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CHARTER SCHOOL APPLICATION

Name of Proposed School: Illinois Virtual Charter School @ Fox River Valley

Name of Applicant: Virtual Learning Solutions, an Illinois not-for-profit corporation

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Proposed Grades: K-12

Term of Charter Contract: Five (5) years beginning August 15, 2013 and ending August 14, 2018)

EXECUTIVE SUMMARY

Illinois Virtual Charter School @ Fox River Valley (ILVCS@FRV) will be a high-performing online charter school opening in the fall of 2013, that uses technology to connect grade K-12 students, parents, and teachers throughout the Fox River Valley region of Illinois, in a 21st century learning community focused on results. The ILVCS@FRV team of hard-working, highly qualified staff, in partnership with parents, will strive for student mastery of a rigorous, research-based curriculum aligned to Illinois' Learning Standards, including the Common Core State Standards. Delivered on- and offline, this unique program will put public school accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning. ILVCS@FRV will provide a high-quality, innovative, and effective individualized online charter school education to students who, for a variety of reasons, choose to be educated in an online school setting. ILVCS@FRV will partner with K¹² Virtual Schools LLC (K12), a national leader in delivering online education products and services that benefit students in a variety of educational environments, including over 100,000 students in distance learning programs in all 50 states. K12 will provide curriculum and management services to ILVCS@FRV. The ultimate goal of ILVCS@FRV is to provide a high-quality educational option for parents and students in the Fox River Valley region that prepares students for future endeavors in college and/or career.

Virtual Learning Solutions will serve as the governing board of ILVCS@FRV. Virtual Learning Solutions is an Illinois not-for-profit corporation in accordance with 105 ILCS 5/27A-5. Virtual Learning Solutions will also file for federal 501(c) 3 tax-exempt status.

ILVCS@FRV will be managed by a school administrative office located in the Fox River Valley region. The exact location of the administrative office is not known at this time.

MISSION STATEMENT

The Illinois Virtual Charter School @ Fox River Valley (ILVCS@FRV) will provide an individualized education plan for each of K-12 students in the Fox River Valley, based upon proven best practices, so that they will gain the skills, knowledge, habits of mind, and democratic values to both achieve their goals as individuals and to be productive, engaged citizens of the great state of Illinois. Delivered online and offline, this unique program will put public school accountability, teacher competence, and meaningful parent involvement at the center of student learning. ILVCS@FRV will be a model for other public schools to replicate, especially in the areas of creating Individualized Learning Plans (ILPs), parent engagement, mastery of standards, web-based and in-person professional development, a detailed instructional model, creating value-added measures of student achievement, and creating tiered levels of intervention for students who are struggling. ILVCS@FRV is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations.

TARGETED STUDENT POPULATION

Illinois Virtual Charter School @ Fox River Valley (ILVCS@FRV) will provide new and exciting educational opportunities to students and families of 18 school districts in the region. In accordance with, 105 ILCS 5/27A-4(e.), local school boards will be presented with the option of jointly issuing the charter as a single shared charter school. If any of the school districts deny the application, the proposal will be appealed to the State Charter School Commission. The 18 selected school districts serve approximately 250,000 students in grades K-12. The 18 school districts in the targeted Fox River Valley region are:

1. School District U-46
2. Indian Prairie School District 204
3. Plainfield Community Consolidated School District 202

4. Community Unit School District 300
5. Valley View Community Unit School District 365U
6. Naperville Community Unit School District 203
7. Oswego Community Unit School District 308
8. East Aurora School District 131
9. St. Charles Community Unit School District 303
10. Community Unit School District 200
11. West Aurora School District 129
12. Batavia Public School District 101
13. Geneva Community Unit School District 304
14. DeKalb Community Unit School District 428
15. Yorkville Community Unit School District 115
16. Kaneland Community Unit School District 302
17. Sycamore Community Unit School District 427
18. Central Community Unit School District 301

ILVCS@FRV will be structured to effectively serve at-risk students who could have dropped out, are credit deficient, have been retained or recommended for retention, have never been proficient in the Illinois Standards Achievement Test (ISAT), have attended multiple schools, or are simply interested in enrolling in an online learning environment. ILVCS@FRV may also be an attractive option for students who find the regular brick and mortar classroom moves too fast while, conversely, some students may enroll in ILVCS@FRV due to the slow pace of their brick and mortar classrooms. Advanced learners at districts which may not offer all the desired Advanced Placement classes and/or other higher level courses may find ILVCS@FRV to be the ideal educational option. ILVCS@FRV may also be attractive to students with special needs who would find the online education more suitable to their particular individual needs. The online school may also be a viable option for students with special interests such as athletes training for athletic competition, thespians, or musicians. Students with health concerns such as food allergies, homebound, etc., may find the flexibility offered in the online curriculum to be a better fit for their individual needs.

The enrollment projections for ILVCS@FRV, by year, for the first five years of the charter are as follows:

Year 1: 500

Year 2: 750

Year 3: 1,000

Year 4: 1,500

Year 5: 2,000

These are estimates as to the number of students enrolled in ILVCS@FRV from the 18 districts. These estimates are not to be taken as a cap on enrollment for each year listed, but rather as an instrument for measuring growth of the ILVCS@FRV. The ILVCS@FRV will not be limited on the number of students who may enroll due to the nature of the online school.

CURRICULUM AND INSTRUCTION MODEL

ILVCS@FRV will implement the K12 curriculum, developed by K12 for the school's core curriculum. K12 is a technology-based education company based in Herndon, Virginia, that provides curriculum and educational services for online delivery to students in grades K–12. Founded in 2000, K12 has provided 2 million courses – core subjects, AP, world languages, credit recovery, and electives – to more than 200,000 students worldwide. The K12 curriculum is engaging and includes online lessons, video, assessments, learning games, labs, physical experiences, published textbooks and workbooks. Content of the K12 program is based on the Core Knowledge Sequence, a highly specific, rigorous sequence of knowledge and skills to guide schools in planning and developing a coherent curriculum. This sequence is currently being used successfully by hundreds of schools nationwide.

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 well documented.

K12 is accredited through AdvancED, the world's largest education community, and the parent agency of 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). K12 is the largest national K-12 online school provider to be recognized by AdvancED. K12 managed schools using K12 curriculum have received

accreditation from regional 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.

K12 currently offers 15 Advanced Placement courses that have been approved by the College Board. These courses were approved through the AP Audit process in April 2010. 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.

The National Collegiate Athletic Association (NCAA) has approved K12 courses as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. While courses are approved for all online Academies managed by K12 each school is listed individually. You can visit the NCAA website and follow the link to "Membership Institutions" then "List of Approved Core Courses" to navigate to the High School Portal. . For a listing of approved courses for all K12 online Academies, please see the list for the Ohio Virtual Academy (CEEb code 365143).

In addition to the high quality design of the curriculum, K12 offers teachers rich professional development programs, both in-person and online, 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 has provided the staff development described in the "Professional Development" section of our application to over 3,000 teachers over a period of three years.

Track Record

Since Virtual Learning Solutions is a newly formed organization with no prior experience as an entity in school operations, Virtual Learning Solutions intends to contract with K¹² Virtual

Schools LLC, a wholly owned subsidiary of K12 to be the Education Management Organization (EMO) and to provide curriculum and administrative services for ILVCS@FRV. K12 offers proprietary curriculum and educational services created for individualized learning for students in kindergarten through 12th grade, or K-12. The K12 proprietary curriculum is research-based and combines content with innovative technology to allow students with a wide spectrum of learning styles to receive an effective and engaging education regardless of geographic location or socio-economic background. This learning system combines a cognitive research-based curriculum with an individualized learning approach well-suited for online public schools, online school district-wide programs, public charter schools, hybrid programs and private schools that combine varying degrees of online and traditional classroom instruction, and other educational applications.

The company delivers its educational content and learning systems to students primarily through online public schools, online private schools, and through sales directly to school districts. The company offers its proprietary curriculum, learning kits, use of a personal computer, online learning platform and varying levels of academic and administrative services, which can range from targeted programs to complete turnkey solutions.

In September 2001, after 18 months of research and development of their curriculum, K12 introduced their kindergarten through 2nd grade offering. They launched their initial online learning system in online 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 manage schools in more states 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 managed schools in 27 states and, through their Institutional Business, served schools in all 50 states. In 2011-2012, K12 served new statewide public online 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 began serving a new district-wide public online school in Osceola County, Florida; a new statewide public online school in Iowa as well a new blended learning school in New Jersey- bringing the total number of states, which have fully managed schools, to 32.

The following table sets forth the grade levels offered, and new state(s) managed by school year for online public schools and hybrid schools:

School Year with Managed Schools	Grades with Managed Schools	# of States	New States
SY 2001 - 2002	K - 2	2	Colorado, Pennsylvania
SY 2002 - 2003	K - 5	7	Arkansas, California, Idaho, Minnesota, Ohio
SY 2003 - 2004	K - 7	11	Arizona, Florida, Utah, Wisconsin
SY 2004 - 2005	K - 8	12	Kansas
SY 2005 - 2006	K - 9	13	Texas
SY 2006 - 2007	K - 10	15	Illinois, Washington
SY 2007 - 2008	K - 12	17	Georgia, Nevada
SY 2008 - 2009	K - 12	21	Hawaii, Indiana, Oregon, South Carolina
SY 2009 - 2010	K - 12	25	Alaska, Oklahoma, Virginia, Wyoming
SY 2010 - 2011	K - 12	27	Massachusetts, Michigan
SY 2011 - 2012	K - 12	29	Louisiana, Tennessee, Indiana
SY 2012 - 2013	K - 12	33	Iowa, New Mexico, New Jersey

Schools Managed by K12 Inc.-SY 2012-13	Schools Managed by K12 Inc.-SY 2012-13
<p>AGORA Cyber Charter School Alaska Virtual Academy Arkansas Virtual Academy Arizona Virtual Academy California Virtual Academies CAPCS Online – Washington, D.C. Chicago Virtual Charter School Colorado Virtual Academy Florida Virtual Program Georgia Cyber Academy Hawaii Technology Academy Hoosier Academies – Indiana Idaho Virtual Academy Iowa Virtual Academy Lawrence Virtual School - Kansas Louisiana Virtual Charter Academy Massachusetts Virtual Academy Michigan Virtual Charter Academy Minnesota Virtual Academy Nevada Virtual Academy New Mexico Virtual Academy Ohio Virtual Academy Oklahoma Virtual Charter Academy Oregon Virtual Academy San Francisco Flex Academy Silicon Valley Flex Academy South Carolina Virtual Charter School Tennessee Virtual Academy Texas Virtual Academy Utah Virtual Academy Virginia Virtual Academy Washington Virtual Academies Wisconsin Virtual Academy Wyoming Virtual Academy YCCS Virtual High School – Chicago</p>	<p>Insight School of California Insight School of Colorado Insight School of Kansas Insight School of Minnesota Insight School of Oregon Insight School of Washington iSucceed Virtual High School – Idaho IQ Academy of California - LA IQ Academy Kansas IQ Academy Minnesota IQ Academy Washington IQ Academy Wisconsin</p> <p>Schools Closed No K12 managed schools have been closed</p>

K-8 Curriculum

From kindergarten through 8th grade, K12 courses are categorized into six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music--plus new adaptive K-5 math courses and new MARK¹² adaptive reading remediation courses. In addition, K12 will also provide ILVCS@FRV K-8 students with Health/Safety/PE, and World Languages (Spanish, French, German or Latin starting in grade 3). Curriculum aligned to any new programs, such as Common Core and Next Generation Science Standards, will be integrated by ILVCS@FRV teachers into the instruction of the ILVCS@FRV core courses. The K12 curriculum will focus on developing fundamental skills and teaching the key knowledge-building blocks 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.

Grades 9-12 Curriculum

ILVCS@FRV will offer a comprehensive list of high school courses (see course catalog attached) designed to help students earn their high school diploma and find their own path to post-high school success, whether that is in college or in the workforce. K12 offers Math, English, Science, Personal Finance, and History courses in multiple levels (Core, Comprehensive, Honors, and Advanced Placement) to meet the needs of diverse learners. Students can also take up to four years of a world language choosing either Spanish or French. A variety of electives will also be offered as permitted by staffing and student interest, including anthropology, computer literacy, Web design, digital photography and more.

Instructional Content and Course Design

K12 has an extensive background in education content development and instruction design anchored in the following design principles:

- Apply research-based, “tried and true” educational approaches for instruction

- Employ technology in an effective and appropriate way for learning
- Develop learning objectives with media-rich content
- Assess every objective to ensure mastery
- Individualize instruction with variable paces and learning styles
- Prioritize important, complex objectives in a logical scope and sequence

Three principles incorporated into the course development include:

Big Ideas

A fundamental principle for rich content creation is what K12 refers to as the “big ideas.” These are the key concepts used to organize thinking, which serve as the foundation for a student’s future understanding of given subject matter, and which are the linchpins of advanced knowledge. For example, an understanding of waves is fundamental to a physicist’s understanding of quantum mechanics, so students are introduced to wave fundamentals in age-appropriate concepts. K12 uses big ideas to organize and provide the master objectives of every course they develop. K12 then uses authentic, engaging content to best communicate these concepts to students to promote mastery of the topics.

