System (SSRS)*

The *Social Skills Rating System (SSRS)* (Gresham & Elliott, 1990), published by Pearson Assessments, provides a broad, multi-rater assessment of the social skills and behaviors of students. The *SSRS* documents the perceived frequency and importance of behaviors influencing the student's development of social competence and adaptive functioning.

Several comparative evaluations of published rating scales have declared the *SSRS* to be the most comprehensive instrument because of its multi-source approach (Demaray et al., 1995; Merrell, 2001). The *SSRS* has been widely used in numerous studies, and the combined parent, student, and teacher forms were standardized using a diverse nationwide sample (multiracial, handicapped and non-handicapped, and male and female) of more than 4,000 cases (Merrell, 2001).[1] The *SSRS* was selected to assess the social skills of full-time online public school students because of "its multi-source approach…and overall strong reliability and validity" (Demaray et al., 1995).

[1] "The *SSRS* was standardized in 1988 on a national sample of 4,170 children using children's self-ratings and the ratings of 1,027 parents and 259 teachers. Participating facilities included public and private schools and a few non-school educational centers. Data from the standardization sample were used to construct national norms for the Elementary and Secondary levels of the Parent, Teacher, and Student forms. Norms are stratified by broad age groups corresponding to Preschool, Elementary grades (K-6), and Secondary grades (7-12). Norms are also provided by gender and by grade within gender." Norms for the Elementary and Secondary levels were developed separately for non-handicapped and for handicapped students. However, norms by grade within gender combined both non-handicapped and handicapped students (Gresham & Elliot, 1990).

Whole-group norms to which the current study findings were compared were derived from ratings by 522 parents of elementary level (grades K-6) non-handicapped students enrolled in traditional public schools; 769 teacher ratings of students from a national sample of elementary level (grades K-6) non-handicapped, traditional school students; and self-ratings of 406 upper elementary level (grades 3-6) non-handicapped, traditional school students (Gresham & Elliot, 1990).

The *SSRS* is distinguished from other social skills assessments in that it emphasizes positive behaviors in addition to including a brief assessment of potential problem behaviors and academic competence, whereas most other assessments reviewed for this project focus on potential problem behaviors and academic competence only.

The *SSRS*'s standardized, norm-referenced scales include three behavior rating forms (Parent, Teacher, and Student) appropriate for children from grades 3 through 12, and two behavior rating forms (Parent and Teacher) appropriate for children from preschool through grade 2.

In this evaluation project, the *SSRS* Parent form was administered to compare social skills and problem behaviors among children in the present sample to nationally normed data for children of comparable ages (grade level and gender). In addition, the *SSRS* Student form was administered to participating students in grades 4 and 6 to compare self-assessment of social skills and problem behaviors among children in the present sample to nationally-normed data for children of comparable ages. (As noted above, an *SSRS* Student form is not available for students in grade 2.) The *SSRS* Teacher form was used in the proposed study for a sample of students who have had at least two years' instruction from the same teacher—to ensure that the teachers were qualified to make judgments about the students' social skills and behaviors. (Teachers in the participating full-time, online public schools typically teach a cluster of consecutive grades, so it was easy to identify students who have had at least two years' instruction from the same teacher.)

Social Skills

The *SSRS* Parent, Teacher and Student rating scales all focus on the area of social skills. All raters assess common core behaviors from the three sub-domains of (1) cooperation, (2) assertion, (3) self-control. In addition, the Parent version measures responsibility, and the Student version measures empathy.

1. The Cooperation subscale focuses on behaviors such as helping others, sharing materials, and complying with rules and directions.
2. The Assertion subscale includes initiating behaviors, such as asking others for information and introducing oneself and responding to the actions of others.
3. The Responsibility subscale includes behaviors that are indicative of being able to communicate with adults and having regard for propriety of work.
4. The Empathy subscale incorporates behaviors that show concern and respect for others' feelings and viewpoints.
5. The Self-Control subscale includes behaviors that emerge in conflict situations, such as responding appropriately to teasing, and in non-conflict situations that require taking turns and compromising.

The *SSRS* uses two types of ratings based on frequency and importance. Frequency ratings made by all raters reflect how often a social behavior occurs (Never, Sometimes or Very Often). Importance ratings are completed by parents and teachers only. Parents and teachers rate each behavior on "How Important" it is for the child's development (parents) and the classroom or group setting (teachers). The Importance ratings provide a means of establishing the social value of the behaviors being assessed, which has important implications for the validity of the assessment results.

Problem Behaviors

The Problem Behaviors component identifies sub-domains including Externalizing problems, Internalizing problems, and Hyperactivity. Problem behaviors are included on the Parent and Teacher form only and are recorded in terms of frequency (Never, Sometimes, Very Often).

1. Externalizing problems are inappropriate behaviors involving verbal and physical aggression toward others, poor control of temper, and arguing.
2. Internalizing problems are behaviors indicating anxiety, sadness, loneliness, and poor self-esteem.

3 Hyperactivity behaviors are those involving excessive movement, fidgeting, and impulsive reactions. Hyperactivity is measured only at the elementary level.

Development of the Parent Information Questionnaire (PIQ)

This survey instrument was developed by the researchers using the following process:

1 **Literature review.** IESD conducted a review of relevant sources related to social skills among elementary school children, then used the information gathered as a basis for developing an initial version of the Parent Information Questionnaire (PIQ). IESD also consulted information from the K[12] website on possible reasons why parents enroll their students in online schools.

2 **Input from schools.** IESD collected information from the four online public schools participating in this study related to:
   - Typical reasons parents have for choosing a full-time, online public school for their children
   - Types of children's activities outside of school that students typically engage in
   - Student outcomes that have been established as goals for the school and outcomes parents have as goals for their children related to enrollment in the online school

   This information was correlated to categories developed by IESD, and used to add new categories and refine the category definitions.

3 **Reviews from CREP.**Survey drafts were reviewed at multiple points by researchers from the Center for Research in Education Policy (CREP) at the University of Memphis. Comments from these reviewers helped to guide IESD's revision process.
   - Review by CREP researchers was informed by a review of relevant research literature related to online public schooling completed by CREP and by their vast experience in developing parent questionnaires for educational research.

For the text of the Parent Information Questionnaire, see the Appendix.

Assessment Administration

Assessment administration and scoring was the responsibility of IESD researchers and CREP research and evaluation staff. All children and parent information remained confidential. Each student record was assigned an Identification Code, so that each child could be identified solely through the child's code during data analysis. The administration of each school obtained consents (expressed in writing or by email) from participating parents of students included in the study.

Data collectors in this study were staff from The Center for Research in Educational Policy (CREP) at the University of Memphis (TN), which worked under subcontract to IESD. These were graduate-level researchers experienced in gathering data and preparing it for analysis.

Parent and Student Assessments

Packets were sent to the families of all eligible students. These packets included:

- Instructions for completing the assessments and submitting them to CREP
- Scan sheet for the *Social Skills Rating System (SSRS)* Parent Rating Form
- Scan sheet for the Parent Information Questionnaire (PIQ)
- Scan sheet for the *SSRS* Student Self-Rating Form, for students in grades 4 and 6
- A stamped return envelope

Teacher Assessments

Packets were sent to the teachers of a selected number of eligible students, who had taught the same students for at least two years. These packets included:

- Instructions for completing the assessments and submitting them to CREP
- Scan sheets for the *SSRS* Teacher Rating Form (one scan sheet per student)
- A stamped return envelope

Data were collected for only a selected number of students, typically one or two students per teacher, in order to reduce the burden on participating teachers.

Assessment Processing

Completed packets from families and teachers were mailed to CREP, which was responsible for processing the data. Scan sheets were processed by machine, and the open-ended responses from the Parent Information Form were entered into a survey management system and compiled into a listing by individual parent response.

For the *SSRS* forms, raw and standardized Total Scale scores and subscale scores were produced for both the Social Skills scale and the Problem Behavior scale, using computer software for the Social Skills scale items and Problem Behavior scale items.

For the PIQ, response data were compiled in a survey management system for use in the analysis.

Data Analysis Procedures

Table 2 provides an overview of the assessment instruments and the data analysis that were completed in order to answer each evaluation question.

Table 2.
Assessment Measures and Data Analyses

	Evaluation Question	Instrument(s)	Analysis
1	Are parental ratings of the social skills of their children enrolled in full-time, online public schools different from a national sample of parental ratings of children of comparable ages/grades and genders in traditional public schools?	*Social Skills Rating System (SSRS)* Parent form	z-score comparisons
2	Do parental ratings of their children's social skills differ as a function of children's time enrolled in full-time, online public schools?	*SSRS* Parent form	• z-score comparisons • t-tests
3	Are teacher ratings of the social skills of children enrolled in full-time, online public schools different from a national sample of teacher ratings of children of comparable ages/grades and genders in traditional public schools?	*SSRS* Teacher form	z-score comparisons
4	Do the self-ratings of social skills of children enrolled in full-time, online public schools differ from the self-ratings of a national sample of children of comparable ages/grades and genders in traditional public schools?	*SSRS* Student Self-Assessment administered to 4th and 6th grade students	z-score comparisons
5	What are parents' reasons for choosing full-time, online public schools for their children?	Parent Information Questionnaire (PIQ)	Descriptive statistics—frequencies
6	What is the frequency of participation for students in full-time, online public schools in a variety of activities outside the school day that involve and do not involve peer interaction?	Parent Information Questionnaire (PIQ)	Descriptive statistics—frequencies
7	What are parents' perceptions of the impact of full-time, online public schooling on specific outcomes, including outcomes related to children's academic performance, attitude toward school and schoolwork, behavior with other children, and self-esteem?	Parent Information Questionnaire (PIQ)	Descriptive statistics—frequencies
8	Are there relationships between parent reasons for enrolling children in full-time, online public schools and the social skills ratings they assign to their children?	• Parent Information Questionnaire (PIQ) • *SSRS* Parent form	Pearson R correlation
9	Are there relationships between frequency and type of children's activities outside the school day and social skills ratings for students enrolled in full-time, online public schools?	• Parent Information Questionnaire (PIQ) • *SSRS* Parent form	Pearson R correlation
10	What do parents see as the benefits and/or disadvantages and challenges of full-time, online public schooling?	PIQ	Categorical analysis of common themes

Data analysis was completed by CREP, working under subcontract to IESD, with results reviewed by IESD. A top-level overview of the analyses follows.

z-Score Comparison

The z-score comparison is a statistical analysis that is used to find out if there is a real difference between the means (averages) of a target sample group under investigation and a norming sample group. Comparisons are made to two critical values in order to determine statistical significance. If the z-score is less than critical value 1, then the target sample mean is significantly lower than the norm mean. If the z-score is greater than critical value 2, then the target sample mean is significantly higher than the norm mean. If neither is true, then there is no significant difference between the means. For example, this test was used to assess the significance of differences between students enrolled in full-time, online schools and the normative population on the *SSRS* Parent, Teacher, and Student Self-Assessment ratings.

t-Test

The *t*-test is a statistical test that is used to find out if there is a real difference between the means (averages) of two different groups. For example, this test was used to assess the significance of differences between the parent ratings of students enrolled in online public schools for one year or less to parent ratings of students enrolled more than one year on the *SSRS* Parent form.