Prioritization of Important, Complex Objectives

When determining the proportion of instruction time devoted to one objective over another, K12 begins with a clear understanding of those subjects and concepts that are most difficult for students. Greater effort is focused on the most important and difficult concepts and skills. K12 uses existing research; feedback from domain experts, parents, and students; and experienced teacher judgments to determine these priorities, and to modify instruction to guide the allocation of each student’s time and effort.

Fundamental Content Soundness

K¹²'s highly credentialed Content Specialists are required to maintain relationships with and current awareness of the recommendations of nearly 40 nationally and internationally recognized subject-area associations including:

AAAL	American Association for Applied Linguistics
AAAS	American Association for the Advancement of Science
AATF	American Association of Teachers of French
AATG	American Association of Teachers of German
AATSP	American Association of Teachers of Spanish and Portuguese
ACL	American Classical League
ACTFL	American Council on the Teaching of Foreign Languages
ADP	American Diploma Project from Achieve.org
APA	American Philological Association
CEFR	Common European Framework of Reference for Languages
	Center for Civic Education
CLTA	Chinese Language Teachers' Association
	Getty Education Institute for the Arts
IDA	International Dyslexia Association
ILR	International Language Roundtable
ILTA	International Language Testing Association
INACOL	International Association for K–12 Online Learning
IRA	International Reading Association
MCREL	Mid Continent Research for Education and Learning
NAEA	National Art Education Association
NAS	National Academy of Science
NASPE	National Association for Sport and Physical Education
	National Geographic
	National Mathematics Advisory Panel
	Final Report 2008: Foundations for Success
NCEE	National Council on Economic Education
NCHE	National Council for History Education
NCHS	National Center for History in the Schools
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics.
NETS/ISTE	National Educational Technology Standards from the International Society for Technology in Education

NICHD	National Institute of Child Health and Human Development
NIFL	National Institute for Literacy
NRP	National Reading Panel
NSTA	National Science Teachers Association Partnership for 21st Century Skills
	President's Council on Physical Fitness and Sports and the President's Challenge

Instruction Model

The ILVCS@FRV instruction model is based on K12's National Instructional Model (NIM). Student services such as guidance counseling, diagnostic achievement testing, college and career counseling, coupled with the detailed instruction model and intensive academic intervention programs will also be included.

K12 has developed the nation's leading web-based academic program combining online technology with traditional instruction and materials. ILVCS@FRV students in grades K through 12, will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) and through hands-on materials kits, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (science equipment, art supplies, math manipulatives, etc.). Online instruction will be provided by Illinois-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. A key part of the ILVCS@FRV education program is the Individualized Learning Plan (ILP) designed for each K-12 student to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The ILP for each high school student will include the sequencing for their coursework to reach post-high school goals.

In the National Instructional Model, classrooms are both synchronous and asynchronous. One certified teacher will be assigned to each K-5 student. Students in grades 6-8 and 9-12 may have content specific teachers who communicate with students by subject matter. Students with

Individualized Education Plans (IEPs) will also be assigned a special education teacher. Lesson plans will appear daily for each K-8 student in the student's online school. The plans will update daily as students progress and master the content in each course. The K-8 teachers will manage the student's ILP, monitor progress, and focus on each student's individual problem areas. Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, web conferencing, and physical meetings. The teacher will provide direct instruction based on the students' individualized learning plans as well as group classroom sessions through *Blackboard Collaborate*, a web-based conferencing platform using chat, an interactive whiteboard, and Voice-Over IP (VOIP). In the high school program, the teachers will employ a cooperative team-teaching approach. High school teachers will be responsible for conducting online lectures and discussions; holding office hours; validating student attendance and course activity; coaching one-on-one and providing direction to the whole group; curricular mastery; setting, grading and providing instructional feedback on assignments; and assigning course grades. High school 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. Each student will also have a homeroom teacher who addresses non-curricular questions. While the K¹² K-8 curriculum is self-paced, the high school courses make use of a weekly schedule of activities and assignments to allow a class to move through material together. Students will demonstrate mastery of a curriculum that meets or exceeds the Illinois Learning Standards incorporating the Common Core (ELA and Math) and will be engaged in a curriculum that is aligned with the goals of the Partnership for Assessment of Readiness for College and Careers (PARCC):

PARCC Goals:

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels

Validating Student Attendance and Instructional Hours

K¹² provides curriculum, support and administrative services to virtual schools in 33 states. Every state has requirements for all public schools to provide a minimum number of instructional hours. Each of the schools K¹² works with has met the requirements in their respective state for documenting the instructional hours of students. The number of hours and processes for documenting attendance or instruction varies from state to state. K¹² can provide reports on student attendance and instructional hours in a format that meets expectations and the requirements for the State of Illinois. Following is an overview of how the process works in most schools.

K¹² provides comprehensive lessons that follow a scope and sequence which have been reviewed for alignment with the state curriculum standards. The number of lessons per grade and subject vary ranging from 72 lessons in kindergarten history up to 320 lessons in 8th grade language arts, which includes grammar usage and mechanics, vocabulary, composition and literature. There are approximately 165 to 180 available lessons per subject per grade level. Between the combined number of lessons and the depth of the activities within the lessons, K¹² has developed instructional activities that far exceed the minimum number of instructional hours required by the State of Illinois.

The Illinois Virtual Charter School @ Fox River Valley will establish a school calendar that meets or exceeds the Illinois requirement for 176 days of instruction. The calendar will establish student - teacher interaction days. Student instructional activity can be measured through a combination of methods including student login to the system, progress within the courses, and reported daily attendance, participation in required conferences and more.

In grades K-8, students are required to demonstrate mastery of every lesson. Mastery is defined within the K¹² system as 80% mastery of the lesson objectives as measured by the lesson, unit and semester assessments. High school courses are not mastery-based with percentage and

letter grades assigned for each lesson assignment. ILVCS@FRV's Illinois-certified teachers document lesson completion, assessment performance, On Line School (OLS) progress, reported attendance, and student progress within each course.

The K12 OLS includes an attendance tracking system to determine each student's number of instructional hours for each lesson in each course/subject. Each parent or learning coach has a separate OLS account from the student. The students' learning coaches are required to record within the OLS the time spent on each course/subject on a daily basis. Teachers monitor the attendance reported, comparing that data to information collected from the OLS login report, student progress, academic performance measures (OLS, state, and Scantron assessments) and parent/student conferences. The attendance data reported by the learning coaches in the OLS are 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. These reports are used by teachers and administrators to monitor student progress and attendance and will be used to generate reports for the governing board and charter authorizer.

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.

The ILVCS@FRV administration can generate customized reports in a variety of formats as required by the governing board, charter authorizer(s), or Illinois State Board of Education. Data from these reports can be collected from multiple sources including SAMS data, attendance logs, login reports, TotalView reports, teacher notes, and more.

Screenshots of the K12 On-Line Reports List – Generated by SAMS

Available reports include: Login report, student progress and achievement report, withdrawal report, lesson activity report, aggregate attendance report, missing attendance report, and more...

Screenshot 1: Specify Weekly Schedule

This chart shows a recommended weekly schedule based on a 180-day teaching year. If this meets your needs, select "Accept Schedule." To change the number of lessons scheduled for a course on a given day, click on the schedule block and edit the number. Scheduled courses display in Planning & Progress. To show or hide a course in Planning & Progress, select "Show/Hide Courses in Plan."

Scheduled Courses	Est. Time Per Lesson	S	M	T	W	T	F	S	Weekly Totals	Estimated End Dates*
Math 1	60 min		1	1	1	1			4	07/16/03
Language Arts 1	60 min		1	1	1	1	1		5	05/16/03
Phonics 1	60 min		1	1	1	1	1		5	05/16/03
History 1	60 min				1			1	2	05/16/03
Science 1	60 min				1			1	1	07/21/04
Art 1	45 min		1						1	01/19/04
Beginning 1 Music	45 min			1		1			2	
Total Number of Lessons		0	4	4	5	4				
Total Lesson Hours		0	3.75	3.75	5	3.75				

Screenshot 2: Courses Progress

Course	Number of Lessons	Percentage of Lessons	Total # of Lessons	Proposed End Date
Pre-Algebra A	130	1	180	05/24/04
Intermediate Language Skills A	140	2	240	05/21/04
Intermediate Literature A	100	19	169	05/16/04
American History Before 1865	167		180	05/06/04
Earth Science	65		108	05/03/04
	40	2	30	05/01/04
	40		32	05/01/04

Screenshot 3: Courses > Math 5

Math 5 Progress: 9 / 1 (170 / 180)

Unit	Lesson	Topic	Date	Status
Unit 1	Lesson 8	Zeros in the Multiplier	11/05/03	Completed
Unit 1	Lesson 7	Multiplying Three Digits	11/05/03	
Unit 1	Lesson 6	Seros in the Multiplciand	11/05/03	
Unit 1	Lesson 11	Problem-Solving Applications	11/05/03	
Unit 1	Lesson 4	Roman Numerals	08/05/03	
Unit 1	Lesson 3	Addition Properties/Subtraction Rules	08/05/05	
Unit 1	Lesson 2	Thousands	08/05/03	
Unit 1	Lesson 1	Expanded Form	08/05/03	
Unit 1	Lesson 5	Properties of Multiplication	03/25/03	

Screenshot 4: Attendance Report

Attendance for Tuesday, November 4, 2003

Minutes	Total Hours to Date	Cumulative Totals
60	3 hr, 0 min	Today's Total Hours: 4, Minutes: 0
40	2 hr, 0 min	Total Hours to Date: 15, Minutes: 30
60	3 hr, 0 min	Total Days in School: 3
20	1 hr, 0 min	
20	3 hr, 0 min	

Screenshot 5: Lesson Lists

Math 5 Lesson List:

- Language Skills 5 (GUM) Unit 1: Punctuation
- Language Skills 5 (COMPOSITION) Unit 1: Writing a Memoir
- Language Skills 5 (VOCABULARY) Unit 1
- Literature 5 (Unit 2: Lessons Learned)

ILVCS@FRV will report attendance to the state as required of all public charter schools. 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. When a student is reported as withdrawing from ILVCS@FRV, they will be immediately withdrawn from the database and reported accordingly. A report will be submitted to the student's resident school district indicating that the student is no longer enrolled in the ILVCS@FRV 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. Most states have requirements for withdrawing a student from the district/school attendance roles if they are absent for a set number of days (commonly 10 days). ILVCS@FRV will follow the Illinois requirements and withdraw any student from the active enrollment list based on the processes outlined above. In other words, if a student does not show appropriate levels of activity or respond to contact attempts within the allotted number of days, then that student will be withdrawn from the school in accordance with state regulations.

ILVCS@FRV will comply with state reporting mandates following the same procedures as other public charter schools.

Identification and Web-Based Interventions for At-Risk Students

Based on K¹² Virtual Schools LLC's experience in thirty-three other statewide online public schools, we believe that our student body will include a high percentage of "at-risk" students requiring an intervention model to be included as a part of their Individual Learning Plan (ILP). Our plan to meet the requirements 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 state-certified teachers online 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.

By determining a benchmark for measuring growth at the beginning of the school year; developing an ILP 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, ILVCS@FRV can continually measure 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 reading and math, these schools can measure the gains in achievement of their students from fall to spring and also compare those gains to the gains of the Scantron norm group, a national norm group that reflects national ethnic and income diversity.

ILVCS@FRV grades 1-10 students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk of not scoring "proficient" on the Illinois State Assessments. The Scantron Performance Series is given again in the spring 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.

Algebra I Sec. 1, Munoz, Lorena

Class Profile

- General Science
- Language Arts
- Mathematics
- Reading

Mathematics: Number & Operations

- Algebra
- Data Analysis & Probability
- Geometry
- Measurement
- Number & Operations

Your site is using the Illinois Mathematics Performance Descriptors (2002) Curriculum Alignment Guide. [Click Here](#) for more information about this specific Curriculum Alignment Guide. [Click Here](#) to exclude objectives that are not in these standards.

Student	Scaled Score	Rating	Test Date	Objectives	Attained
ALLEN, ELIZABETH L.	2866		4/15/04	1. The learner will match word names to whole numbers up to one million. C.EA.1	36/00
ALVAREZ, ESTELA	2812		4/15/04	2. The learner will subtract one- to three-digit whole numbers where regrouping is required. F.EC.2	35/01
AVIE, ERIKA M.	2694		4/15/04	3. The learner will multiply fractions without reducing. F.EC.2 / F.EB.6	34/02
AVIE, MICHAEL D.	3006		4/15/04	4. The learner will round whole numbers to the nearest 10, 100, or 1000.	34/02
BARLEY, COREY M.	3011		4/15/04	5. The learner will add two numbers with three decimal places that require regrouping. E.EB.7 / F.EC.2	34/02
BARNES, GRANT	2691		4/15/04	6. The learner will multiply whole numbers with two	34/02
BIDDLE, ANNABELLE L.	2894		4/15/04		
BURKE, ERIKA R.	3403		9/13/06		
CONNOR, MICHAEL L.	2939		4/15/04		
CORONA, MARIE F.	2861		4/15/04		

Home Classroom District Reports Performance Tests Resources Site Admin

Diagnostic Test Reports

Preferences Documents Help

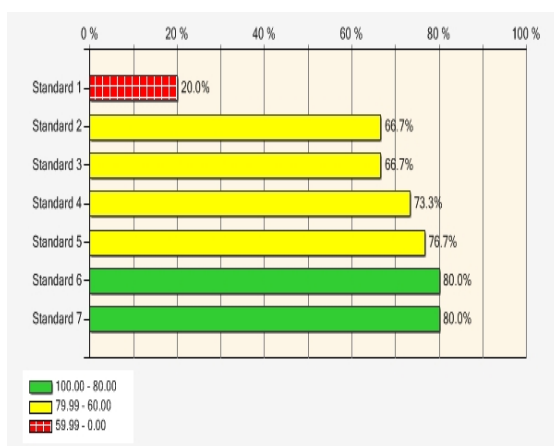
Reading Gains [Close]

Report Scope: Students
Broken Down By: Student
Export XLS

Time Frame: All Dates
Student Filtering: OFF
Count: 185

Student	Testing Period (7/1/03 to 11/30/03)			Testing Period (4/1/04 to 6/30/04)			Gain	
	SS	SEM	Test Date	SS	SEM	Test Date	SS Difference	SEM of Difference
AKE, TIM	3143	(67)	9/17/03	3260	(63)	4/16/04	+117	(86)
ALLEN, ELIZABETH L.	2929	(61)	9/17/03	3185	(64)	4/16/04	+256	(88)
ALLEN, MARIE L.	3393	(69)	9/17/03	3591	(105)	4/16/04	+198	(126)
ALVAREZ, ESTELA	2641	(63)	9/17/03	2863	(59)	4/16/04	+222	(86)
AVIE, COREY D.	2479	(62)	9/17/03	2510	(62)	4/16/04	+31*	(88)
AVIE, ERIKA M.	2533	(65)	9/17/03	2794	(60)	4/16/04	+261	(89)
AVIE, MICHAEL D.	2556	(62)	9/17/03	2586	(62)	4/16/04	+30*	(88)

Following up on the Performance Series, students in grades 3-8 will take Scantron Achievement Series tests in math and reading in order to assess each student's mastery of Illinois grade-appropriate standards. Those students who do not demonstrate mastery on the achievement test will attend intervention sessions specific to instruction and remediation of the deficient standard. The interventions will be targeted, synchronous, teacher-led, and web-based.



- Standard 1: MA.A.1.2.4 understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.
- Standard 2: MA.A.4.2.1 uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.
- Standard 3: MA.A.1.2.1 names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.
- Standard 4: MA.A.3.2.2 selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.
- Standard 5: MA.A.3.2.3 adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.
- Standard 6: MA.A.2.2.1 uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.
- Standard 7: MA.A.1.2.2 understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

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*. The teacher reviews the “standard of the week” with the student, and then the student takes an online achievement test that checks mastery of the standard. As soon as the student has finished the 10-question assessment, the teacher receives the results on the teacher’s computer. Students who have not mastered the standard (less than 80% correct) will return for an intervention session online the next day. Following the second intervention session, the student takes version two of the assessment that checks for mastery of the standard. If, again, the student achieves less than 80% mastery, additional instruction in another online intervention session is provided. This process is repeated until the student demonstrates mastery of the standard.

To augment these lessons, *Study Island* will be integrated in our education program and used for independent practice. *Study Island* is an online program aligned with the Illinois standards and is an effective test-mastery program. Questions in *Study Island* are organized by subject and strands. 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 provide a prediction to success on State assessments. ILVCS@FRV will make *Study Island* available for Kindergarten and 1st Grade Reading and Language Arts, Math, Science, and Social Studies for Grades 2-11.

Differentiated Instruction

Students possess a wide range of learning styles. For students who need additional support outside of traditional delivery, teachers must provide differentiated instruction based on assessments. Differentiation does not replace or supplant required components of effective instruction, but supports the learning style of a particular student when required components alone may not be sufficiently effective. Differentiation is at the core of a successful ILP. In order for these plans to be truly individualized, teachers must have strategies to differentiate instruction, and modify or make accommodations to the curriculum as warranted by student needs.

Examples of strategies ILVCS@FRV teachers can utilize for differentiating instruction include:

Differentiating the content	<ul style="list-style-type: none"> • Requires pre-testing to identify need • Students with skill mastery can assess out of a lesson ('compacting the curriculum') • Students may accelerate their rate of progress
Differentiating the process	<ul style="list-style-type: none"> • Provide varying learning activities for students to explore content concepts (i.e., graphic organizers, maps, diagrams, or charts) to display their comprehension of concepts covered
Differentiating assignments	<ul style="list-style-type: none"> • Vary how students demonstrate mastery of concepts (i.e., students may be asked to produce work that involves projects, research reports, and different types of presentations)
Differentiating the learning styles	<ul style="list-style-type: none"> • Use Response to Intervention (RTI) strategies to address individual student learning styles by adjusting the learning modality (auditory, visual, or kinesthetic) and/or responding to ways that students are motivated to learn and their preferences.

English Language Learners

ILVCS@FRV will first identify ELL students (students whose dominant language is not English) during the enrollment process using the Child Find process (referred to below in the overview of ILVCS@FRV Special Education). Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to the Child Find process, a home language survey and teacher observation will be completed. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her individualized education plan. ELL students' yearly progress will be assessed using the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State) to determine their English proficiency and when a student will exit from ELL services and supports. The school will employ appropriately licensed ELL or bilingual teacher(s) for the ELL-identified students. The ELL teacher(s) can provide support to the students within the distance learning environment by: relating background information and experiences to the students to better grasp a concept; scaffold instruction to aid the students in comprehension; adjusting speech or content; providing project-based learning experiences and necessary visuals; and providing in-classroom modeling of best instructional practices for the general education teachers. If a need is established, ILVCS@FRV will consider acquiring and using third-party courses to assist with English language acquisition. Exit criteria for ELL students will be consistent with Illinois State Board of Education requirements.

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

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.).

ILVCS@FRV will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. It is normal for new schools to wait for student interest before making a final decision on what extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of Illinois Virtual Charter School @ Fox River Valley and is an important part of a successful online school in just the same way as in a traditional school.

In addition, unlike most other schools, ILVCS@FRV’s students will be able to connect with K12 students around the world in robust online extracurricular programs via K12International Clubs. These clubs for students in Grades 2 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

ILVCS@FRV 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 *Blackboard Collaborate*. Students are encouraged to share their ideas and thoughts on each club as they, and their parents, will have an opportunity to provide feedback concerning the effectiveness of existing clubs and desire for the formation of new groups.

There are many services that the school will provide which will enhance the quality of a student's education at Illinois Virtual Charter School @ Fox River Valley.

- In addition to their academic needs, ILVCS@FRV will serve students' social, emotional and physical needs. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. For instance, there will be frequent opportunities for socialization with fellow ILVCS@FRV students including special interest clubs and field trips. Teachers will attend these events to build stronger bonds and relationships with their class and learning coaches.
- Seventh grade students will create an educational development plan using "Pathfinder Career Planner" or a similar career exploration program. The plan will be completed before each student enters high school. The plan will give each student an opportunity to understand how their personality and interests match various careers, explore options, set career goals, and plan for the steps needed to reach those goals—including connections between their course work and career interests, and between their career interests and college programs. This plan will meet the Illinois Learning Standards incorporating the Common Core (ELA and Math).
- In high school, guidance counselors will help students assemble a portfolio of personal information in Pathfinder, including their goals and objectives for life after high school. This portfolio becomes the basis for an ongoing conversation

between students and their counselors. As students progress, their counselor will help navigate them through the selection of courses, the scheduling of national tests, navigating college (or job) applications, job searches, or whatever's needed. Students may also enroll in courses such as "Achieving your Career and College Goals"; and "Career Planning; and "Reaching Your Academic Potential."

- High school students will hear presentations from school, college, and community representatives on a variety of topics of interest such as community and campus resources, childcare support, careers, volunteer activities, homeless services, and health care via *Blackboard Collaborate*.
- While teachers are the primary contact for subject-specific questions or issues, the high school advisors will work across subjects and focus on the well-being of each student as a whole. Advisors will monitor progress against students' Individual Learning Plans and Educational Development Plans. Advisors help students become engaged right from the outset so that they don't lose valuable time getting up to speed. They'll check in regularly and provide "pep talks," as needed, to ensure that students (and parent "learning coaches") stay focused and motivated. Advisors are a student's "lifeline" for all non-instructional issues, responsible for ensuring that every student is successful in the ILVCS@FRV program. In addition, each student will retain the same advisor throughout his or her tenure in the program.
- The school will be knowledgeable about assistive technologies which it may need to provide to students with disabilities enrolled in ILVCS@FRV to enhance their education. Examples of assistive technologies that may be provided include:

- *Read and Write Gold* (a jump drive that reads content from the Learning Management System (LMS))
- *Dragon Naturally Speaking* (voice recognition software)
- *Zoom Text* (screen magnifier)
- *Read Please* (software that reads computer documents and non-flash text)
- *Touch Math* (multisensory math program)
- *Math Wrap Ups* (math fact practice tools)
- *Edmark* (software for students with learning or development disabilities, hearing impaired)
- *Social Skills Builder* (online social skills program)
- *Lexia* (reading skills program)
- *Write Out Loud Solo* (assistive writing program)
- *CO Writer* (assistive writing program)
- *Inspiration* (graphic organizer software)
- *Kidspiration* (student graphic organizer)
- Text to speech translator (reads text)
- *Brain Builder* (builds memory)

The ILVCS@FRV 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. The feedback will be used to implement new clubs and events as well as determining which ILVCS@FRV organizations may not be necessary.

ASSESSMENT AND DATA MANAGEMENT

Improving Instruction and Achievement

Students, parents, teachers, and administrators can continuously measure and receive reports on student achievement gains using the school's learning management and student information systems.

The **Learning Management System (LMS)** is an intuitive, web-based software platform. It provides access to more than 24,000 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.

Lesson Planning and Scheduling Tools enable teachers and parents to establish a schedule for completing lessons which updates as a K-8 student progresses through each lesson and course. For grades 9-12 students, teachers use these tools to establish assignment dates.

Progress Tracking Tools allows students, parents and teachers to monitor student progress, once a master schedule has been established for students in the LMS.

Once a master schedule has been established for K-8 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. This screen shot is from a demo account therefore no progress is indicated.)

The screenshot displays a user interface for a 4th Grade student's progress. At the top, there is a navigation bar with a welcome message 'Welcome, Holly' and links for 'My Account', 'New Log In', and 'Log Out'. Below this is a secondary navigation bar with icons for 'Home', 'Plan', 'Progress', 'Courses', 'K-Mail', 'Community', and 'Help'. The main content area is titled '4th Grade's Progress' and includes a sub-header 'Core lessons only are included'. A table lists various courses with their completion percentages and current lessons. To the right, there are options to customize the progress view and a 'Quick Links' section.

Course	Progress	Current Lesson
Math 4	1% Complete	Current Lesson
Language Skills 4 (v1)	0% Complete	
Composition	0% Complete	Current Lesson
GUM	1% Complete	Current Lesson
Test Readiness	0% Complete	Current Lesson
Vocabulary	0% Complete	Current Lesson
Literature 4 (v1)	1% Complete	Current Lesson
Spelling 4	0% Complete	Current Lesson
Science 4	0% Complete	Current Lesson
History 4 (v1)	0% Complete	Current Lesson
State History	0% Complete	Current Lesson
Art 4	1% Complete	Current Lesson
Intermediate 2 Music	3% Complete	Current Lesson
Introduction to Online Learning 4 - 5	0% Complete	Current Lesson

You can set these options to customize your progress view:

- View optional lessons in progress calculations
- Calculate projected end dates
- Show hidden courses

[Update](#)

Quick Links

- ★ Materials I'll Need
- ★ Get Ready with Advance Prep
- ★ Contact My Teachers
- ★ Schedule Setup
- ★ Quick Tour: Progress

Below is a one of many views a teacher has for monitoring students.

The screenshot shows a teacher's dashboard for Beth Moore. At the top, there is a navigation bar with links for Home, My School, Curriculum, K-Mail, Community, and Help. A search bar is also present. Below the navigation bar, the teacher's name and contact information are displayed. The main content area is divided into two sections: Alerts and Classrooms. The Alerts section lists various types of alerts with their respective counts and links to view the lists. The Classrooms section shows a table with one row representing Beth Moore's Kindergarten class, which has 61 students.

Name	Type	Primary Teacher Name	# of Students	School Name
Beth Moore's Kindergarten	Homeroom	Beth Moore	61	ARVA

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.