Descriptive Statistics—Frequencies

Frequencies for students enrolled in full-time, online public schools were tallied for each of the items within the multiple choice questions on the Parent Information Questionnaire (PIQ). Specifically, frequencies were used to analyze the data from the PIQ items that asked parents to select from among reasons for enrolling their children in an online public school, to select from among their children's activities outside the school day, and to rate various student outcomes as a result of full-time, online public schooling.

Pearson R

The Pearson R correlation coefficient assesses the linear association between two variables. It measures the strength of the relationship between two variables. Expressed on a scale from -1.0 to +1.0, the strongest correlations are at both extremes. For example, in this study, Pearson R correlations were run to analyze the relationships between frequency and type of children's activities outside the school day and social skills ratings for students enrolled in full-time, online public schools.

Categorical Analysis of Common Themes

Categorical analysis of common themes is a means of classifying open-ended responses in terms of disparate categories. For example, parents might see that a benefit of full-time, online schooling is that children can work at a faster pace if they are gifted or can select a slower pace if they have a learning disability. Such different responses would have been counted in the larger category, "faster learning, students learning at their own pace, flexible schedule."

Results

The results of the study are presented in order by research question. Data collection and analyses were conducted by the Center for Research in Educational Policy at The University of Memphis, under subcontract to IESD, and under IESD's direction. Data were provided from two sources: the *Social Skills Rating System (SSRS)* and the Parent Information Questionnaire (PIQ).

Analysis for Research Question 1

Are parental ratings of the social skills of their children enrolled in full-time, online public schools different from a national sample of parental ratings of children of comparable ages/grades and genders in traditional public schools?

This question was first addressed by analyzing results for the total subject sample of students enrolled in full-time, online public schools in grades 2, 4, and 6, and then by analyzing results separately for each grade/gender category (e.g., 2nd grade females).

Both for the total student sample and for each grade/gender category (2nd, 4th, and 6th grade females, and 2nd, 4th, and 6th grade males), raw score means were converted to z-scores for the Social Skills and Problem Behaviors subscales and Total Scale scores from the *SSRS* Parent form.[2] Z-scores from the rating scale of parents who enrolled their children in online public schools were compared to a national sample of ratings from parents of elementary level non-handicapped students enrolled in traditional public schools.[3] Z-scores from parents of online students for each specific grade/gender category (e.g., 2nd grade females) were compared to a national sample of ratings from parents of elementary level handicapped and non-handicapped students enrolled in traditional public schools by grade and gender, because non-handicapped-only norms were unavailable at this level of specificity.

Results for the Total Student Sample

Z-scores from the rating scale of parents who enrolled their 2nd, 4th, and 6th grade children in online public schools were compared to a national sample of ratings from 522 parents of elementary level non-handicapped students enrolled in traditional public schools.

Compared to the national sample, parents of full-time, online public school children:

- Rated their children *significantly higher* (more skilled) on each Social Skills subscale (Cooperation, Assertion, Responsibility, and Self-Control) and on the Total Social Skills Scale
- Rated their children *significantly lower* (fewer problems) on each Problem Behavior subscale (Externalizing, Internalizing, and Hyperactivity) and on the Total Problem Behaviors Scale

[2] Throughout this study, in all cases where z-scores are calculated, comparisons are made to two critical values in order to determine statistical significance (e.g., Table 3). If the z-score is less than critical value 1, then the online sample mean is significantly lower than the norm mean. If the z-score is greater than critical value 2, then the online sample mean is significantly higher than the norm mean. If neither is true, then there is no significant difference between the means.

[3] The sample of full time, online public school students excluded students who were identified by the participating schools as emotionally handicapped, behaviorally handicapped, severely mentally handicapped, and/or autistic. Students who were identified as mildly mentally handicapped were eligible for inclusion in the study.

Table 3.
Parent Ratings of Online Public School Students versus National Sample of Parents of Non-handicapped Students

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	12.0	3.3	270	13.7	8.46	-1.96	1.96	N	Y
Assertion	15.9	2.7	262	17.1	7.19	-1.96	1.96	N	Y
Responsibility	13.3	2.7	263	15.8	15.02	-1.96	1.96	N	Y
Self-Control	12.5	3.2	262	15.0	12.65	-1.96	1.96	N	Y
Total Scale	53.7	8.7	248	61.6	14.30	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	3.9	2.1	272	3.0	-7.07	-1.96	1.96	Y	N
Internalizing	3.9	2.3	269	2.8	-7.84	-1.96	1.96	Y	N
Hyperactivity	4.4	2.2	269	3.5	-6.71	-1.96	1.96	Y	N
Total Scale	12.2	5.3	267	9.4	-8.63	-1.96	1.96	Y	N

Significant = ($p<.05$)

Detailed breakdowns by grade level and gender are provided below.

Results by Grade Level for Female Students

Compared to national samples of ratings from parents of female students enrolled in traditional schools, parents of full-time, online public school children:

- Rated their female children in grades 2 and 4 *significantly higher* on each Social Skills subscale and on the Total Social Skills Scale
- Rated their female children in grade 6 *significantly higher* on each Social Skills subscale with the *exception* of Cooperation, which was *not significantly different*. They also rated these children *significantly higher* on the Total Social Skills Scale.
- Rated their female children in grades 2, 4, and 6 *significantly lower* on each Problem Behaviors subscale and on the Total Problem Behaviors Scale

Table 4.
Parent Ratings of 2nd Grade Females in Online Public Schools versus a National Sample of Parents of 2nd Grade Females

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	12.5	2.6	47	14.4	5.01	-1.96	1.96	N	Y
Assertion	16.0	2.7	46	17.9	4.77	-1.96	1.96	N	Y
Responsibility	13.7	2.2	46	15.7	6.17	-1.96	1.96	N	Y
Self-Control	12.6	2.3	46	15.4	8.26	-1.96	1.96	N	Y
Total Scale	54.8	7.1	44	63.0	7.66	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	4.0	2.0	48	2.3	-5.89	-1.96	1.96	Y	N
Internalizing	4.2	2.2	45	2.7	-4.57	-1.96	1.96	Y	N
Hyperactivity	4.2	1.9	47	3.2	-3.61	-1.96	1.96	Y	N
Total Scale	12.3	5.0	45	8.4	-5.23	-1.96	1.96	Y	N

Significant = ($p<.05$)

Table 5.

Parent Ratings of 4th Grade Females in Online Public Schools versus a National Sample of Parents of 4th Grade Females

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	12.2	2.7	49	14.2	5.19	-1.96	1.96	N	Y
Assertion	15.8	2.7	48	17.2	3.59	-1.96	1.96	N	Y
Responsibility	13.6	2.6	49	15.9	6.19	-1.96	1.96	N	Y
Self-Control	12.2	3.2	47	15.4	6.86	-1.96	1.96	N	Y
Total Scale	53.9	8.4	46	62.9	7.27	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	3.7	1.8	49	2.6	-4.28	-1.96	1.96	Y	N
Internalizing	4.2	2.2	49	2.9	-4.14	-1.96	1.96	Y	N
Hyperactivity	4.1	2.3	49	3.1	-3.04	-1.96	1.96	Y	N
Total Scale	11.9	5.3	49	8.6	-4.36	-1.96	1.96	Y	N

Significant = ($p<.05$)

Table 6.

Parent Ratings of 6th Grade Females in Online Public Schools versus a National Sample of Parents of 6th Grade Females

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	13.1	3.6	36	14.0	1.50	-1.96	1.96	N	N
Assertion	14.2	3.0	34	17.4	6.22	-1.96	1.96	N	Y
Responsibility	13.8	2.5	33	17.2	7.81	-1.96	1.96	N	Y
Self-Control	13.5	3.5	35	16.3	4.73	-1.96	1.96	N	Y
Total Scale	54.6	8.7	32	65.2	6.89	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	3.4	2.2	36	2.3	-3.00	-1.96	1.96	Y	N
Internalizing	4.3	2.1	36	2.6	-4.86	-1.96	1.96	Y	N
Hyperactivity	3.6	2.1	35	1.9	-4.79	-1.96	1.96	Y	N
Total Scale	11.2	5.0	35	6.7	-5.32	-1.96	1.96	Y	N

Significant = ($p<.05$)

Results by Grade Level for Male Students

Compared to national samples of ratings from parents of male students enrolled in traditional schools, parents of full-time, online public school children:

- Rated their male children in grades 2 and 4 *significantly higher* on each Social Skills subscale and on the Total Social Skills Scale
- Rated their male children in grade 6 *significantly higher* on each Social Skills subscale with the *exception* of Assertion, which was *significantly lower* for online students
- Rated their male children in grade 2 *significantly lower* on each Problem Behaviors subscale and on the Total Problem Behaviors Scale
- Rated their male children in grade 4 *significantly lower* on each Problem Behaviors subscale with the *exception* of Hyperactivity, which was *not significantly different*
- Rated the Total Problem Behaviors Scale *significantly lower* for grade 4 males
- Did *not* rate their male children in grade 6 *significantly differently* on any Problem Behaviors subscales or on the Total Problem Behaviors Scale