Reporting of Academic Progress

One of the strongest points of the K12 program is the close monitoring of each student's educational progress. *MyInfo* provides direct visibility into the student's academic progress and attendance. High School students have the ability to monitor their individual course progress and activity within *MyInfo* as well as through the Gradebook and Activity Report tools in the LMS. Conference calls between teachers, students, and parents to discuss academic progress will take place as needed. Report cards will be issued to parents at the end of each semester. Students who withdraw during the school year will be issued withdrawal reports to be used to enroll in a future school. ILVCS@FRV will also provide any necessary data to the Illinois State Board of Education required of public charter schools

Illinois State Assessments

ILVCS@FRV students will fully participate in the Illinois State Assessments in all content areas depending on their grade level and disabilities which will measure to what extent students are meeting appropriate grade level performance expectations based on the Illinois Learning Standards' performance descriptors. The Illinois State Assessments will be administered in proctored settings by ILVCS@FRV's Illinois-licensed teachers. All assessments are administered in accordance with applicable test security protocols. ILVCS@FRV will administer the ISAT for grades 3-8 and the Prairie State Achievement Examination in Grade 11. ILVCS@FRV will administer the PARCC in the 14-15 SY for all grade levels.

Throughout the school year, ILVCS@FRV will be proactive to ensure that its students reach appropriate grade level expectations based on the Illinois Learning Standards.

- Each grade 3-11 student will take the Scantron Performance Series assessment in Mathematics and Reading in the fall to determine a benchmark for measuring growth and to enable the teacher to develop an individualized learning plan for each student.

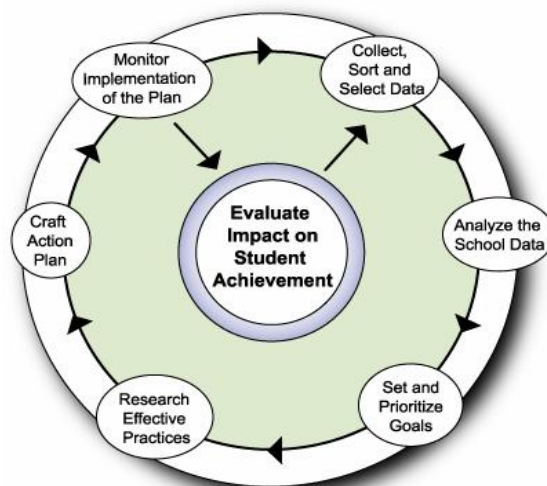
- Students who are identified as at-risk of not meeting proficiency expectations on the State assessment are identified as “state test intervention students.” This designation may be made through the Scantron Performance Series testing given upon enrollment and at the beginning of the school year for all students; through previous State assessment performance records or through recommendation of the teacher and/or learning coach.

Student Achievement Improvement Process (SAIP)

The school’s Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation on an annual basis. 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 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 Student Achievement Planning Team (representatives from all aspects of the school, including Human Resources, Operations, and Finance) must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team Members should:

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

Stage 2: Collect, Sort, and Select Data

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

Stage 3: Analyze the School Data

- Team analyzes school data to understand current student achievement
- Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility
- Team clearly articulates answers to the following questions:
 - Who are the specific groups of students at our school (i.e., at-risk, minority, advanced learner, etc.)?

- How does each of these groups perform on various measures?
- What does this data tell us about the strength and weaknesses of the program for these specific populations?
- Team schedules frequent data reviews and considers whether new information should change the SAIP

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review. Goal-setting includes answering questions such as:
 - What goals are required to improve the school's standing on Illinois school accountability measures?
 - 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 provides programs - Scantron testing, *Study Island*, *Blackboard Collaborate*, 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 ensures that 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

Philosophy of Parental Involvement and Related Plans and Procedures

ILVCS@FRV believes the involvement of parents in the education of students is critical to student success. ILVCS@FRV will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent-teacher organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play will be their role in supporting their child's learning and in helping continuously evaluate ILVCS@FRV's operation, governance, and instruction 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. Parents are expected to 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.

ILVCS@FRV parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. The school also expects parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events.

ILVCS@FRV will survey parents online each year to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other ILVCS@FRV students and parents. Parents will have the opportunity to supply critiques and/or endorsements regarding their experience at ILVCS@FRV.

Under the services agreement with the Board, K¹² Virtual Schools LLC, is to provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about ILVCS@FRV. Working with the Board, K¹² Virtual Schools LLC, will help develop a community outreach strategy to help raise awareness of ILVCS@FRV and opportunities for enrollment, as well as disseminate information on the school through face-to-face information sessions, via mail, e-mail, newspapers, magazines,

journals, radio, television, community forums, town hall meetings, and other forms of communication and outreach.

As part of its outreach plans and consistent with Illinois requirements, ILVCS@FRV will make available information on its curriculum and policies to all persons, and parents and pupils considering enrollment in the school. The information will include, but not be limited to, background on the K12 Curriculum, the ILVCS@FRV Online School, and information on admission, enrollment, role of learning coach, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

Several approaches will be used by ILVCS@FRV to inform families and prospective students about the school.

- ILVCS@FRV Board members and school representatives will meet with community leaders throughout the Fox River Valley region to inform families.
- Information sessions will be held in areas throughout the region and will be open to interested families and the general public. These sessions will provide the opportunity to interact with the K12 curriculum. Information sessions will be advertised in various print and electronic media as well as through public school channels.
- The school will establish a website and a toll-free call center to provide information to interested families.
- The school will produce informational materials about its mission, curriculum, leadership, and the application process which will be available in public places such as libraries.
- The school will send direct mail to interested families.
- ILVCS@FRV staff will participate in television, radio and newspaper interviews.
- The school will distribute information on ILVCS@FRV to local papers.
- The school will set up registration sites throughout the Fox River Valley region.

SPECIAL EDUCATION

All identified students with a disability will have an ILVCS@FRV Individualized Education Plan (IEP) meeting upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued, addressing the online nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance, and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Illinois Learning Standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

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

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider.

ILVCS@FRV believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum

of once per year and upon evaluation/re-evaluation, the IEP will be amended as needed for the coming school year.

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

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

ILVCS@FRV will ensure that each student with a disability is placed in the least restrictive environment possible. 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. The only possible exception to this would be related services at a contractor’s office.

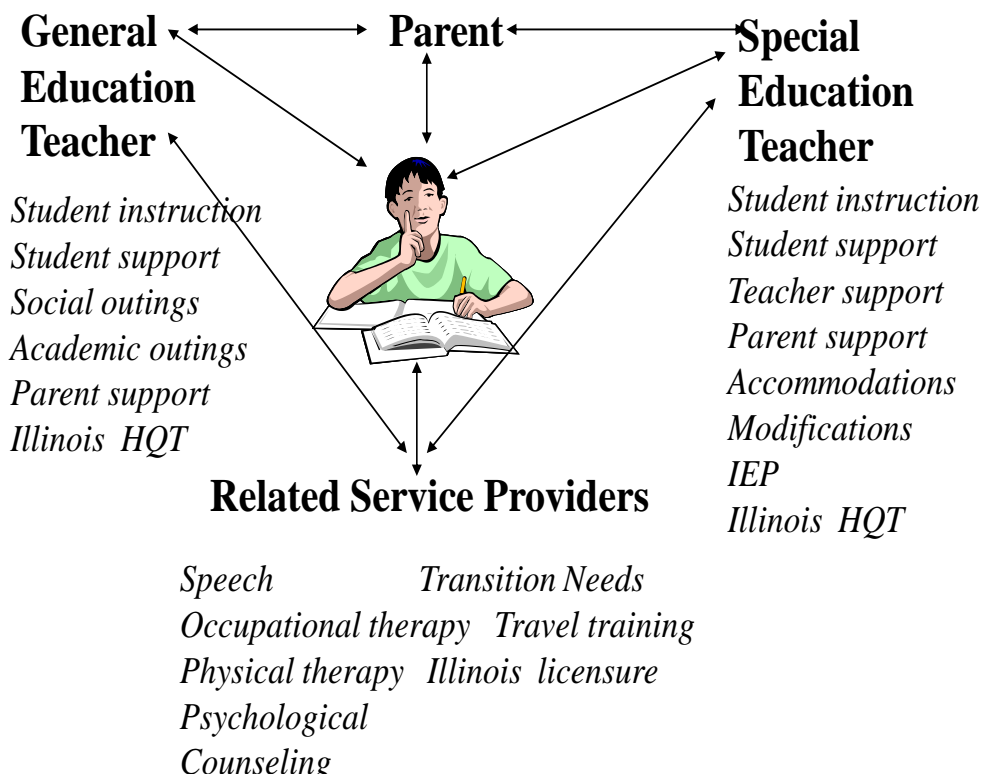
Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment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

Based on K12's experience serving special needs students in 32 fully managed statewide programs across the United States, ILVCS@FRV projects that the school will provide special education services across all disability categories including: autism, serious emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, mental retardation, multi-handicap, other health impaired, physical disability, speech/language and blind/visual impairment.

The individualized support of the teachers providing direct instruction and support through web-based tools allows for personalized support throughout the school day. Assistive technology can also be used, as determined by the IEP team, to further support the special needs student's access to and progress in the general education curriculum. Teachers further individualize instruction to students by providing robust instructional feedback on the assignments they grade and return to students. Teachers examine data from computer-scored assessments to identify areas where individuals and groups of students have failed to achieve mastery of course material. Teachers are able to provide accommodations to all students, based on their individual learning styles. All teachers will be provided with on-going professional development related to the needs of the special education students in their classrooms including child find responsibilities, effective interventions and supports for specific areas of weakness detected in struggling students, IEP team participation and responsibilities, implementation of Section 504 plans, and other related topics.

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

Model of Virtual Special Education Services



Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve standards set forth by the Illinois State Board of Education. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<p>Use interactive groupings of students in structured and purposeful settings.</p> <p>Draw on student background and knowledge.</p> <p>Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.</p>	<p>Use multiple forms of assessment such as performance-based assessments.</p> <p>Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.</p>
<p>Use graphic organizers to model organization skills and to engage students in the process.</p> <p>Use manipulatives and connect learning experiences to real life.</p> <p>Use community experts as resources and as models.</p> <p>Minimize interruptions and distractions during time-on-task.</p> <p>Check often for understanding among students.</p> <p>Teach students' organizational and study skills.</p> <p>Ensure access to resources in the languages, reading levels, and interests of the students.</p>	<p>Integrate technology into a variety of assessment settings.</p> <p>Remind students to use self-monitoring strategies and clarify directions.</p> <p>Ensure that language and academic skills are assessed appropriately.</p> <p>Take dictation for students; allow for tape and/or video recordings.</p> <p>Use multiple measures of assessment to assess language and academic skills of two language learners.</p> <p>Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.</p>

Related Services:

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by ILVCS@FRV or contracted by ILVCS@FRV, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered in home, online, face-to-face, or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home. The following list contains various therapies that may be delivered to students with special services required as part of their IEP:

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

Evaluation

When Child Find screening indicates that a student may be eligible for special education services, ILVCS@FRV will seek parental consent to conduct an evaluation. "Evaluation" means procedures used to determine if a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may

request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Education Director at ILVCS@FRV. ILVCS@FRV will use a three-tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, ILVCS@FRV must provide them with information about where an independent evaluation may be obtained.

ENGLISH LANGUAGE LEARNERS

ILVCS@FRV Board will adopt comprehensive ELL/ESL policies that adhere to all Illinois standards. ILVCS@FRV's ELL/ESL program will strive to prepare and equip bilingual, bicultural, and bi-literate students to meet their needs and ensure academic success. In addition to each student's Individual Learning plan, identified ELLs will have a Student ELL Plan, as required. Providing students with a learning environment that offers appropriate curriculum and instruction which promotes strong listening, speaking, reading and writing skills will ensure success. ILVCS@FRV will employ appropriately certificated instruction staff with the ELL endorsement.

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

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

determine that the student qualifies for ESL services, parent notification and acceptance of services will be provided to the parent/legal guardian prior to implementing services.

LEADERSHIP, STAFFING, TEACHING, PROFESSIONAL DEVELOPMENT

Professional Development

ILVCS@FRV will use K12's School Services program for new teacher training and professional development. K¹² strives to attract, retain, and support high-quality teachers. As the role of the K12 teacher requires innovative skills and non-traditional methods, so too does the evaluation method. Their goals are three-fold: To improve the quality of teaching in an online school model; to recognize and reward quality teaching; and to ensure a high level of teaching performance in the online school.

K12 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 level of experience 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.

Virtual New Teacher Training (VNTT) is a multi-cohort asynchronous and synchronous training program that is approximately 40-50 hours in length and spans the duration of the school year. The program is designed for teachers to transform their teaching skills into those required in the online setting. K¹² Academic Services pays particular attention to getting teachers over the

learning curve quickly. The training program includes 3 curriculums for both K-8 and High School teachers.

- **New Teacher Start-Up (Asynchronous)**- designed to get teachers started fast so that they can best support students and families during the first 30 days of school.
- **New Teacher Moderator (Asynchronous & Synchronous)**- requires that teachers attend and demonstrate proficiency of skills during 5 mandatory synchronous sessions, each session is between 1 to 1.5 hours in length. Additionally, participants will complete 4 asynchronous courses in preparation to attend the synchronous sessions.
- **New Teacher In-Year (Synchronous)**- provides opportunities for continued in-year support on developing and refining instructional strategies while learning about promising practices in online learning.

During the entire training program teachers will be required to take assessments to demonstrate their mastery of the training objectives. Their attendance at sessions as well as the results of their assessments will be shared with their administrators.

Ongoing Professional Development

In addition to VNTT, new K-8 teachers will also receive training in the following areas:

- Ensuring Each Family's Success
- K8 OLS Revisited
- K8 Math+ Revisited
- K8 MARK12 Reading Revisited
- K8 Pursuing Personal Development
- K8 Promoting Engagement

In addition to VNTT, teachers will also be expected to attend:

- Synchronous and asynchronous training and professional development sessions
- Content or course specific sessions

Teachers will also enjoy the benefit of face-to-face and 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. *Blackboard Collaborate*, an online real-time presentation tool, will be 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.

Staffing Overview – Qualifications for Professionals and Paraprofessionals

1. Staffing Overview

ILVCS@FRV will employ Illinois-certified and Illinois based teachers who are experienced educators, and are highly qualified under NCLB. The Board also intends to enter into a services agreement with K12 for educational, administrative, and technology services related to the operation of the ILVCS@FRV. Under the agreement, K¹² will provide administrative staff necessary to carry out its obligations to the Board. The Board shall ensure that background investigations complying with Illinois laws and regulations and the Charter Agreement are conducted for all school employees, school administrative personal, and volunteers.

2. Administrative Staff Positions, Roles, and Qualifications

Most administrative staff will be employees of K12, including the Head of School and other administrative positions as deemed necessary by K12 for the efficient operation of the school. The hiring of the Head of School will be agreed upon jointly by the Board and K¹². All other administrative staff will be the responsibility of K12. K12 will have the responsibility and authority for determining staffing levels necessary to carry out its obligations to the Board under the services agreement.

The administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. The staff will be experienced administrators with demonstrated leadership experience as school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration, and be structured based on the school's education program and projected enrollment. Staff will assist in the development of policies concerning educational and operational issues of the school for the Board's consideration and adoption.

Head of School (HOS):

The HOS will be responsible for developing and implementing the school's mission, vision, and strategic planning. The HOS will oversee academic and operational aspects of the school, including curriculum, assessment, instruction, special education, English Language Learners, technology and staff development. The HOS creates a school culture of achievement, and nurtures a strong relationship among all school staff, families, and students; the Board, and the school's authorizer.

Qualifications:

Masters degree or equivalent work experience. School administration and school finance and business experience. Experience working with school boards. Experience working with local, state, and federal laws and reporting. Great organizational and time management skills. Flexible schedule. Proficient in MS Excel, MS Word, and Outlook. Experienced with Internet. Experience using a student information system or other database. Strong written and verbal communication skills.

Assistant Head of School (AHOS):

The AHOS will be the HOS' true complement. The AHOS may be asked by the HOS to assist in every aspect of his/her job description and will be responsible for reporting to state and local authorities. The AHOS may be asked to help the HOS complete any or all of the following:

- Ensure that the academic and social programs of the school meet the vision and terms established in its charter agreement
- Create an environment where meeting and supporting the needs of students, families, and staff is the central focus of the administration
- Develop and implement the school's policies and oversee the writing of its handbooks

- Develop and maintain relationships with districts and the state
- Work with the Director of Operations and Personnel/Business Manager to oversee all business operations including: budget development, cash flow reports, payroll, retirement plans, health benefit programs, and any other business or personnel issues
- Ensure that all reporting requirements are met in an accurate and timely manner (including school report cards and all district, state, and federal reports)
- Work with the Director of Special Education to ensure that the school is meeting the needs of our students and is following the requirements of all applicable local, state, and federal agencies
- Prepare the administration to meet the requirements of all internal and external audits
- Pursue accreditation procedures for the school
- Oversee the creation of grant proposals
- Be able to use the school's main software programs
- Organize and lead student recruitment events across the state
- Help develop all public relations, communications, and marketing plans
- Attend (and present at) professional conferences
- Delegate responsibilities from the list above to the appropriate members of the administration

Qualifications:

The qualifications for the AHOS are the same as those for the HOS.

Director of Operations and Personnel/Business Manager:

The Director of Operations and Personnel/Business Manager (Business Manager) reports to the HOS and the K¹² Vice President of Finance. The Business Manager is responsible for day-to-day operational affairs of the school, including budget, bookkeeping, record keeping, cash collections and disbursements, vendor contracting, security, and other non-academic matters.

Qualifications: Minimum of 6-8 years Accounting/Finance experience. Bachelor's degree in Accounting or Finance. CPA, MBA desirable. Excellent communication and presentation skills. School or non-profit accounting a plus. Proficient in Excel.

Director of Technology:

The Director of Technology reports to the HOS and is responsible for the set-up and maintenance of the office technology systems and technology training of administrators, teachers, and parents. The Director of Technology monitors and tracks student information through the OLS and oversees moderation of school discussion boards. The Director of Technology is fluent with all school technology, databases, and software, and works directly with students as necessary.

Regular Education Teacher:

Teachers are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide guidance, instruction, and support, manage the learning process, and focus on students' individual needs. Teachers monitor student progress through K12's interactive lessons and daily assessments, and they work actively with students and parents to advance each child's learning.

As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

- Planning and Preparation
- Learn the curriculum in its entirety for assigned grade levels.
- Demonstrate knowledge of the state standards and alignment with the K12 curriculum.
- Understand overall diversity of assigned families and individual characteristics of students/parents

- Diagnose student learning needs through assessment data
- Instruction and Student Achievement
- Make placement and promotion decisions.
- Improve student learning through planned instruction
- Assess learning, assign grades, and make promotion decisions
- Report outcomes to administrators, parents, and students
- Support parents with student curricular and instructional issues.
- Responsible for student academic progress and attendance.
- Conduct conferences with parents/responsible adults and students.
- Individualize instruction to help each student achieve K12 curricular objectives.
- Collect and review work samples. Grade work, as appropriate.
- Alert administrators to any concerns about student performance and progress.
- Maintain regular contact with students and families
- Virtual Classroom Environment
- Create and manage home office.
- Implement school policies and procedures.
- Organize social and educational activities for students and families, including sponsorship of one virtual club.
- Establish and maintain a positive rapport with assigned families.
- Support parents with school set-up and logistics questions.
- Support parents with set-up and maintenance of their teaching environment.
- Support parents and students through basic computer troubleshooting.

Professional Responsibilities:

- Collaboration with peers.
- Build community by contributing to school message boards, newsletter and events.
- Travel to and participate in staff meetings and professional development sessions.
- Support the school administration with student recruitment activities.

- Support the national network of teachers in K12.

Additional responsibilities for teachers assigned to Middle School students:

- Interact regularly with students via phone and email communication.
- Provide subject-specific support to parents and students including study halls, ClassConnect and office hours.

Grade K-6 Teacher Requirements:

- 3+ years teaching experience
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Strong written/verbal communication skills
- Very self-motivated
- Flexible schedule
- Experience coordinating academically-oriented clubs and extracurricular activities

Grade 7-8 Teacher Requirements:

- 3+ years teaching experience
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Strong written/verbal communication skills
- Very self-motivated
- Flexible schedule
- Experience coordinating academically-oriented clubs and extracurricular activities
- Masters and/or professional experience in subject area3+ years teaching in middle school

The ideal teacher candidates will also have:

- Experience working with the proposed age groups
- An ability to learn new technology tools quickly (e.g., database and web-based tools)
- An ability to support and guide adults as well as students

OPERATIONS

ILVCS@FRV will enroll students in accordance with 105 ILCS 5/27A-4(a), and will not prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. Also, in accordance with 105 ILCS 5/27A-4(d), enrollment in ILVCS@FRV shall be open to any pupil who resides within the geographic boundaries of the area served by the local school boards.

ILVCS@FRV will combine flexibility and individualized instruction with high accountability. 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, the school allows access to a monitored, private, virtual social community, Parent Network, which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community.

Upon enrollment, ILVCS@FRV 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.

The ILVCS@FRV fundamental role parents will play is to support their child's learning and to help continuously evaluate ILVCS@FRV's operation, governance, and instructional program. 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 monthly parent training, speakers, and modeling. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note-taking skills; numbers and math concepts in the real world; and 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 need to be trained in the school's practices. We will maintain a balance between on-site 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 is the nation's leader in developing web-based trainings for teachers and parents. We plan to use the web conferencing tool *Blackboard Collaborate* for web-based training.

Parents will be expected to partner with teachers via phone, email, synchronous sessions using platforms such as *Blackboard Collaborate*, or in person to ensure students are on track and in line with the expectations set by the school. ILVCS@FRV 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.

School calendar

Charter schools are required to comply with Illinois' compulsory attendance laws and requirements of 185 teacher days and for a minimum attendance of 176 pupil instructional days. ILVCS@FRV will offer a school term that complies with these requirements and which meets all Districts' expectations.

Since ILVCS@FRV is an online school, there is no set daily schedule with regular classroom periods. ILVCS@FRV's model is fluid and flexible. Students will follow a self-paced schedule

according to the instructional model of attending school five days per week. Although we will encourage students to learn at their own pace, they will meet all Illinois state requirements for instructional time and attendance days as mentioned above. Teachers will be responsible for submitting attendance records to ILVCS@FRV administrators in accordance with ILVCS@FRV rules

In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the ILVCS@FRV Board. The Board sets policy and provides governance and oversight on ILVCS@FRV'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 ILVCS@FRV meetings and to participate on ad-hoc committees appointed to address specific issues.
- 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.
- Parents will help to continuously evaluate the operation and governance of the school both online and offline. ILVCS@FRV 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 ILVCS@FRV students and parents. Parents may supply critiques and/or endorsements regarding their experience at ILVCS@FRV.

Throughout the school year, the principal, 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.

Lottery

In the event that more students apply for enrollment than the school can accommodate, a random-anonymous lottery will be conducted in compliance with all federal and state statutes. Sibling preference will be allowable under the terms of the lottery in order to insure that students in the same family can attend the same school. Students not selected in the lottery will be placed on a waiting list.

Philosophy of Pupil Governance and Discipline

ILVCS@FRV policies governing student conduct will be set forth in our *Parent - Student Handbook*. ILVCS@FRV's expectation is that students will always conduct themselves in an orderly, courteous, dignified and respectful manner. Students have the right to be informed of school policies, regulations, and rules. Students will be informed of the academic requirements of courses, will be advised on their progress, and will have opportunities for assistance.

Unacceptable behavior, whether listed or not, will not be tolerated. Disciplinary actions taken by the administration for breaches of the student conduct policy will include counseling, suspension, and expulsion, for commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or violation of rules and regulations, and when the presence of the student is detrimental to the best interest of the school.

In addition to the consequences of misbehavior listed below, school officials shall use all available school and community resources to diagnose and deal effectively with students who have persistent or severe behavior problems. Students whose offenses may also constitute a

violation of criminal law will be reported to appropriate law enforcement officials. School sponsored activities, at any time or any place, may also subject a student to disciplinary action.

School Policy and Operations Manuals

ILVCS@FRV will develop and maintain a written school policies manual and an operations manual to be approved by the Board of Directors. Once adopted, teachers and staff will be trained on the contents of the manuals. The ILVCS@FRV policies and operations manuals will address operational and administrative issues including, but not limited to, the following:

- Staff
- Parents/Families
- School Information
- Enrollment
- Special Education
- Testing
- Course Offerings
- Student Materials
- Enrollment/Withdrawal
- Attendance
- Student Assessments
- Progress and Promotion
- Transfer Credits
- Supplemental and Extracurricular Activities
- Student Code of Conduct
- Acceptable use of External Materials Policy
- Student Responsibilities
- Parent Responsibilities
- Staff Responsibilities
- The Teacher Experience

- Information Systems Overview
- Reporting
- Grading
- Internal Controls
- Procurement
- Billing
- Reimbursements
- Remote Working Policy
- Ordering Materials
- Data management
- Dress Code
- Issue Resolution
- Organization Chart
- Individual Learning Plan Template
- Employee Manual
- Graduation Requirements

Facility

The ILVCS@FRV administrative office will be located within the boundaries of the 18 districts in the Fox River Valley. Virtual Learning Solutions is working with CBRE Corporate Commercial Real Estate to identify potential locations for the administrative office. The ILVCS@FRV administration will ensure that the building meets all applicable codes. Virtual Learning Solutions is considering the following locations for potential office sites:

Olympian Office Center
4343 Commerce Court
Lisle, IL 60532

Corporate West II
4200 Commerce Court
Lisle, IL 60532

ILVCS@FRV does not need a brick and mortar facility to educate its students. Students will study in libraries, community centers, at home and other locations of their choosing where they can access their online and offline lessons and assessments. Teachers will work out of their home offices and will be geographically dispersed throughout the region. Teachers will be available daily via email, telephone, synchronous sessions using platforms such as *Blackboard Collaborate*, and in person. In synchronous sessions, students and teachers participate in live web conferencing often with other students and teachers. Synchronous sessions allow teachers to instruct and assess an individual student or a small group of students with common needs. Web conferencing allows students to pose questions and get answers in real time in an online classroom. Teachers will also meet students at public locations such as public libraries, to provide direct face-to-face instruction to students when necessary.