Table 7.
Parent Ratings of 2nd Grade Males in Online Public Schools versus a National Sample of Parents of 2nd Grade Males

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	11.8	2.6	53	13.3	4.20	-1.96	1.96	N	Y
Assertion	15.4	3.0	53	17.2	4.37	-1.96	1.96	N	Y
Responsibility	12.5	3.0	52	15.2	6.49	-1.96	1.96	N	Y
Self-Control	11.6	3.7	52	14.2	5.07	-1.96	1.96	N	Y
Total Scale	51.4	10.0	51	60.2	6.28	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	4.2	2.2	53	3.3	-2.98	-1.96	1.96	Y	N
Internalizing	4.2	2.4	53	2.5	-5.16	-1.96	1.96	Y	N
Hyperactivity	4.7	2.7	53	3.8	-2.43	-1.96	1.96	Y	N
Total Scale	13.2	6.1	53	9.6	-4.30	-1.96	1.96	Y	N

Significant = (p<.05)

Table 8.
Parent Ratings of 4th Grade Males in Online Public Schools versus a National Sample of Parents of 4th Grade Males

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	10.7	3.3	48	13.5	5.88	-1.96	1.96	N	Y
Assertion	15.8	2.6	45	17.3	3.87	-1.96	1.96	N	Y
Responsibility	13.1	3.0	47	15.9	6.40	-1.96	1.96	N	Y
Self-Control	11.7	3.6	47	14.7	5.71	-1.96	1.96	N	Y
Total Scale	51.3	8.9	43	61.9	7.81	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	4.5	2.3	48	3.4	-3.31	-1.96	1.96	Y	N
Internalizing	3.9	2.2	48	2.9	-3.15	-1.96	1.96	Y	N
Hyperactivity	4.6	2.1	47	4.4	-0.65	-1.96	1.96	N	N
Total Scale	13.0	5.6	47	10.7	-2.82	-1.96	1.96	Y	N

Significant = (p<.05)

Table 9.
Parent Ratings of 6th Grade Males in Online Public Schools versus a National Sample of Parents of 6th Grade Males

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	10.7	3.1	36	12.7	3.87	-1.96	1.96	N	Y
Assertion	16.3	2.4	35	15.1	-2.96	-1.96	1.96	Y	N
Responsibility	13.8	2.5	35	15.0	2.84	-1.96	1.96	N	Y
Self-Control	12.2	3.3	34	13.9	3.00	-1.96	1.96	N	Y
Total Scale	53.1	7.4	31	56.0	2.18	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	4.3	2.1	37	4.0	-0.87	-1.96	1.96	N	N
Internalizing	4.3	2.5	37	3.8	-1.22	-1.96	1.96	N	N
Hyperactivity	4.5	2.2	37	4.6	0.28	-1.96	1.96	N	N
Total Scale	13.1	5.3	37	12.3	-0.92	-1.96	1.96	N	N

Significant = (p<.05)

Analysis for Research Question 2

Do parental ratings of their children's social skills differ as a function of children's time enrolled in full-time, online public schools?

Based on information from the schools, students in the study were classified as having been enrolled for one year or less in the full-time online public school, or for more than one year, as shown in Table 10.

Table 10.
Student Enrollment by Year in Online Public Schools

Students Enrolled One Year or Less	100
Students Enrolled More Than One Year	176
Information not Provided	3
Total	**279**

Raw score means were converted to z-scores for the Social Skills and Problem Behaviors subscales and the Total Scale scores from the *SSRS* Parent form. Z-scores from the rating scale of parents who enrolled their children in online public schools for one year or less and for more than one year were compared to a national sample of ratings from 522 parents of non-handicapped elementary students who were enrolled in traditional public schools.

Compared to the national sample, parents of full-time, online public school children:

- Rated their children *significantly higher* on all Social Skills subscales and on the Total Social Skills Scale, *regardless of time enrolled in the program*
- Rated their children *significantly lower* on each Problem Behaviors subscale and on the Total Problem Behaviors Scale, *regardless of time enrolled in the program*

Table 11.
Parent Ratings of Students Enrolled for 1 Year or less of Online Classes versus a National Sample of Parents of Non-handicapped Students

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	12.0	3.3	96	13.5	4.45	-1.96	1.96	N	Y
Assertion	15.9	2.7	93	16.9	3.57	-1.96	1.96	N	Y
Responsibility	13.3	2.7	93	15.6	8.21	-1.96	1.96	N	Y
Self-Control	12.5	3.2	95	14.3	5.48	-1.96	1.96	N	Y
Total Scale	53.7	8.7	89	60.6	7.48	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	3.9	2.1	96	3.0	-4.20	-1.96	1.96	Y	N
Internalizing	3.9	2.3	96	3.1	-3.41	-1.96	1.96	Y	N
Hyperactivity	4.4	2.2	96	3.7	-3.12	-1.96	1.96	Y	N
Total Scale	12.2	5.3	96	9.8	-4.44	-1.96	1.96	Y	N

Significant = ($p<.05$)

Table 12.
Parent Ratings of Students Enrolled for More than 1 Year of Online Classes versus a National Sample of Parents of Non-handicapped Students

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	12.0	3.3	173	13.9	7.57	-1.96	1.96	N	Y
Assertion	15.9	2.7	168	17.3	6.72	-1.96	1.96	N	Y
Responsibility	13.3	2.7	169	15.9	12.52	-1.96	1.96	N	Y
Self-Control	12.5	3.2	166	15.3	11.27	-1.96	1.96	N	Y
Total Scale	53.7	8.7	158	62.4	12.57	-1.96	1.96	N	Y
Problem Behaviors									
Externalizing	3.9	2.1	175	2.9	-6.30	-1.96	1.96	Y	N
Internalizing	3.9	2.3	172	2.7	-6.84	-1.96	1.96	Y	N
Hyperactivity	4.4	2.2	172	3.4	-5.96	-1.96	1.96	Y	N
Total Scale	12.2	5.3	170	9.1	-7.63	-1.96	1.96	Y	N

Significant = ($p<.05$)

T-tests were performed to compare the parent ratings of students enrolled in online public schools for one year or less to parent ratings of students enrolled more than one year on the Social Skills and Problem Behaviors subscales and the Total Scale scores from the *SSRS* Parent form. Results from the comparison were as follows:

- Students who had been enrolled for more than one year were rated *significantly higher* on the Social Skills subscale Self Control than students enrolled for one year or less.
- There were *no significant differences* based on time enrolled for any of the other Social Skills subscales or on the Total Social Skills Scale.
- There were *no significant differences* based on time enrolled on any of the Problem Behaviors subscales or on the Total Problem Behaviors Scale.

Table 13.
Parent Ratings of Students Enrolled for 1 Year or Less in Online Classes versus Parent Ratings of Students Enrolled for More than 1 Year in Online

Social Skills	Mean for 1 Year or Less	Mean for More than 1 Year	t	df	p
Cooperation	13.5	13.9	-1.172	267	0.242
Assertion	16.9	17.3	-1.144	259	0.254
Responsibility	15.6	15.9	-0.976	260	0.330
Self Control	14.3	15.3	-2.323	259	0.021
Total Scale	60.6	62.4	-1.489	245	0.138
Problem Behaviors					
Externalizing	3.0	2.9	0.223	269	0.824
Internalizing	3.1	2.7	1.788	266	0.075
Hyperactivity	3.7	3.4	0.675	266	0.501
Total Scale	9.8	9.1	0.949	264	0.344

Significant = ($p<.05$)

Analysis for Research Question 3

Are teacher ratings of the social skills of children enrolled in full-time, online public schools different from a national sample of teacher ratings of children of comparable ages/grades and genders in traditional public schools?

In conducting the analysis for this question, raw score means were converted to z-scores for the Social Skills and Problem Behaviors subscales and Total Scale scores from the *SSRS* Teacher form. Z-scores from the rating scale of teachers who had students enrolled in online public schools were compared to a national sample of ratings from 769 teachers of non-handicapped elementary students enrolled in traditional public schools.

Compared to the national sample, teachers of full-time, online public school students:

- Rated their students *significantly higher* on the Social Skills subscale Self-Control. *No significant differences* were found among other Social Skills subscales or on the Total Social Skills Scale score.
- Rated their students *significantly lower* on each Problem Behaviors subscale and on the Total Problem Behaviors Scale

Table 14.
Teacher Ratings of Online Public School Students versus a National Sample of Teachers of Non-handicapped Students

	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Social Skills									
Cooperation	15.4	4.4	57	15.3	-0.17	-1.96	1.96	N	N
Assertion	12.5	4.2	58	13.1	1.09	-1.96	1.96	N	N
Self-Control	14.0	4.4	55	15.3	2.19	-1.96	1.96	N	Y
Total Scale	41.9	10.6	54	44.1	1.53	-1.96	1.96	N	N
Problem Behaviors									
Externalizing	2.2	2.7	58	1.0	-3.38	-1.96	1.96	Y	N
Internalizing	3.2	2.4	58	2.2	-3.17	-1.96	1.96	Y	N
Hyperactivity	3.3	3.0	55	2.3	-2.47	-1.96	1.96	Y	N
Total Scale	8.7	6.1	55	5.5	-3.89	-1.96	1.96	Y	N

Significant = ($p<.05$)

Detailed breakdowns by grade level and gender are not included, due to the small number of teacher ratings of full-time, online public school students for each grade level/gender category.

Analysis for Research Question 4

Do the self-ratings of social skills of children enrolled in full-time, online public schools differ from the self-ratings of a national sample of children of comparable ages/grades and genders in traditional public schools?

This question was first addressed by analyzing results for the total subject sample of students enrolled in full-time, online public schools in grades 4 and 6, and then by analyzing results separately for each grade/gender category (e.g., 4th grade females).

Both for the total student sample and for each grade/gender category (4th and 6th grade females, and 4th and 6th grade males), raw score means were converted to z-scores for the Social Skills subscales and Total Scale score from the *SSRS* Student Self-Rating Form. Z-scores from the self-rating scale of students in online public schools for the total student sample were compared to a national sample of self-ratings from elementary level non-handicapped students enrolled in traditional public schools. Z-scores from the self-ratings of online students for each specific grade/gender category (e.g., 4th grade females) were compared to a national sample of self-ratings from elementary level handicapped and non-handicapped students enrolled in traditional public schools by grade and gender, because non-handicapped-only norms were unavailable at this level of specificity.