Transportation

ILVCS@FRV will not offer transportation services, except as mandated by state and/or federal law (e.g. student IEPs). It will be the responsibility of a student's parents/learning coach to provide transportation to any school-related activities requiring the student's participation outside their home or place of regular study. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's IEP. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

FINANCES

Method of Administering Fiscal Accounts

The Board will hold direct responsibility for all financial matters. The Board will hire an auditing firm to audit the school's internal controls, procedures, financial records and reporting annually. An annual financial report shall be provided with audit by an independent, certified public accountant. The audit shall be conducted in accordance with generally accepted accounting principles applicable to school. The annual audit will be completed and submitted to the Illinois State Board of Education by December 1st of each year along with its Form 990 for its previous fiscal year as required by Article 27A-5 of the Illinois School Code. The Board shall review and respond to the audit report, if needed, and include the audit results in its annual report. The annual report produced will meet, at a minimum, the requirements set out in state regulations. The Board shall also adopt policies for the financial management of the school, including policies on conflict of interest for board members and faculty.

The Board's Treasurer will be assigned regular oversight responsibilities. The Board will receive financial updates as part of its regularly quarterly meetings, including an accounting of monthly disbursements. Added to the Board's oversight, the Treasurer will convene regular monthly meetings with the school's Business Manager to review revenues and expenditures against established plans and address any ongoing financial concerns. The Treasurer's meetings will also serve as an early warning system should any financial issues arise in between regularly scheduled board meetings.

In addition to the individual competencies of Board members that will be brought to bear in providing direct responsibility and oversight of the school's finances, the school's financial management team is further supplemented by the services of K¹² in overseeing the day-to-day finances of the school. The Board chose K¹², in part, because it has a track record of helping online public schools achieve successful state program and financial audits in various states.

K¹²'s operational skills include establishing the schools' 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. K¹² Online Schools will employ a Business Manager who will have 6-8 years accounting/finance experience with a Bachelor's degree in accounting or finance. A CPA or MBA will be desirable. In addition, K¹²'s Shared Services, based at K¹²'s corporate office in Herndon, Virginia, will provide oversight for all the business operations of the school. In addition, some standard accounting and reporting is performed by members of K¹²'s Shared Services in support of the school.

The pre-operational costs will consist of

- Legal fees including filing costs and application reviews
- Rental of temporary administrative office space for two months prior to the acquisition of a permanent administrative office for the school
- Office furniture and equipment
- Office supplies
- Office utilities
- Renovation of office facilities
- Board training and development

These costs will be covered by necessary cash advances or grants from K¹² Inc. and/or its subsidiaries to ensure that payments are made on a timely basis.

ILVCS@FRV intends to apply for a USDOE Charter School Planning Subgrant through the USDOE Public Charter School Grant. Assuming that funding for Planning Subgrants for online schools would be the same as for all other public school academies, such a grant could provide as much as \$160,000 for 18 months for allowable planning and program design. Allowable

activities include refinement of desired educational results and methods of measuring progress toward achieving those results; planning, procurement, or development of testing instruments; design of formative evaluation processes; teacher and staff professional development; technology and office equipment, software and limited office furniture; legal and professional costs; consultants' fees; and staff travel related to professional development.

ILVCS@FRV plans to seek a determination of the school's eligibility to apply for a Walton Family Foundation Public Charter School Start Up Grant. If eligible to apply, ILVCS@FRV could receive as much as \$500,000 in grant funds from the Walton Family Foundation for school startup activities.

Insurance Coverage

Upon approval of the charter school proposal, ILVCS@FRV will work to secure insurance coverage as follows. A full legal review will be completed to assure that these coverage amounts meet all applicable Illinois statutory and regulatory requirements:

<u>Coverage</u>	<u>Amounts</u>
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to IL laws
Employee Benefits Liability	\$1,000,000
Automobile Liability including Underinsured and uninsured as needed	\$10,000,000
Umbrella / Excess Liability above Primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$300,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Coverage	Primary \$25,000 limits with optional CAT limits of \$5,000,000

Five (5) Year Proposed Budget

See attached draft budget

Appendices

**EDUCATIONAL PRODUCTS AND SERVICES
AGREEMENT**

Between

VIRTUAL LEARNING SOLUTIONS, INC.

And

K12 VIRTUAL SCHOOLS LLC

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
VIRTUAL LEARNING SOLUTIONS, INC.
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT (“**Agreement**”) is made and entered into, by and between the VIRTUAL LEARNING SOLUTIONS, INC. an Illinois nonprofit public benefit company (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 elementary, middle and high school students throughout the State of Illinois.

B. **WHEREAS**, VIRTUAL LEARNING SOLUTIONS, INC. was granted a charter from the _____ Districts, pursuant to _____ [STATE STATUTE] (DATE) of the Illinois Charter Schools Act, to operate a charter school to be called Illinois Virtual Academy @ Fox River Valley that will utilize K12 products and services in accordance with this Agreement.

C. **WHEREAS**, K12 and its Affiliates were established, among other things, for the following purposes:

- o promoting and encouraging new methods of effective education;
- o implementing innovative and effective instructional systems in elementary and secondary education.

D. **WHEREAS**, K12 will provide the School with a variety of educational products and services in furtherance of the School’s mission. These educational products and services include providing the highly regarded K12® Curriculum, online school and learning management systems; teacher training, recruitment and management; financial and school administration services; technology services for a student account management system and other administrative and technology support services specified in this Agreement and the Charter as applicable to the Program.

E. **WHEREAS**, it is the intention of both Parties to enter into a long-term relationship in which Virtual Learning Solutions, Inc. governs the Program while K12 provides comprehensive educational products and services, including turnkey management services, and in which K12 will assure the financial solvency of the Program in accordance with the terms of this Agreement.

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, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public charter schools in the State.

1.3. Board. The Board is The Board of Trustees of Virtual Learning Solutions Inc. that governs the School.

1.4. Charter. The Charter is defined as the authorization provided to the School by the Charter Authorizer pursuant to Applicable Law, permitting the School to operate as a public charter school and entitled to receive public funds, appropriations and other revenues.

1.5. Charter Authorizer. The Charter Authorizer is the entity which has been granted the authority by law to permit the School to operate in accordance with the Charter and Applicable Law. The Charter Authorizer is currently the _____ Districts in Illinois.

1.6. Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the Program Revenues and Program Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

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

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

1.7. Facility. Facility means the real property leased by Customer Full Name for the School’s administrative offices and, as required and agreed in writing, Student learning and tutoring centers in accordance with the terms herein.

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

1.9. Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the Program at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

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

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

1.10. Program. The Program is Virtual Learning Solutions Inc. public online educational offering, currently known as Illinois Virtual Academy @ Fox River Valley.

1.11. Program Revenues. Program Revenues are all revenues and income generated or appropriated for and received by or on behalf of the School as attributed to any Student, the School or the Program which includes, but is not limited to, the following sources as applicable: state and local per-pupil basic education funds and other public school state and local funding; federal funds specific to the Program and/or its students; other funding including, but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 et seq., as amended); State provided facility funding and other income or revenue sources provided by law and obtained by the School and/or K12 which are not specifically excluded herein and all contributions and grants (including but not limited to Charter School Block Grants and other grants as applicable) received by or on behalf of the School and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of the Facility, the implementation or maintenance of the Program, and/or School operations. 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.

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

1.13. State. The State is Illinois.

1.14. Student. A Student is any student enrolled and/or otherwise taking course(s) in the Program or previously enrolled, including those pupils who have withdrawn.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the School solely for use in the Program, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings, as described in Exhibit A, to include the K12® curriculum, access to its online school and designated learning management system(s) and/or available third party curriculum, instructional tools and other products and offerings (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon and shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the School solely for the Program "**Administrative Services**", including financial and school administration services, teacher recruiting, training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the School with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.3. Special Education Services. K12 shall assist with the provision of special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers, 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.

2.4. Place of Performance. Performance of Services is not required to be rendered at the Facility, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.5. Standards of K12 Performance.

2.5.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law, the Charter, and Board policies made known to K12 in writing and relating to the Program. Subject to Section 11, K12 shall also comply with changes in Board policies within thirty (30) days of receipt of written notice and a copy thereof; however, Program Policies (as defined in section 3.2) shall be adopted in accordance with Section 3.2.

2.5.2. Confidentiality of Records. K12 will maintain the confidentiality of Program personnel, student and other records in accordance with the requirements of Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 (“**FERPA**”) and the State open records act, K12 has a legitimate educational interest for purposes of the School disclosing a student’s educational records to K12. The School shall define “school officials” and “legitimate educational interest” as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

2.5.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

2.5.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

3. SCHOOL RESPONSIBILITIES.

3.1. Oversight of K12. The School shall be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The School shall also be responsible for overseeing the Program’s quality, operational and financial performance. K12 shall reasonably cooperate with such monitoring and oversight.

3.2. Adoption of Policies. The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the Program (“Program Policies”). K12 will implement procedures consistent with such policies, but the School retains ultimate responsibility for adopting policies and for overseeing K12’s implementation. K12 will cooperate with such oversight and policy implementation subject to Section 11. K12 and the School will work collaboratively and in a timely manner on the creation of Program policies that may include, but are not limited to, policies relating to the budget, authorization of expenditures, curriculum, admissions procedures, student conduct at the Facility and online, Facility regulations, school calendars, procedures for resolution of parent or student complaints and disputes between School employees, and the responsible use of computer equipment and other instructional property. Until the foregoing collaborative policies are in effect, the Parties agree that K12’s standard policies and best practices applicable to the Program shall be used to avoid a lack of any policy. The School shall promptly provide K12 written copies of all policies adopted and must promptly notify K12 in writing of any changes to such policies.

3.3. School Compliance. The School will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Charter Authorizer’s policies.

3.4. Lease Compliance. The School agrees to comply fully and completely with the terms and conditions of the Lease (defined in Section 4.3.5 below) and shall be responsible for any monetary obligations incurred thereunder in accordance with this Agreement.

4. FINANCIAL MATTERS.

4.1. Financial Risks Assumed by K12. K12 assumes the risks, except as otherwise set forth in this Agreement that its fees may not allow it: i) to operate profitably, and/or ii) to fully recover the amounts invoiced by K12 to the School in accordance with this Agreement. In addition, the Parties agree that the Program will not conclude a Fiscal Year during the Term in a Negative Net Asset Position. Accordingly, the Parties further agree that each of them shall take all reasonable steps and approaches necessary to avoid a negative change in Net Assets or conclude a Fiscal Year in a Negative Net Asset Position during the Term. For each year of the Agreement, provided that there has been no material breach of the Agreement by the School, if the School ends a fiscal year in a Negative Net Asset Position, the Parties agree that K12 will provide sufficient credits (“**Balanced Budget Credits**”) to be applied to K12 invoices to ensure that the Program does not experience a Negative Net Asset Position at the end of said Fiscal Year.

4.2. Balanced Budget Credit Remittances. Should the Program end a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits in prior years for which a balance remains, the School will reimburse K12 up to the cumulative amount of previously issued Balanced Budget Credits, as detailed below:

- a. The total amount of Balance Budgets Credits remitted over the Term will not exceed the amount of Balance Budgets Credits issued during the Term.
- b. Balanced Budget Credits will not be due until the School is in a Positive Net Asset Position, if ever.
- c. In no single Fiscal Year will the amount of any remittance exceed 50% of the then current Fiscal Year Positive Net Asset Position, as determined by an independent audit before the payment of Balanced Budget Credits.
- d. If the Program ends the year in a Positive Net Asset Position the amount due K12 will be determined as follows:
 - i. Of the first \$100,000 or less of the Positive Net Asset Position, the amount due K12 will be 25% of such amount, not to exceed \$25,000.
 - ii. Of the second \$100,000 or less of the Positive Net Asset Position, if any, the amount due K12 will be 50% of such \$100,000 or \$50,000. The amount due K12 will not exceed \$75,000, for the first \$200,000 of Positive Net Assets.
 - iii. If the Positive Net Asset Position exceeds \$200,000 the amount due K12 will be 75% of the amount over \$200,000 plus the \$75,000 noted in the point immediately above.
- e. The payments described above and the 50% limit on the Positive Net Asset Position of the School, is to ensure that the school is will not be put into a Negative Net Asset Position.
- f. Finally, at the end of the Term if there is a balance of Balance Budgets Credits which have not been remitted such credits will be forgiven by K12, subject to the termination provisions of this Agreement.

4.3. Financial Risk Mitigation. As an inducement for entering into this Agreement and issuing Balanced Budget Credits, the School and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to both the Balanced Budget Credit remittance (Section 4.2) above and all of the risk mitigation efforts set forth below, each of which are material terms of this Agreement:

4.3.1. Exclusivity. K12 shall be the sole provider of the Educational Products and Services for the Program unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to preclude the Board in the exercise of its fiduciary obligations to the School. Moreover, the School shall be permitted to procure goods and services from a third party to the extent required by law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any third party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods the School shall procure them from K12.