Results for the Total Student Sample

Z-scores from the self-rating scale of 4th and 6th grade students enrolled in online public schools were compared to a national sample of ratings from 406 upper elementary level (grades 3-6) non-handicapped students enrolled in traditional public schools.

Compared to the national sample, students enrolled in full-time, online public schools:

- Rated themselves *significantly higher* on the Social Skills subscales Cooperation, Assertion, and Empathy, as well as on the Total Social Skills Scale
- Rated themselves *significantly lower* on the Social Skills subscale Self-Control

Table 15.
Student Self-Ratings of Online Public School Students versus a National Sample

Social Skills	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Cooperation	14.5	2.80	172	15.3	3.75	-1.96	1.96	N	Y
Assertion	13.1	2.60	166	14.1	4.96	-1.96	1.96	N	Y
Empathy	11.2	3.10	174	16.9	24.25	-1.96	1.96	N	Y
Self-Control	15.7	3.00	171	12.3	-14.82	-1.96	1.96	Y	N
Total Scale	54.6	9.30	165	58.6	5.52	-1.96	1.96	N	Y

Significant = (p<.05)

Results by Grade Level for Female Students

Compared to student ratings from national samples of 4th grade and 6th grade female students enrolled in traditional public schools, 4th grade and 6th grade female students enrolled in full-time, online public schools:

- Rated themselves *significantly higher* on the Social Skills subscales Cooperation, Assertion, and Empathy, as well as on the Total Social Skills Scale (grades 4 and 6)
- Rated themselves *significantly lower* on the Social Skills subscale Self-Control (grades 4 and 6)

Table 16.
Student Self-Ratings of 4th Grade Females in Online Public Schools versus a National Sample of Self-Ratings of 4th Grade Females

Social Skills	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Cooperation	14.8	2.8	47	15.7	2.20	-1.96	1.96	N	Y
Assertion	13.3	2.6	45	14.8	3.87	-1.96	1.96	N	Y
Empathy	11.7	3.0	48	17.7	13.86	-1.96	1.96	N	Y
Self-Control	16.3	3.0	46	13.0	-7.46	-1.96	1.96	Y	N
Total Scale	56.1	9.1	45	61.4	3.91	-1.96	1.96	N	Y

Significant = (p<.05)

Table 17.
Student Self-Ratings of 6th Grade Females in Online Public Schools versus a National Sample of Self-Ratings of 6th Grade Females

Social Skills	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Cooperation	14.6	2.8	37	15.9	2.82	-1.96	1.96	N	Y
Assertion	13.2	2.5	37	14.5	3.16	-1.96	1.96	N	Y
Empathy	10.8	3.0	38	17.6	13.97	-1.96	1.96	N	Y
Self-Control	16.5	2.5	38	13.6	-7.15	-1.96	1.96	Y	N
Total Scale	55.1	8.4	37	61.6	4.71	-1.96	1.96	N	Y

Significant = (p<.05)

Results by Grade Level for Male Students

Compared to student ratings from national samples of 4th grade and 6th grade male students enrolled in traditional public schools, 4th grade and 6th grade male students enrolled in full-time, online public schools:

- Rated themselves *significantly higher* on the Social Skills subscales Cooperation and Empathy, as well as on the Total Social Skills Scale (grades 4 and 6)
- Rated themselves *significantly higher* on the Social Skills subscale Assertion (grade 4 only)
- Rated themselves *significantly lower* on the Social Skills subscale Self-Control (grades 4 and 6)

Table 18.
Student Self-Ratings of 4th Grade Males in Online Public Schools versus a National Sample of Self-Ratings of 4th Grade Males

Social Skills	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Cooperation	14.0	2.9	47	15.0	2.36	-1.96	1.96	N	Y
Assertion	12.8	2.6	45	14.2	3.61	-1.96	1.96	N	Y
Empathy	10.4	3.5	48	16.1	11.28	-1.96	1.96	N	Y
Self-Control	15.0	3.3	47	11.5	-7.27	-1.96	1.96	Y	N
Total Scale	52.3	9.9	45	56.6	2.91	-1.96	1.96	N	Y

Significant = (p<.05)

Table 19.
Student Self-Ratings of 6th Grade Males in Online Public Schools versus a National Sample of Self-Ratings of 6th Grade Males

Social Skills	Norm Mean	Norm SD	Online Sample n	Online Sample Mean	Z-score	Critical Value1	Critical Value2	Online Significantly Lower?	Online Significantly Higher?
Cooperation	13.0	3.2	39	14.6	3.12	-1.96	1.96	N	Y
Assertion	11.9	3.0	37	12.5	1.22	-1.96	1.96	N	N
Empathy	9.3	3.3	38	16.1	12.70	-1.96	1.96	N	Y
Self-Control	14.5	3.3	38	11.1	-6.35	-1.96	1.96	Y	N
Total Scale	48.7	10.7	36	54.5	3.25	-1.96	1.96	N	Y

Significant = (p<.05)

Analysis for Research Question 5

What are parents' reasons for choosing full-time, online public schools for their children?

Findings related to this research question were calculated based on Question 3 from the Parent Information Questionnaire (PIQ). This question on the PIQ presented a list of 22 reasons why parents might have chosen an online public school for their child. Parents were directed to mark all of the reasons that applied. The responses were separated into Parent Concerns, Child Concerns, and School Concerns, as shown below in Table 20.

In response to this question, the most frequently noted reasons (each identified by more than 60% of the parents) were all parent concerns:

- A home-based environment, but with the active support and structure of the public school system (e.g., books and materials, certified teachers)
- A learning environment consistent with our family values
- More involvement in our child's education

Of the child concerns, IESD notes that the top three reasons (each identified by 38%-43% of the parents) all related to differentiating instruction to meet specific student needs:

- Needs a more challenging/higher quality curriculum
- Does better with a more self-directed approach to learning
- Needs an individualized approach

No other specific reasons were identified by more than 25% of the participants.

Table 20.
Why did you choose an online public school for your child? (Mark all that apply.)

Percent who marked as a reason	We wanted (Parent Concerns)
64.5	More involvement in our child's educaton.
78.5	A home-based environment, but with the active support and structure of the public school system.
70.3	A learning environment consistent with our family values.
	Our child (Child Concerns)
42.7	Does better with a more self-directed approach to learning.
37.6	Needs an individualized approach.
24.7	Is gifted/too advanced for the regular school program.
43.4	Needs a more challenging/higher quality curriculum.
5.4	Was receiving special education services at his/her previous school.
5.0	Has been diagnosed as learning disabled.
9.7	Has problems related to ADD or ADHD that make regular school difficult.
1.1	Has a physical disability.
3.2	Has a health condition that prevents attending school.
19.4	Was bored in his/her regular school.
12.2	Was bullied in his/her regular school.
5.7	Had difficulty making friends and felt left out in his/her regular school.
4.3	Was getting into trouble due to bad behavior in his/her regular school.
8.2	Travels or is unavailable during school hours due to outside activities.
2.5	Was switching schools frequently because our family moves a lot.
	The regular school (School Concerns) ,
16.1	Wasn't safe for our child, or travel to school wasn't safe.
22.9	Was overcrowded.
22.9	Had a bad reputation academically.
9.0	Didn't offer enough experience with multimedia and technology.
42.3	Other

Analysis for Research Question 6

What is the frequency of participation for students in full-time, online public schools in a variety of activities outside the school day that involve and do not involve peer interaction?

Findings related to this research question were calculated based on Question 4 from the PIQ, as shown below in Table 21. Note that in this table, the 18 listed activities are divided into the two top-level categories: activities *involving peer interaction* and *activities not involving peer interaction*, based on the following criteria:

Activities involving peer interaction:

- Statement contains the words "with other children"
- Statement contains the words "involve other children"
- Statement contains wording that suggested children were the primary focus of the activity (e.g., "Children's clubs and organizations")
- Statement contains the words "classes" or "school," where the supposition is that children are the primary participants
- Statement contains both the words "group" and "activities," which suggest interaction among participants

Activities not involving peer interaction:

- Statement contains the words "don't involve other children"
- Statement has no specific mention of children and the activity traditionally involves adult leadership and/or adults

Specific activities involving peer interaction that were engaged in at least once a week by at least 50% of the students included the following:

- Children's clubs and organizations (e.g., Boy/Girl Scouts, 4H, church groups)
- Sports that involve other children (e.g., team sports, competitions)
- Classes or lessons with other children (e.g., dance, art, martial arts, group tutoring)
- Playing with other children at someone's home
- Religious/cultural classes or schools

Specific activities *not* involving peer interaction that were engaged in at least once a week by at least 50% of the students included the following:

- Recreational activities at home that *don't* involve other children (e.g., reading, single-player video games, watching television)
- Individual exercise or athletic activities that *don't* involve other children
- Religious services

Table 21.
How often does your child participate in each of the following?

	Percent Who Marked				
	More than once a week	About once once a week	2-3 times a month	Once a month or less	Never
Activities Involving Peer Interaction					
Sports that involve other children.	38.0	21.7	8.3	14.5	17.4
Group performance activities.	5.1	16.8	8.4	35.9	33.7
Classes or lessons with other children.	24.2	30.0	8.8	16.1	20.9
Educational events with other children.	2.2	11.3	26.3	56.9	3.3
Children's clubs and organizations.	20.7	39.3	12.0	10.2	17.8
Religious/cultural classes or schools.	16.0	34.9	6.5	9.5	33.1
Playing with other children at someone's home.	31.2	22.5	25.0	19.2	2.2
School-organized social events.	0.0	5.8	8.7	73.6	11.9
Other group social events and "fun" activities.	4.3	10.5	41.7	42.4	1.1
Telephone conversations with other children.	19.1	14.4	22.7	29.2	14.4
Internet chatting, or exchanging electronic messages with other children.	18.8	5.4	9.7	14.1	52.0
Activities Not Involving Peer Interaction					
Individual exercise or athletic activities that don't involve other children.	57.3	22.6	6.6	5.5	8.0
Classes or lessons that don't involve other children.	12.5	29.8	7.7	15.8	34.2
Educational events that don't involve other children.	8.6	11.9	21.9	40.5	17.1
Religious services.	28.4	47.5	4.7	10.1	9.4
Recreational activities at home that don't involve other children.	86.7	8.3	4.0	1.1	0.0
Volunteer work with other people.	4.0	11.6	17.1	45.8	21.5
Part-time job or paid work outside the home.	2.5	6.5	5.4	13.4	72.2

Analysis for Research Question 7

What are parents' perceptions of the impact of full-time, online public schooling on specific outcomes, including outcomes related to children's academic performance, attitude toward school and schoolwork, behavior with other children, and self-esteem?

Findings related to this research question were calculated based on Question 5 from the PIQ, as shown below in Table 22.

More than three-quarters of the parents noted improvement in the following areas since their child started online public schooling:

- Skill in using technology (e.g., computers and the Internet)
- Balanced development of skills across many areas of learning (i.e., not just reading and math)
- Academic performance/progress in subject areas

More than half of the parents noted improvement in the following areas:

- Self-esteem
- Regular, helpful communication between home and school (e.g., parent-teacher conferences)
- Attitude toward school and schoolwork
- Relationship with parents
- Performance on state tests
- Daily school attendance (including hours spent with the K12 Online School program)
- Finishing schoolwork on time
- Relationship with teachers and other adults (not including parents)

In contrast, only very low percentages of parents identified any of the areas tracked by this question as getting worse since their child started online public schooling, with *attitude toward school and schoolwork* (6.2%) as the only category that was mentioned as getting worse by more than 5% of the parents.

Table 22.
In general, since your child began the online public school program, has each of the following gotten better, shown no change, or gotten worse?

	Percent Who Marked		
	Better	**No Change**	**Worse**
Academic performance/progress in subject areas.	78.1	21.2	0.7
Performance on state tests.	57.3	41.5	1.2
Balanced development of skills across many areas of learning.	85.0	14.7	0.4
Skill in using technology.	87.6	12.4	0.0
Attitude toward school and schoolwork.	60.9	32.8	6.2
Finishing schoolwork on time.	54.0	41.2	4.7
Daily school attendance.	54.7	43.8	1.5
Regular, helpful communication between home and school.	61.8	36.0	2.2
Child's behavior at home.	48.0	49.8	2.2
Relationship with parents.	59.3	39.6	1.1
Relationship with teachers and other adults.	53.8	46.2	0.0
Behavior with other children.	40.7	58.6	0.7
Ability to make friends.	37.7	60.4	1.8
Self-esteem.	62.6	37.0	0.4

Analysis for Research Question 8

Are there relationships between parent reasons for enrolling children in full-time, online public schools and the social skills ratings they assign to their children?

Pearson correlations were used in these analyses. The Total Scale score mean from the *SSRS* Parent form was used as the measure of social skills rating. A comparison was made between the Social Skills total score means and reasons (concerns) for enrolling students in online school (Parent Concerns, Child Concerns, School Concerns) as identified in the analysis of Question 3 on the Parent Information Questionnaire (PIQ). (For more details, see Analysis for Research Question 5, above.)

Results were as follows:

- There was a *significant negative correlation* between student concerns for parents enrolling their children in online public schools and parents' ratings of their students' social skills (Total Scale score). The more concerns parents expressed about their child's specific needs related to schooling, the lower their ratings of that child's social skills.
- There was *not a significant correlation* between parents' concerns, school concerns, or all concerns combined and parents' ratings of their students' social skills.

Table 23.
Correlations Between Types of Parent Reasons for Choosing an Online Public School and Social Skills Rating Score

	Social Skills Total Scale Score	
	R	**p**
Parent Concerns	0.107	.094
Child Concerns	-0.135	.034
School Concerns	-0.074	.246
All Concerns Combined	-0.088	.169

Significant = ($p<.05$)

Analysis for Research Question 9

Are there relationships between frequency and type of children's activities outside the school day and social skills ratings for students enrolled in full-time, online public schools?

Pearson correlations were used in these analyses. Subscale and the Total Score means from the *SSRS* Parent form were used as the measures of social skills rating. Comparisons were made between (a) the frequency of activities involving peer interaction (as identified in the analysis of Question 4 on the PIQ) and Social Skills Subscale and Total Score means, and (b) the frequency of activities *not* involving peer interaction (i.e., activities in isolation or with family and adults, also identified in the analysis of Question 4 on the PIQ) and the Social Skills Subscale and Total Score means. (For more details, see Analysis for Research Question 6, above.)

For each student included in these analyses, frequency of participation in each of the activity types was coded as 0 for *never*, 1 for *once a month or less*, 2 for 2-3 *times a month*, 3 for *about once a week*, and 4 for *more than once a week*. The frequency of responses for each student was summed across the activity types included in the broad category, *involving peer interaction*. (See Table 21 above.) Similarly, the frequency of responses for each student was summed across the activity types included in the broad category, *not involving peer interaction*.

Results were as follows:

- For activities involving peer interaction, parent ratings of students' social skills on each Social Skills subscale (Cooperation, Assertion, Responsibility, and Self-Control) and on the Total Social Skills Scale were *significantly related* to the frequency of students' activities.
- For activities *not* involving peer interaction, parent ratings of students' social skills on the Cooperation, Assertion, and Responsibility Subscales and on the Total Social Skills Scale were significantly related to the frequency of students' activities. However, parent ratings on the Self Control Subscale were *not significantly related* to the frequency of students' activities.

In general, as the frequency of activities increased, the Social Skills ratings increased.

Table 24.
Correlations between Social Skills Ratings and Frequency of Activities Involving Peer Interaction/Not Involving Peer Interaction

	Activities Involving Peer Interaction		Activities Not Involving Peer Interaction	
	R	p	R	p
Cooperation	0.289	<0.01	0.188	<0.01
Assertion	0.405	<0.01	0.222	<0.01
Responsibility	0.280	<0.01	0.231	<0.01
Self Control	0.136	0.03	0.116	0.06
Total Social Skills	0.336	<0.01	0.223	<0.01

Significant = ($p<.05$)

Analysis for Research Question 10

What do parents see as the benefits and/or disadvantages and challenges of full-time, online public schooling?

Findings related to this research question were based on categorical analysis of open-ended responses to Question 6 on the PIQ: "Please take a moment to share any stories, anecdotes, or thoughts about your family's experience with your online public school. We are especially interested in any things you found surprising."

A total of 188 parents responded to this item, out of 280 parents who returned the PIQ. These open-ended responses were entered into a survey management system and compiled into a listing by individual parent response. A categorical analysis of common themes in the responses was then performed, and the themes were organized into broad categories.

As shown in Table 25, the top three broad thematic categories related to benefits and positive outcomes from online public schooling, in connection to the curriculum, instruction and student learning, and student social skills.

Specific themes related to these categories that were mentioned by more than 5% of the respondents included the following:

- Good/strong curriculum, "better education," good supplies, being challenged, strong history/art/science lessons (37%)
- Faster learning, students learning at their own pace, flexible schedule (21%)
- Child is self-motivated, good attitude, confident (16%)
- Interacts well with all age groups; social (11%)
- Teacher support/good relationship with teacher (10%)
- Not negatively influenced by peers (5%)

Specific themes related to the Personal Comments category that were mentioned by more than 5% of the respondents included the following:

- More time together as family or for other activities; learned things about child that parents would not have otherwise known (13%)
- Help because of special circumstances/safe/affordable (8%)

Only one concern related to online schooling—"Time consuming; tiring to teach, have to move faster than want to"—reached the threshold of 5% of the respondents.

Table 25.
Common Response Categories Among Parental Responses About Online Public School

Category of Response	Number of Parents	Percentage of Respondents
Curriculum—Benefits and Positive Outcomes	72	38%
Instruction and Student Learning—Benefits and Positive Outcomes	65	35%
Student Social Skills—Benefits and Positive Outcomes	60	32%
Personal Comments Related to Online Schooling	44	23%
Program Concerns	16	9%

Conclusions

In general, the results of this evaluation suggest that typical, mainstream students enrolled in full-time, online public schools—i.e., students without the kinds of special needs that might result in pulling them out of regular public school classrooms—are *either superior to or not significantly different than* students enrolled in traditional public schools with respect to social skills and problem behaviors. There is also preliminary evidence suggesting that students enrolled in full-time, online public schools might have an advantage in their social skills development if they are highly engaged in activities outside of the school day—including activities involving peer interaction and activities not involving peer interaction. Furthermore, the results indicate parent perceptions of important benefits to online public schooling, related to academics and other aspects of their children's education. These and other findings are discussed in detail below.

Social Skills

Results across all *SSRS* measures indicate that in most categories, social skills of students enrolled in full-time, online public schools were *either significantly higher or not significantly different* when compared to national norms.

On all three sets of measures (parent ratings, student self-ratings, and teacher ratings), the total sample of full-time, online public school students scored *either significantly higher or not significantly different* when compared to the national sample for the elementary grades on both the Total Scale and each subscale, with the exception of the student self-rating score for Self-Control, which was significantly *lower* than the national sample. Results comparing the total sample of full-time, online public school students with the total national elementary sample are particularly noteworthy, in light of the exclusion of handicapped students from the *SSRS* national norms for the total elementary sample but *not* from specific grade/gender *SSRS* norms. The total elementary *SSRS* sample is thus more directly comparable to the total full-time, online student sample for this study, which excluded students who were identified by their schools as emotionally handicapped, behaviorally handicapped, severely mentally handicapped, or autistic, in order to represent the equivalent of regular, mainstream students.

Notwithstanding this difference in group composition, the pattern of findings for the grade/gender subgroups was similar to findings for the whole-group comparison across elementary grades, as reported below.

Parents of students in full-time, online public schools rated their children *significantly higher* than national norms on social skills in every grade/gender category. This was true for both the Total Scale and each subscale, with two exceptions: Cooperation for 6th grade females (which was not significantly different), and Assertion for 6th grade males (which was significantly lower).

Similarly, self-ratings of students in grades 4 and 6 who were enrolled in full-time, public skills were *significantly higher* than national norms on social skills in every grade/gender category. This was true for both the Total Scale and each subscale, with the exception of the Self-Control subscale, which was *significantly lower* for every grade/gender category, and Assertion for 6th grade males, which was not significantly different.

However, the only significant difference in teacher ratings of social skills was in the Self-Control subscale, which was *significantly higher* for online students.

One possible explanation for the difference between parent ratings and teacher ratings might be rater bias on the part of the parents. Parents of online public school students might have a vested interest in seeing their children as socially skilled, given the parents' choice of a non-traditional school environment and their own active involvement in their children's schooling. However, the similarity between parent and student ratings tends to argue against parent bias.

In summary, compared to national norms:

- On the Social Skills Total Scale, students in full-time, online public schools were rated significantly higher both for the total student sample and in every grade/gender category, both in the parent ratings and in the student self-ratings. However, the teacher ratings for the total student sample were not significantly different.
- On the Cooperation Subscale, students in full-time, online public schools were rated significantly higher both for the total student sample and in every grade/gender category, both in the parent ratings and in the student self-ratings—with the exception of parent ratings for 6th grade females, which were not significantly different. The teacher ratings for the total student sample were also not significantly different.
- On the Assertion Subscale, students in full-time, online public schools were rated significantly higher both for the total student sample and in every grade/gender category, both in the parent ratings and in the student self-ratings—with the exceptions of parent ratings and student self-ratings for 6th grade males, which were not significantly different in the case of student self-ratings, and which were significantly lower in the case of parent ratings. The teacher ratings for the total student sample were not significantly different.
- On the Responsibility Subscale, students in full-time, online public schools were rated significantly higher both for the total student sample and in every grade/gender category, both in the parent ratings and in the student self-ratings. However, the teacher ratings for the total student sample were not significantly different.
- On the Self-Control Subscale, students in full-time, online public schools were rated significantly higher both for the total student sample and in every grade/gender category in the parent ratings, and in the teacher ratings for the total student sample. However, the student self-ratings on the Self-Control Subscale were significantly lower than the national sample, both for the total student sample and for all of the grade/gender categories.

Contradictory Findings Regarding Self-Control

The findings related to the Self-Control *SSRS* subscale were contradictory. As noted above, in addition to being rated significantly higher by parents of full-time, online public school students (compared to national norms), this was also the single category that was rated significantly higher by teachers for online students. Additionally, this was the single subscale that was significantly higher in parent ratings for students who had been enrolled in full-time, online public schools for more than a year, as opposed to those who had been enrolled for a year or less—suggesting that Self-Control may be associated with length of time enrolled in online public schools.

In contrast, online student self-ratings for self-control were significantly *lower* than national norms for every grade/gender category (grades 4 and 6 females, grades 4 and 6 males).

Problem Behaviors

Results across all *SSRS* measures found that in all categories, problem behaviors of students enrolled in full-time, online public schools were *either significantly lower or not significantly different* when compared to national norms.

On both sets of measures (parent ratings and teacher ratings), the total sample of full-time, online public school students scored *significantly lower* when compared to the national sample for the elementary grades on both the Total Scale and each subscale. As noted above under Social Skills, results comparing the total sample of full-time, online public school students with the total national elementary sample are particularly noteworthy, because the total elementary *SSRS* sample excludes specific special populations and is thus more directly comparable to the full-time, online student samples for this study. (As noted previously, special populations were *included* in the specific grade/gender *SSRS* norms.)

Notwithstanding this difference in group composition, the pattern of findings for the grade/gender subgroups was similar to findings for the whole-group comparison across elementary grades, as reported below.

Parents of students in full-time, online public schools rated their children *significantly lower* than national norms on problem behaviors in almost every grade/gender category. For 2nd graders of both genders and for 4th and 6th grade females, this was true for both the Total Scale and each subscale. For 4th grade males, this true for both the Total Scale and each subscale except Hyperactivity (which was not significantly different). For 6th grade males, the Problem Behaviors subscales and Total Scale were not significantly different.

Similarly, teacher ratings were *significantly lower* for full-time, online public school students, compared to national norms, on problem behaviors for both the Total Scale and each subscale.

The *SSRS* Student form does not include self-ratings of problem behaviors.

In summary, compared to national norms:

- On the Problem Behaviors Total Scale, students in full-time, online public schools were rated significantly lower in the parent ratings both for the total student sample and in every grade/gender category except for 6th grade males, and were also significantly lower in the teacher ratings for the total student sample. The parent ratings for 6th grade males were not significantly different.
- On the Externalizing Subscale, students in full-time, online public schools were rated significantly lower in the parent ratings both for the total student sample and in every grade/gender category except for 6th grade males, and were also significantly lower in the teacher ratings for the total student sample. The parent ratings for 6th grade males were not significantly different.
- On the Internalizing Subscale, students in full-time, online public schools were rated significantly lower in the parent ratings both for the total student sample and in every grade/gender category except for 6th grade males, and were also significantly lower in the teacher ratings for the total student sample. The parent ratings for 6th grade males were not significantly different.
- On the Hyperactivity Subscale, students in full-time, online public schools were rated significantly lower in the parent ratings both for the total student sample and in every grade/gender category except for 4th grade males and 6th grade males, and were also significantly lower in the teacher ratings for the total student sample. The parent ratings for 4th grade males and 6th grade males were not significantly different.

Time Enrolled in Full-Time, Online Public Schools

There were *no significant differences* in parent ratings of either social skills or problem behaviors based on time enrolled in full-time, online public schools, with the single *exception* (noted above) of the *Self-Control* social skills subscale, which was *significantly higher*. This is preliminary evidence suggesting that time spent in the online public school might not have a substantial impact on children's social skills and problem behaviors, either positive or negative—with the exception of a possible positive impact on self-control.

We caution that because this study did not include pretesting and posttesting, it should not be relied upon as evidence of causality between enrollment in full-time, online public schools and either social skills or problem behaviors, or lack thereof.

However, if time spent in the online public school does not have a substantial impact on children's social skills and problem behaviors, differences in parent ratings between full-time, online public school students and national norms (as described in the preceding subsections) might be due to (a) other influences such as family relationships and social experiences outside of school hours, or (b) preexisting differences between the two groups (i.e., prior to student enrollment in online public schools).

On the other hand, IESD notes the perception of many parents (more than 35% for each category) that their child's attitudes and behavior had improved since their child began full-time, online public schooling, in a variety of areas that might reflect or impact social skills and problem behaviors, including:

- Self-esteem (62.6% of responding parents)
- Attitude toward school and schoolwork (60.9%)
- Relationship with parents (59.3%)
- Relationship with teachers and other adults (53.8%)
- Child's behavior at home (48.0%)
- Behavior with other children (40.7%)
- Ability to make friends (37.7%)

Taken together, these findings suggest an alternative possibility: that full-time, online public schooling may have a positive impact on students' social skills and a negative impact on problem behaviors, but that these impacts may happen in a timeframe that is less than a full academic year. Additional research, including pretest-posttest comparison, might help to clarify this issue.

Parent Reasons for Enrollment in Full-Time, Online Public Schools

In general, the most frequently identified parent reasons for choosing online public schools were about achieving positive outcomes related to parent/family involvement in learning, as opposed to "fixing" problems with either the child or the school system. Each of the reasons related to parent/family involvement in learning was chosen by more than 60% of the responding parents.

However, a sizeable minority—more than one-third of the responding parents—expressed child-focused concerns related to differentiating instruction to meet specific student needs.

The significant negative correlation between "Child Concerns" as reasons for enrolling students in full-time, online public schools and the SSRS Parent form Social Skills total scores suggests that for a subset of students, reasons for enrolling in online public schools might be linked to pre-existing problems related to social skills. Additional research might shed more light on this issue.

Student Activities Outside the School Day

Responses by parents of students enrolled in full-time, online schools documented a broad range of activities outside the school day that most of their children engaged in at least once a week. A majority of these children participated in one or more activities involving peer interaction at least once a week. A majority also engaged in one or more activities not involving peer interaction at least once a week.

Both activities involving peer interaction and those *not* involving peer interaction were significantly correlated both to the Total Social Skills Scale and to all but one of the Social Skills subscales for students enrolled in full-time, online public schools. The single exception was the Self-Control subscale, which was *not* significantly correlated to activities not involving peer interaction, but was significantly correlated to activities involving peer interaction. While correlational findings do not indicate causality, this finding suggests that involvement in activities outside the school day—both involving peers and not involving peers—may be associated with students' positive social skills.

As noted in the Literature Review, some concern has been expressed that students enrolled in online public schools may suffer from a lack of opportunities for socialization, and consequently might fail to develop important social skills. IESD speculates that online students' regular involvement in a wide range of activities outside the school day, as documented in this study, may help to mitigate against the reduced opportunity for

face-to-face socialization during the school day—thus helping to account for this study's primary finding that online students' social skills were at least as strong as those of students in traditional schools.

Experiences with Online Public Schools

Parent perceptions of their families' experiences with full-time, online public schools were overwhelmingly positive.

Of the 14 categories of outcomes measured on PIQ Question 5, a majority of the parents perceived improvement in 11 categories during the time their children were enrolled in full-time, online public schools. Of the 3 remaining categories, more than 35% of the parents perceived that their children's situation had "gotten better," while 49.8% or more perceived "no change" in their children's situation.

In contrast, the percentage of parents who perceived negative change related to these outcomes ranged from 0% to 6.2%.

Similarly, in responses to the open-ended question on benefits, disadvantages, and challenges of full-time, online public schooling, a preponderance of the most common categories and themes related to benefits and positive outcomes from full-time, online public schools.

Limitations of This Study

This is a single evaluation research study focusing on the social skills and problem behaviors of elementary students attending full-time, online public schools and, by itself, does not constitute a body of evidence.

This evaluation followed a posttest-only design. The students included in this study were not assessed *before* their initial enrollment in an online public school. Therefore, it was not possible to measure *changes* in social skills or problem behaviors related to the students' experience in online public schools.

Given that enrollment in online public schools is by parent choice, it was not feasible to design a random assignment control group experiment. As a practical alternative, in this study, the students enrolled in full time, online public schools were compared to national norms for the *SSRS*. Because of this limitation plus the posttest-only design (discussed above), the results of this study cannot be used to draw conclusions about *causality*. In other words, the data presented here do not constitute direct evidence of the *impact* of online public schooling on social skills and problem behaviors. However, the results of this study did not reveal negative social characteristics or problem behaviors associated with participation in online public schooling.

Fewer than 60 students were assessed by teachers who completed the *SSRS* Teacher form, to ensure that this task was not unduly burdensome for the participating teachers. Inclusion of teacher assessments was for the purpose of triangulating the analysis by providing several sources of data about the students (i.e., the assessments by teachers in addition to assessments by parents and students). However, the sample of students assessed by teachers was too small for analysis by grade/gender categories.

Finally, Question 4 on the Parent Information Questionnaire (PIQ) yielded valuable information about the activities that elementary students attending full-time, online public schools engaged in outside the school day—activities involving peer interaction and activities not involving peer interaction—and their relationship to social skills. However, because there are not national norms for the PIQ (which was developed by the researchers), it was not possible to use the responses to Question 4 as a basis for comparing online public school students to students attending traditional schools in terms of frequencies of different kinds of out-of-school activities.

Recommendations for Future Research

Experience from this study suggests that experimental or quasi-experimental research designs featuring a comparison group involving students from traditional schools would be difficult to implement. However, longitudinal research that tracks students' social development from the time of initial enrollment in full-time, online public schools until students exit the online schooling could help to establish whether students' social skills change over time. Preliminary planning for such follow-up research is currently underway.

Additional research could also be conducted utilizing elements of the Parent Information Questionnaire, developed for this project, with different student populations, in order to establish norms for various groups and sub-groups in areas related to extent of students' extracurricular activities both involving and not involving peer interaction. Eventually, these norms could help determine whether students in face-to-face classrooms typically engage in such activities more frequently than full-time, online public school students, less frequently, or at similar levels of frequency.

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Appendix: Text of the Parent Information Questionnaire (PIQ)

1. Please enter the ID number you were assigned for this survey. | | | | | |

2. Is your child:

❏ A boy ❏ A girl

3. Why did you choose an online public school for your child? Please check all that apply.

We wanted:

❏ More involvement in our child's education
❏ A home-based environment, but with the active support and structure of the public school system (e.g., books and materials, certified teachers)
❏ A learning environment consistent with our family values

Our child:

❏ Does better with a more self-directed approach to learning
❏ Needs an individualized approach
❏ Is gifted/too advanced for the regular school program
❏ Needs a more challenging/higher quality curriculum
❏ Was receiving special education services at his/her previous school
❏ Has been diagnosed as learning disabled
❏ Has problems related to ADD or ADHD that make regular school difficult
❏ Has a physical disability
❏ Has a health condition that prevents attending school
❏ Was bored in his/her regular school
❏ Was bullied in his/her regular school
❏ Had difficulty making friends and felt left out in his/her regular school
❏ Was getting into trouble due to bad behavior in his/her regular school
❏ Travels or is unavailable during school hours due to outside activities (e.g., sports, theater)
❏ Was switching schools frequently because our family moves a lot

The regular school:

❏ Wasn't safe for our child, or travel to school wasn't safe
❏ Was overcrowded
❏ Had a bad reputation academically
❏ Didn't offer enough experience with multimedia and technology (e.g., computers and the Internet)

Other

❏ Please describe below

4. How often does your child participate in each of the following? *(Note: Whenever "other children" are mentioned in the list below, please don't count the activity if the only other children are your child's brothers and sisters.)*

Activity	More than once a week	About once a week	2-3 times a month	Once a month or less	Never
Sports that involve other children (e.g., team sports, competitions)	❑	❑	❑	❑	❑
Individual exercise or athletic activities that *don't* involve other children	❑	❑	❑	❑	❑
Group performance activities (choir, theater performance, etc.)	❑	❑	❑	❑	❑
Classes or lessons with other children (e.g., dance, art, martial arts, group tutoring)	❑	❑	❑	❑	❑
Classes or lessons that *don't* involve other children (e.g., piano lessons, one-on-one tutoring)	❑	❑	❑	❑	❑
Educational events with other children (e.g., group museum or library visit, spelling bee, science workshop)	❑	❑	❑	❑	❑
Educational events that *don't* involve other children	❑	❑	❑	❑	❑
Children's clubs and organizations (e.g., Boy/Girl Scouts, 4H, church groups)	❑	❑	❑	❑	❑
Religious services	❑	❑	❑	❑	❑
Religious/cultural classes or schools	❑	❑	❑	❑	❑
Playing with other children at someone's home	❑	❑	❑	❑	❑
School-organized social events	❑	❑	❑	❑	❑
Other group social events and "fun" activities (e.g., birthday party, get-together at a park)	❑	❑	❑	❑	❑
Recreational activities at home that *don't* involve other children (e.g., reading, single-player video games, watching television)	❑	❑	❑	❑	❑
Volunteer work with other people	❑	❑	❑	❑	❑
Part-time job or paid work outside the home (e.g., mowing lawns, newspaper delivery)	❑	❑	❑	❑	❑
Telephone conversations with other children	❑	❑	❑	❑	❑
Internet chatting, or exchanging electronic messages with other children	❑	❑	❑	❑	❑

5. In general, since your child began the online public school program, has each of the following gotten *better, shown no change*, or *gotten worse*?

Area	Better	No change	Worse
Academic performance/progress in subject areas	❑	❑	❑
Performance on state tests	❑	❑	❑
Balanced development of skills across many areas of learning (i.e., not just reading and math)	❑	❑	❑
Skill in using technology (e.g., computers and the Internet)	❑	❑	❑
Attitude toward school and schoolwork	❑	❑	❑
Finishing schoolwork on time	❑	❑	❑
Daily school attendance (including hours spent with the K12 Online School program)	❑	❑	❑
Regular, helpful communication between home and school (e.g., parent-teacher conferences)	❑	❑	❑
Child's behavior at home	❑	❑	❑
Relationship with parents	❑	❑	❑
Relationship with teachers and other adults (not including parents)	❑	❑	❑
Behavior with other children	❑	❑	❑
Ability to make friends	❑	❑	❑
Self-esteem	❑	❑	❑

6. Please take a moment to share any stories, anecdotes, or thoughts about your family's experience with your online public school. We are especially interested in any things you found surprising.

Tab 49 Student Clubs

STEM/SCIENCE,TECH, MATH CLUBs	College and Career Clubs	MUSIC/ART/DANCE	World Language/Interest CLUBs
7th Grade Science Explorers	9th Grade Solid Start	7-8 Flamenco Dance	7-8 Spanish
8th Grade Science Explorers	9-12 College and Career Success	7-8 Classic Movies	9-12 Spanish
9th Grade Science Explorers		7-8 Music Club	7-8 German
10th Grade Science Explorers	**IMPACT YOUR WORLD**	7-12 Pop Music	9-12 German
11th and 12th Grade Science Explorers	7-12 Operation Lemonade	7-12 Duck Tape Art	7-8 French
7-8 National Park Rangers	7-12 American Red Cross/CPR	9-12 Guitar	9-12 French
7-8 Mathematical Mysteries		9-12 Music Club	
7-8 Brain Teasers	**LA/HISTORY**		**SUCCESS BUILDERS**
7-8 Endangered Animals	7-8 Book Buddies	**HOBBIES**	7-8 Goals4You!
7-8 Living Green	7-8 Debate Club	7-8 Photography	7-8 Middle School Menus
7-12 Astronomy	7-8 Creative Writing	7-8 Survival Skills	7-8 Character Ed
7-12 Glogster	7-8 International Travel	7-12 Cyberstackers	9-12 Culinary Club
7-12 Stock Market	7-12 Who said it?	7-12 Quilting	9-12 Health and Fitness
7-12 Oceanography	7-12 United We Stand!	7-12 Baby Sitters Club	
7-12 Google Tools	9-12 Debate	7-12 Legos	**QUIZBOWLS**
7-12 Graphic Design	9-12 Creative Writing	7-12 American Girls Club	7th Grade Quiz Bowl
7-12 Equine	9-12 Book Club	7-12 Geocaching	8th Grade Quiz Bowl
9-12 Animal Rescue	9-12 International Travel	7-12 Yoga	9th Grade Quiz Bowl
9-12 4-H		7-12 Chess	10th Grade Quiz Bowl
		7-12 Sports Club	11th Grade Quiz Bowl
		9-12 Fashion	12th Grade Quiz Bowl
		9-12 Culinary	
		9-12 Photography	

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Tab 50 Draft Financial Policy

Fiscal Policies and Procedures, School Accounting, Security and Monthly Financial Reporting

Contents

Document Purpose

Overview of Schools receiving K12 services

DRAFT – MEVA FISCAL POLICIES & PROCEDURES

Appendixes:

Appendix A:*School Inputs*

Appendix B:
MEVA Sample Payment Process Documentation

Appendix C:
Month End Check List

Appendix D:
Monthly Financial Pack

Appendix E:
W-9 and Vendor Set-Up Form

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Document Purpose

Shared Services provides accounting and financial reporting services for schools receiving services from K12. 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 make up this guide are:

- MEVA Fiscal Policies and Procedures
- Sample Payables Process documentation (Appendix A)
- Month End Checklist (Appendix B)
- Monthly Reporting Pack (Appendix C)

Overview of Schools Receiving K12 Services

K12 provides services to some of the schools they contract with. These services include accounting processing and financial reporting, among other school financial functions.

Shared Services Overview

Daily Transaction Processing

The accounting service provided by K12 Shared Services varies by school. In many cases, Shared Services provides all of the daily transaction processing for a school. 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.

Shared Services maintains the accounting and financial reporting in "Tyler Technologies Inc.'s Infinite Visions financial software" for MEVA.

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Maine Virtual Academy
FISCAL POLICIES & PROCEDURES

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 PRINCIPLES

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.

Board: Where referred to in this policy board refers to the Maine Learning Innovations' Board of Directors

INTERNAL CONTROL PRACTICES

Banking – Dependent on Board Approval

Authorization and Approval:

- Board Authorizes the opening of a bank account
- Bank Signatory Authority – the Chief Executive Officer- CEO and the Chief Financial Officer - CFO (or Board Member where applicable) are the signatory/agents for all MEVA bank accounts. Two signatures are required for expenditures > $5,000.
- The cash balance may not be reduced below zero.

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- 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 CEO or CFO and included in the monthly financial report to the board.
- 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 CEO opens the monthly bank statements and reviews the activity. Prior to sending a copy to Shared Services, the CEO dates the statement to indicate that it has been reviewed. If the CEO has questions or would like to see more detail on any of the transactions, the CEO indicates his request on the statement.
    - Shared Services follows up on any questions the CEO 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 CEO and Board Treasurer review and approve the bank reconciliations prepared by Shared Services prior to the board adopting the bank reconciliation resolution. As part of the review, the CEO and Board Treasurer should note that check sequence was maintained from the prior month. It is per the Board's recommendation to be included in this part of the process.

Revenue

Segregation of Duties:

- Direct Deposits: The deposits related to state student funding and federal grants will automatically be deposited into the Maine Virtual Academy bank accounts. The CFO will send a copy of all backup documentation for these direct deposits to 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 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 Maine Virtual Academy bank account by the CFO or CEO. The CFO will send a copy of all backup documentation for these deposits to Shared Services for posting.

Custodial and Security Arrangements:

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- 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 CFO and 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 CFO 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 CEO will approve the revenue as a part of the monthly financial closing process.

Expenditures

Authorization and Approval:

- The CEO and CFO are approved by the Board to approve and make expenditures on behalf of the Maine Virtual Academy for the following purposes: insurance coverage as required to comply with Maine 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 Maine Virtual Academy, including sponsor-oversight fees and management/technology fees. Further, the Board has authorized the CEO in conjunction with the CFO to approve and make expenditures for all Maine 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 CEO or CFO if under $5,000. All purchase requisitions > $5,000 should be approved by the CEO and CFO.
- The School shall get three quotes for purchases > $10,000. For the purchase of any item or group of items in a single transaction where the purchase price exceeds the limits imposed by Maine law, the Academy shall require at least three competitive bids and approval of the purchase by its Board. 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 School 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

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requisition, if required. Once approved, scan a copy of document for payment and send to the Shared Services Sr. Accountant assigned to the school.

Segregation of Duties:

The Shared Services Sr. Accountant 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 with the assistance of the CFO and the K12 Payroll Manager. Payroll is run twice per month and some bi-weekly.
  - A Master Salary spreadsheet is maintained by the CFO. New hires, salary changes and terminations are all updated based on approved Board information.
  - A payroll spreadsheet is generated by the CFO 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 CFO forwards the payroll spreadsheet to the K12 Payroll Manager and Shared Services for approval and any appropriate re-classification required.

- Academy Expense Reports
  - The CFO 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 CFO, copies of the invoices and any backup documents are sent to Shared Services for check writing.
  - Shared Services writes the checks and send them back to the school. The CEO reviews all supporting documentation, signs the checks, stamps the invoice paid to prevent paying the same invoice twice and forwards them to the CFO. The CFO photocopies the signed checks and files them with their respective invoices.
  - The CEO must approve the CFO expense reports and the Regional Vice President must approve the CEO expense reports.
  - If the CFO isn't available to approve the invoices, the CEO can approve invoices.

- K12 Invoices
  - Management and technology fees
    - Management and technology fee invoices are reviewed by the CEO and CFO to make sure that they are in compliance with the Board approved management agreement. Currently, management fees are 8% and technology fees are 7% of federal and state student revenue and grants. Once approved by the CEO and CFO, the invoices are forwarded to Shared Services for check processing.
    - Student computer, On-line School (OLS) invoices and materials invoices are reviewed against student records and approved by the CFO. In addition, the Board Treasurer and CEO must approve all student invoices prior to forwarding to Shared Services for check processing.

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- Internet Service Provider (ISP) payments
  - The CFO 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 CFO downloads student and family information and completes a payment report based on approved enrollment dates and withdrawal dates,as well as free and reduced lunch eligibility status. . Payments are pro-rated if students have not been enrolled during the entire service period. Students are reimbursed at the current approved rate.
  - The CEO reviews and approves the payment document prior to sending to Shared Services 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 CEO and CFO 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 CEO or CFO.
    - All special education provider payments should be approved by the CFO.
    - 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 CFO prior to submitting to 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 Shared Services.

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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 Maine Virtual Academy fixed asset tag.

Review and Reconciliation:

- A fixed assets schedule must be maintained by the CFO according to the Fixed Asset Policy. The fixed asset schedule should be updated monthly to include new purchases, retirements or transfers of assets. The CFO 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 CFO should review and approve the results. As part of the reconciliation, the CFO should compare the physical inventory to both the accounting books and the fixed asset schedule.
- The CEO 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 Maine 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 MEVA Chart of Accounts
- Budgets are prepared annually by the CFO in consultation with K12 based on estimates of revenues and expenses. The annual budget is reviewed and approved by the Board no later than May 15th each year.
- A financial reporting package is compiled by Shared Services on a monthly basis and forwarded to the CEO and K12 finance group 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 CEO. The most recent budget to actual report is shared with the Board at each board meeting. Written explanations of any overages greater than 5% must be investigated and included in the report.

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Segregation of Duties:

- The monthly financial close is performed by Shared Services. Shared Services provides the first draft of the monthly financial packet to the CEO for review and approval. Once the reports are reviewed and approved by the CEO, Shared Services makes final adjustments, if needed, and issues the final financial reports to the CEO and K12 finance. K12 finance compiles the budget to actual report which is reviewed and approved by the CEO. Financials are provided to the Board at each board meeting.
- Financial pack approvals are performed by the CEO 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 **Maine 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. The external auditing firm will be approved by the Board.

Annual Review of Fiscal Policies and Procedures

Review and Reconciliation:

- The CEO and CFO will monitor changes in authoritative guidance and regulations and make changes to the Academy's fiscal policies and procedures as necessary.
- The Maine Virtual Academy Fiscal Policies and Procedures will be reviewed and updated by the Board annually.

FIXED ASSET POLICY

The Maine 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

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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 CFO and CEO 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

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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.
    c. 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.
    d. Laptops and other portable pieces of equipment should be accounted for periodically by requiring the users to provide the piece for physical inspection.
    e. Software can be used to track inventory of computer-based assets. Updates of software should be made on a regular basis.
    f. Inventory should be kept of computer related parts, supplies, consumables, and peripherals.
    g. 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.
    - Users should be reminded not share or write down passwords
    - 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.
    - Passwords for network access should be forced to be changed periodically
    - Passwords for applications should be changed periodically.
    - Passwords should be user generated and not stored whenever possible, with only reset ability housed at the technology department level
    - 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.

- 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.
- Systems that employ automatic account/password creation should be monitored regularly to ensure software functionality.
- 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 CEO. 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).
    - 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.
    - 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.
    - 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.
    - 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:
    - Hardware utilized, including name of server or location of software or application
    - Summarized description of user

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Appendix A
School Inputs

Revenue - Accounts Receivable/Deferred Revenue

- State Unrestricted
- State Restricted
- Federal

School Payables

- K12 Expenses
  - OLS/Curriculum
  - Materials
  - Computers
  - Administrative & Technology Fees
  - Teachers
  - Pass-thru expenses
- Payroll / Benefits / Retirement
  - Payroll servicers
    1. UltiPro (K12)
    2. Insperity
    3. ADP
  - 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

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- Payroll Related
- Forecast Related
    1. General Fund Revenue accruals
    2. Revenue based Expenses – fees
        - Administrative Fees – K12
        - Technology Fees – K12
        - Oversight Fees – Authorizer
    3. Sample 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
        - "Tyler Technologies Inc.'s Infinite Visions financial software" 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

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- Supplemental and Board Reporting

Sample Checklist of School Accounting Inputs

Sample Monthly Close Process Checklist

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Appendix B

School Payment Process Documentation

Process Developed by Shared Services Intended Document Users: CFO and CEO

Summary of Payment Processes

Vendor Invoices Payment Processing

- Vendor invoices received by the School should be reviewed and approved by CEO

    - *Date stamp when received by person opening mail/ printing email.*
    - *CEO/CFO 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 CEO 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

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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 CEO or CFO 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:
    - Vendor Summary Template for the Batch,
    - Transmittal emails that show approval for payment,
    - Other emails related to batch,
    - Check #101,
    - Vendor Invoice paid by check #101,
    - Check #102,
    - 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 CEO/CFO. 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 (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.

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Employee Expense Reports Payment Processing

- Expense reports are submitted for approval to CEO with all supporting receipts and documentation.
    - Expenses should be submitted monthly by employees (K12 policy is to submit all expenses no more than 60 days from date of expense).
    - 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.
    - When staff have had significant travel expenses and need reimbursement sooner, expense reports can be submitted earlier as well.

- CEO 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 CEO should obtain before signing approval.

- All original Expense Reports and Supporting Documentation should be maintained in files by employee at Maine Virtual Academy office.

- Sending Approved Expense Reports to Shared Services for payment processing:
    - Enter the amount approved for each employee and date of expense report and date submitted on the Employee Expense Report Summary Template
    - Scan a copy of the Expense Report Cover Sheet signed by employee and CEO 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 CEO. 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 CEO review.*
    - 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 CEO or CFO during processing to ensure expenses and amounts are correct.

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- 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.
    - The receipt and review of the Check register, the Checks and the Expense Report/Vendor Invoice is an important point of control check for CEO/CFO. 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.

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Appendix C

Month End Check List for Schools

Monthly Financial Reporting Checklist-"Tyler Technologies Inc.'s Infinite Visions financial software"

	Month		
Tasks	MEVA		
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 Administaff for 2 payrolls. Record as AP and then payment as DD			
On the business day following payroll, perform online payment for Retirement 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			
Journal entries 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 (Prepaids)			
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			

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JEs to accrue Management Fee			

JE to accrue Tech fee			
JE to accrue Oversight fee			
JE to accrue ISP			
JEs 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			

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Appendix D:

Overview of Monthly Financial Reporting Pack

User: Presented by Shared Services to CEO and CFO

<u>Monthly Financial Pack</u>

- 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
    - 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	If Other, Enter Type:
Tax Exempt	

Special Instructions	

DRAFT