4.3.2. Final Program Budgets. The School will adopt an annual Program budget for each Fiscal Year during the Term and the Parties agree that K12 will present to the Board (or its authorized delegates or subcommittee) a proposed Program budget for each such Fiscal Year. The proposed Program budget will include assumptions provided by K12. The Parties will work in good faith to agree in writing on a final Program budget for the initial year of the Agreement on or before September 1, provided that the Board shall consider the budget proposed by K12 and will act to approve a final Program budget not later than September 30 of the initial school year. In subsequent years, K12 will present a proposed budget for the succeeding Fiscal Year by May 1 and the Board shall consider the budget proposed by K12 and will act to approve a final Program budget not later than thirty (30) days prior to the start of the Fiscal Year. In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or any proposed modifications to such budget by K12.

4.3.3. Budget Modifications. K12 may submit to the Board proposed modifications to the Program budget to take into account the actual Program student enrollment for such school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final Program budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

4.3.4. Variations from Budgets. In the event that the School causes (or its employees or designees cause) the Program to experience a Negative Net Asset Position within the Fiscal Year of more than two percent (2%) above the agreed to amount in writing by K12, if any, then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

4.3.5. Lease Terms and Compliance. Within 12 months of the Effective Date, the School shall enter into a mutually agreed upon lease agreement or other arrangement (“**Lease**”) for the Facility, which shall be located within the geographic boundaries of the Charter Authorizer. All Facility costs shall be a Program Expense. The School agrees that it will not amend, modify, terminate or extend the Lease or enter into a new lease for any facility or location other than the Facility without the prior written consent of K12. Additionally, the School agrees that it will not exercise any rights under the Lease which will have the effect of increasing its obligations, including payment obligations, or decreasing its rights under the Lease. For the avoidance of doubt, in the event the School violates this Section or otherwise breaches the Lease, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such breach occurred.

4.4. Advances Made by K12 on Behalf of the School. If the available cash receipts of the Program are, from time to time, insufficient to cover payment of Program Expenses on a timely basis, and the School is unable to seek funding from other sources to cover such deficiency, K12 may advance the School such amounts to allow payment of such Program Expenses on a timely basis (collectively hereinafter referred to

as “**Advances**”) provided that, K12 will have no obligation to make any Advances in any Fiscal Year for expenditures: (i) for any items that are in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount except to the extent that such excess amounts are beyond the Board’s control and due to events beyond the Board’s control; (ii) for amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the School; or (iii) for any matters as to which K12 or any other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 by the School thirty (30) days after K12 invoices the School for such funds.

4.5. Start Up Costs. “**Start Up Costs**” are those project management, insurance, legal, recruiting and hiring fees, computers, phones and other administrative costs that have been incurred on behalf of the Program, together with advances made to the School by K12, prior to and subsequent to the execution of this Agreement in order to obtain Program approval by the applicable Charter Authorizer(s) or to open the School. In order to sufficiently verify the Start Up Costs are valid and applicable to the Program, the School agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. To the extent the Start Up Costs were paid to or on behalf of the School by K12 and/or Advances were made to the School for Start Up Costs, K12 shall invoice the Program for reimbursement of such Start Up Costs and Advances in accordance with Sections 4.4 and 8.3 herein. Payment will be due within thirty (30) days of receipt of such invoice unless sufficient cash is not on hand to do so at which time such invoices will accrue interest per the Agreement.

4.6. Financial Reports. The Board may request that K12: (i) prepare and submit reports on the Program’s finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter; or (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the Program’s operations. All such requests shall be made in writing.

4.7. Program Audit. K12, in collaboration with the School, will arrange for an independent audit of the Program’s financial statements. The cost of such audit shall be a Program Expense.

4.8. Program Expenses. The School will be responsible for all debts, liabilities, and obligations incurred on behalf of the Program by or on behalf of the Parties (collectively, “**Program Expenses**”) during the Term of the Agreement. Program Expenses shall be determined in accordance with the budget process set forth herein, will be paid out of the Program Revenues and shall include, but are not limited to, the following Program-related costs:

- 4.8.1. teacher related expenses;
- 4.8.2. teacher training related expenses;
- 4.8.3. offices for administrative staff and related expenses;
- 4.8.4. Student Support Staff (defined in Section 7.4 below) related expenses;
- 4.8.5. related services expense for Students with special education needs (as applicable);
- 4.8.6. state test related expenses;
- 4.8.7. school community building;
- 4.8.8. direct mail, printing and related expenses for enrolled Students;
- 4.8.9. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
- 4.8.10. supplemental curriculum and other academic services as agreed to by K12 in writing;
- 4.8.11. reasonable legal fees for representation of the Board as it pertains directly to the Program and not for legal representation or related expenses adverse to K12;
- 4.8.12. insurance including directors’ and officers’ liability insurance, general liability insurance and other Program insurance coverage, as appropriate;
- 4.8.13. accounting and reporting not comprehended in K12’s Services to be provided, payroll processing, audit, and/or tax preparation fees directly associated with the Program;
- 4.8.14. use, sales, income, property or other taxes, if any;

4.8.15. fees for required background investigations of School employees;
4.8.16. Office Facility and infrastructure related expenses; and
all other Program related expenses approved in the budget, however, if any total Program Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

5. TERM OF AGREEMENT.

5.1. **Term.** This Agreement will become effective upon the date of full execution by the Parties, for commencement on July 1, 2013 (“**Effective Date**”) and will terminate on June 30, 2023 (“**Initial Term**”) unless sooner terminated under the Section 11 of this Agreement. In the event the Charter Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 11 herein.

5.2. **Renewal.** Following the Initial Term, this Agreement will automatically extend for successive additional periods of seven (7) year(s) (each such period a “**Renewal Term**”), unless (a) either Party provides the other with written notice of non-renewal at least two (2) years before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 11. The Initial Term and any Renewal Terms will be referred to collectively as the “**Term**”. Except and unless the Agreement is terminated by the School pursuant to Section 12.1 of this Agreement, in the event that the Term does not equal at least ten (10) years, the Board shall not enter into any agreement or arrangement with any other entity, or offer any similar services or products to students for a period of eighteen (18) months from the last date on which this Agreement was in full force and effect.

6. PRICING, FEES AND PAYMENT.

6.1. **Administrative Oversight Compensation.** From the Program Revenues from State revenues (for example, excluding federal pass-throughs, block grants, federal special education and other federal funding), the School shall pay three percent (3%) of such revenues to the Charter Authorizer (hereinafter “**Administrative 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 fifteen percent (15%) of the Program Revenues (the “**Administrative Services Fee**”) for each Fiscal Year of the Agreement. Payment for the Administrative Services Fee shall be made in accordance with Section 8 below.

6.4. 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.

6.5. Priority of Payments. Payments from the Program Revenues shall be paid in the following order of priority: (1) Administrative Oversight Fee, (2) Teacher salaries, including applicable payroll taxes, (3) Program Expenses identified in Section 4.8 above to include Advances and fees for Educational Products; (4) Administrative and Technology Service Fees payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased by the School in addition to those enumerated in Exhibit A; and (5) Balanced Budget Credits, if any.

6.6. Business Judgment. The School hereby agrees, in the exercise of its business judgment, that the economic arrangement included herein, including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services provided for the Term, particularly in light of the Agreement’s provision requiring K12 to provide assurance of the School’s financial solvency to the extent set forth in Section 4 of this Agreement.

7. PERSONNEL SUPPORTING THE PROGRAM.

7.1. K12 Staff Assigned to the Program. K12 will employ and determine the employment terms for administrative personnel who may include a Head of School (“**HOS**”) or equivalent administrative staff position, and such other staff, including teaching staff, as K12 deems necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12’s staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

7.2. Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the Program, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS’ job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner.

7.3. School-Student Support Staff. K12 shall employ and be ultimately responsible for “**Student Support Staff**” (defined below) for the Program, except in limited circumstances where K12 deems it reasonably necessary to employ such staff to deliver the Educational Products and Services hereunder. K12, however, will take the lead to help recruit, set the terms of employment, hire, supervise, discipline and terminate Student Support Staff and such activities will be performed in consultation with the Board (or its designees). In accordance with Section 4.8, the School will be responsible for all costs associated with the employment of such staff (including, without limitation, salaries, benefits, travel and other Program related expenses). “**Student Support Staff**” is defined as any position that provides direct services to the Program and its Students which may include Teachers (master and lead), Special Education Coordinators, Registrar, Guidance Counselor, Nurse, Community Relations Coordinator, Truancy Officer, Related Services Coordinator, or similar positions. For the avoidance of Doubt, any Head of School (Principal) for the Program shall be an employee of K12 or its Affiliates. To the extent required by law, all Student Support Staff personnel shall be State certified or possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter.

7.4. Complaints About School-Student Support Staff. If K12 is dissatisfied or concerned about the job performance of a Student Support Staff member assigned to the Program, K12 will recommend the addition or elimination of specific Student Support Staff positions for prompt action by the Board, approval of which will not be unreasonably withheld.

7.5. Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law or to the extent necessary for the School to maintain its status as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended (“**IRC**”), the HOS, Student Support Staff (including teachers) and other administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any of the K12 staff members providing services under this Agreement become an employee of the School, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the School; such change shall become effective on the date specified by K12 in such notice. In the event that at any time or from time to time K12 determines that it is necessary or desirable that any of the School’s staff members to become an employee of K12, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board such School employee shall become an employee of K12; such change shall become effective on the date specified by K12 in such notice.

7.6. Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for arranging for criminal background checks to be conducted on its employees assigned to the Program and to the School’s employees to the extent required under Applicable Law and will maintain documentary evidence that it has done so. Upon the School’s request, K12 will provide the School with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

7.7. Background Investigations on School Employees. As part of its Administrative Services, K12 will help ensure that the School fulfills its responsibilities to: a) conduct criminal background checks required by Applicable Law; and b) maintain evidence that it has performed such actions.

8. PAYMENT OF PRODUCT AND SERVICE FEES.

8.1. Invoicing and Payment of Fees. K12 will submit to the School, a detailed invoice for the Educational Products and Services delivered for the prior calendar month. For any fees calculated as a percentage of Program Revenue, such fees will be calculated based upon the approved budget or subsequent updates in effect for the applicable calendar month and will be billed for services rendered on a monthly basis during the Term, even though Program Revenue may be received by the School beyond the expiration of the Term.

8.2. Location of Payment. All payments made hereunder will be made to K12 (or its designated Affiliate) and at the address set forth above, or such other address provided by K12 in writing.

8.3. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the invoice date. Advances will be due thirty (30) days from the date the advance is made by K12. School agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum. All other amounts past due and owing by the School to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum on each overdue amount. The School shall not intentionally withhold payments due to K12. In the event the School intentionally withholds payments due hereunder, no Balanced Budget Credits shall be issued by K12 to cover any late fees due hereunder.

8.4. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the Program. Without limiting the foregoing, the

School agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes.

8.5. Year-End Adjustments. Within thirty (30) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to such Fiscal Year, including the calculation of such amounts (which calculations will be based upon the School's audited financial statements for such Fiscal Year). If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 8.1, then the excess amount will be payable to K12; if such total amount is less than the total amount invoiced by K12 pursuant to Section 8.1, then the shortfall amount will be payable to the School. Payment of any excess Service Fees payable to K12 will be due thirty (30) days after the submission of the statement thereof. Reimbursement to the Board of any overpayment of Service Fees will be due thirty (30) days after the submission of the statement thereof, provided, that K12 may elect in its discretion to set-off the amount any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Payment Out of School Funds Managed by K12 Only. K12 is authorized by the Board to pay itself, subject to School's expenditure authorization policy (as approved by the Board), out of the School's funds managed by K12, the fees set forth in this Agreement.

8.7. Disputed Amounts. If the School disputes any charge invoiced by K12 ("**Disputed Amounts**"), the Board (or its authorized designee) must submit a good faith claim in writing regarding the Disputed Amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the then-current Fiscal Year audit regarding the Disputed Amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding such Disputed Amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute and file any claim thereafter regarding such Disputed Amount (and the School also waives all rights to otherwise claim that it does not owe such Disputed Amount or to seek any credits or reimbursements or other amounts of any kind based upon or relating to such Disputed Amount).

9. RELATIONSHIP OF THE PARTIES.

9.1. Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the School. The School, the Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

9.2. Relationship Between the Board and the School. The School is a non-profit corporation organized under the laws of the State and governed by its Board. Although many provisions in this Agreement refer to the Program and grant rights or impose obligations on the School, it is the Board that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer.

9.3. No Related Parties or Common Control; Certain Permitted Participations. Except as contemplated by this Agreement or any agreement between the Board and any Affiliate with respect to the provision of services described hereunder, K12 will not have any role or relationship with the Board that, in effect,

substantially limits the Board's ability to exercise its rights, including termination rights, under this Agreement. None of the Board's voting power shall be vested in K12 or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K12's board of directors or Shareholders of K12 shall be vested in the Board's or its Charter Authorizer's directors, trustees, members, managers, officers, shareholders, or employees. Each Party agrees that it will not take any action that would cause the Board and K12 to be members of the same control group, as defined in Section 1.150 et seq. of the regulations under the IRC, or related persons, as defined in Section 144(a)(3) of the IRC. The Board agrees to take such action as is necessary to permit employees or agents of K12 to have a nonvoting presence at the Board meetings, including executive sessions, during the Term of this Agreement, provided that, the inclusion of employees or agents of K12 in executive sessions will be at Board's discretion and is not inconsistent with Applicable Law.

10. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**").

11. TERMINATION. Events of termination are as follows:

11.1. Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event Customer does not cure the material breach of this Agreement as set forth in this provision K12's, in its sole discretion, may suspend the issuance of Balanced Budget Credits detailed in Section 4 in lieu of terminating this Agreement.

11.2. Termination for Material Reduction in Program Revenue. K12 may terminate this Agreement in the event there is a material reduction in Program Revenue below the amount for the prior Fiscal Year or such reduction will materially increase the financial risk to K12 in providing the Educational Products and Services. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days notice so that the Parties may work together to find alternative funding or other means to offset the reduction in Program Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

11.3. Termination Upon Loss of Program Approval, Charter or Non-Profit Status. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (ii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iii) upon a final adverse determination by the highest court in the State that the Program is no longer valid under law or its ruling has the effect of terminating the Program.

11.4. Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal therefore by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

11.5. Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the School in the event that the Charter is amended or the Board or the Charter Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Charter Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

11.6. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

12. TERMINATION EFFECTS. Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the School of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Return of Equipment. Return of K12-provided equipment is mandatory. As such, all K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the School at the Replacement Value. The Replacement Value is the cost to replace the equipment anew, without regard to depreciation.

12.3. Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated pursuant to Section 11, to the extent there are outstanding Balanced Budget Credits remaining, the School shall fully exhaust its Net Assets to pay off the outstanding balance of Balanced Budget Credits, provided however, if any Balanced Budget Credits remain after the Net Assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven.

12.4. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the School shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the

termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

12.5. Loss of Value. The Board acknowledges and agrees that the subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the Program Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated as set forth in Section 11 because of the Board's actions or omissions unless said action or omission is in response to state or federal law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the School to terminate this Agreement in accordance with Section 11.1.

13. INTELLECTUAL PROPERTY RIGHTS.

13.1. Proprietary Materials. The School acknowledges and agrees that K12 has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to K12 and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, 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 alter, copy, disassemble, reverse engineer or modify the K12 Proprietary Materials and/or the K12 Proprietary Marks in any way, nor will the School act or permit action in any way that would impair the rights of K12 in them. The School's authorized use will not create any right, title, or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K12 will have the right to monitor the quality of the School's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the School will notify K12 promptly in writing of any known infringement thereof and of any use of K12's Intellectual Property (including the K12 Proprietary Materials, and/or the K12 Proprietary Marks) by an unauthorized party, other than set forth or contemplated by this Agreement, of which the School becomes aware. K12 and the School agree to reasonably assist each other in pursuing measures to prevent further use of K12's Intellectual Property by said unauthorized party. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the School will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing. Moreover, to the extent the School has established any rights, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, the School hereby assigns and transfers to K12, its successors and assigns, all of the School's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the K12 Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

13.6. Publicity/Press Release. K12 may use the School's name and Program references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

14. LIMITS ON LIABILITY AND DAMAGES.

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE SCHOOL AND THE SCHOOL'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST

OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

15. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party. Except as prohibited by Applicable Law, K12 may assign all of its rights and obligations under this Agreement to any Affiliate. K12 may delegate the performance of its duties hereunder to any person or entity but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

16. INDEMNITY. The Party charged with indemnifying and/or defending under this provision (the “**Indemnifying Party**”) shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the “**Indemnified Party**”) promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

16.1. Indemnification of the School. K12 will indemnify, defend, and save and hold the School and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a “Claim”) that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Charter Authorizer's, the School's or the Board's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K12, and (c) act or omission of K12 or any of its employees, officers, directors, trustees, subcontractors or agents in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the School or the Board. K12 and its Affiliates shall not be liable for any Claims related to the enrollment, placement and provision of services to any Students with special education needs.

16.2. Indemnification of K12. The School will indemnify, defend, and save and hold K12 and each other Affiliate of K12 and all of their respective employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the School or Board with any Applicable Law in connection with School's operations, (c) act or omission of the School or Board or any of its employees, officers, directors, trustees, subcontractors or agents in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12, and (d) for any Claims that are related to the School's or Board's action or inaction with respect to the enrollment, placement and provision of services to any Students with special education needs.

16.3. Indemnification Procedures.

16.3.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.3.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

17. INSURANCE.

17.1. Liability Coverage. Each Party will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the said Party set forth herein), and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the said Party, for not less than \$5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance required by the School (excluding D&O and E&O insurance) will include K12 and its Affiliates and their respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance required by K12 (excluding D & O and E & O insurance) will include the School and its respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Each Party's insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

17.2. Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within thirty (30) days after the effective date of this Agreement. Thereafter, the Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change to such insurance.

17.3. Insurance Coverage No Limitation on K12's Rights. The School's insurance will be primary coverage and any insurance K12 may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the School. K12's insurance will be primary coverage and any insurance the School may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on the School's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the Program, as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. REPRESENTATIONS AND WARRANTIES.

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the School:

18.1.1. Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Pending Claims. K12 warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

18.1.4. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE REASON.

18.1.5. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification or usage by the School, its employees or Students; or (c) where there has been improper site preparation or site environment by the School, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2. Representations and Warranties of the School. The School hereby represents and warrants to K12:

18.2.1. Organization and Good Standing. The School is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

18.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The School has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the School and constitutes the valid and legally binding obligation of the School, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.3. Authority Under Applicable Law. The School has the authority under Applicable Law to: (i) contract with a management company to obtain the Services, Administrative Services and/or Technological Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the School will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the School or any other party thereto.

18.2.5. Provision of Authority to K12. The School has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

18.2.6. Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the School-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration with assistance from K12.

18.2.7. Certain Provisions of the Charter. The Charter will, when approved, authorize the School to operate and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the Program and other activities contemplated in this Agreement.

18.2.8. Pending Claims. The School warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

19. OFFICIAL NOTICES. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such 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:

With Copy To:

Fax:

Fax:

20. NON-SOLICITATION/NON-HIRING.

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The School acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the School upon a violation of this provision.

20.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 20.2.

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

21.1. Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the School's _____ or its authorized designee and to the direct manager of the Head of School (currently the Regional Vice President) of K12. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the Board's authorized designee for the School and the EVP of School Services for K12. If the dispute is not resolved after five (5) business days thereafter, then the Parties shall escalate the effort to resolve to the Board president for the School and the CEO for K12 who shall have five (5) days to seek resolution of the matter.

The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes arising out of this agreement, including those disputes relating to the enforceability or validity of this Agreement, through a process of mediation in _____ County, _____, 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 _____ County, _____, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the School acknowledges that in the event it breaches any provision contained in the Section entitled “Intellectual Property Rights”, K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K12 may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth above. K12 will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the above described dispute resolution procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Governing Law. The laws of the Commonwealth of Virginia without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

22. MISCELLANEOUS.

22.1. Coordination; Exercise of Approval or Consent Rights:

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12’s legal counsel and the School’s legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the School’s and the Charter Authorizer’s policies as they relate to the Program’s operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines “in its sole judgment” or “its sole discretion,” or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

22.5. License Audit. Upon forty-five (45) days written notice, K12 may audit the Program's use of the Educational Products and the School agrees to cooperate and provide reasonable assistance with such audit. The School agrees to pay within thirty (30) days of written notification any fees applicable to the School's use of the Educational Products in excess of the license rights granted herein or K12 may revoke the related technical support and license(s).

22.6. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.7. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.8. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.9. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.10. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.11. No Third-Party Rights. This Agreement is made for the sole benefit of the School and K12 and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.12. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.13. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of

For and on behalf of

VIRTUAL LEARNING SOLUTIONS INC.

K12 Virtual Schools LLC

Signed: _____

Signed: _____

Name: _____

Name: _____

Position: _____

Position: _____

Date: _____

Date: _____

DRAFT

EXHIBIT A
Curriculum and Services

I. Educational Products, Pupil Recruiting and Product Related Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K12 will provide a license for and access to: (i) the K12® Curriculum and associated learning management system for grades K through 8, for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades (Art, Music and foreign language); (ii) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) any third party curriculum K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the Educational Program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the Program may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area.

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 – Access to a monitored, private, virtual social community for students, parents and teachers to communicate and connect. Students benefit from exchanging ideas and information with students around the country using the K12 program and gaining a sense of connectedness within the boundaries of a contained but national community. Each K12 sponsored school will also have its own sub-community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.
- ii. Counseling Tools - Counseling tool(s) to support college, career planning and exploration.

II. Administrative Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the administrative services (the “Administrative Services”) set forth below. K12 will provide the Administrative Services at School's Facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Propose educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the Program. K12's recommendations for the Program will be consistent with Applicable Law and the Charter.

2. Personnel Assistance. Supervision of all personnel providing Educational Products, Administrative Services, and Technology Services. Management of all Program employees including recruiting; hiring recommendations; reference, certification and background checks (excluding performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits which shall be School's responsibility). Recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. Provide teacher performance evaluation models to School and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

3. Insurance. Assist the School with obtaining general liability insurance or other insurance required with a reputable carrier for the School in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

4. Facility Management. Identify location of the School's initial or supplemental facility(ies) for the Program. Together with School's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments.

5. Business Administration. Administration of all business aspects and day-to-day management of the Program. These services shall include:

- a. Consultation, and services as liaison for School with the Charter Authorizer, and other governmental offices and agencies;

- b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
 - c. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate;
 - d. Work with School's counsel, if any, on legal matters affecting the Program;
 - e. Preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
 - f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
 - g. Assist School in identifying and applying for grants and other funding opportunities;
 - h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
 - i. Arrange contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;
 - j. Establish and implement policies and procedures to maintain proper internal controls; and
 - k. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.
 - l. Provision of regulatory compliance services, including responses to audits.
6. Budgeting and Financial Reporting.
- a. Preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures. The Parties agree that the last budget approved by School and agreed to by K12 prior to the effective date of this Agreement will serve as the approved annual budget of the Program for the first Fiscal Year. The proposed budget for subsequent years will be submitted by K12 to School on or before May 15th preceding the start of the applicable school year covered by such proposed budget. On or about October 31 of each school year during the Term, K12 will submit to School any proposed modifications to the annual budget for that school year to take into account the actual student enrollment for such school year and other changes in key assumptions. K12 shall also submit to School from time to time any other proposed modifications to the annual budget as K12 shall deem to be necessary or desirable, to be acted upon by School consistent with Applicable Law and this Agreement.
 - b. As practical and as possible, provide to School on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Program, and detailed statements of all direct expenditures for services rendered to the Program.
 - c. Provide to School all financial reports required under Applicable Law and by the Charter Authorizer.
 - d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to School such other information either required by the Charter Authorizer to be made available to School or the Charter Authorizer requested by School, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.
 - e. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K12 will not be responsible for filing School's form 1023, but will work with School's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.
7. Financial Management.
- a. In accordance with School's expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all Program Expenses, out of the Program funds managed by K12.
 - b. All Program funds will be maintained in an account(s) belonging to School over which designated representatives of K12 will have signature authority as approved by School. School will immediately transfer to such account(s) all funds received by the Program from any source, including but not limited to per pupil payments or reimbursements received from the local school

district, state, federal and/or any other source, as well as any and all contributions received by the Program.

- c. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.
- d. Assist and coordinate in any third-party audit(s) of the Program.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.

d. Ensure accessibility of Program records to School, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all financial, educational and other records, regardless of source of origin, are the property of School. The Parties agree to maintain, retain, disclose, and withhold Program records as may be required and in the manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with School on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for School adoption consistent with Applicable Law.

10. Annual Reports to Charter Authorizer. Create, design, and arrange for publication and dissemination of an annual report regarding the Program.

11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the K12 Teacher Handbook. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers.

12. Charter Authorizer Policies and Charter Renewal. Assist School in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the Program. Assist School with drafting the Program's Charter renewal application, including working with School to develop any necessary budgetary and curriculum information. Prepare Board members to present and defend School's Charter renewal application before the Charter Authorizer.

13. Instructional Property Management. Prepare and submit to School proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

14. Grants and Donations. On behalf of the Program, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the Program's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the School and such fund shall be used as designated.

15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the technology services (the “Technology Services”) described below. K12 will provide the Technology Services at School’s Facility (defined below) and from K12’s offices, as deemed necessary and in K12’s discretion.

1. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Charter School;
5. Train school staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the Program’s interactive website;
7. Install and maintain the Program’s computer network;
8. Generate reports;
9. Develop community tools on the school’s website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
10. Determine hardware configurations (including software and operating systems) for the school’s technology needs;
11. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
12. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
13. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and 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
K12 Proprietary Marks



	2013 / 14	2014 / 15	2015 / 16	2016 / 17	2017 / 18
Estimated Enrollment K - 8 (count date)	689	1050	1400	1750	2100
Estimated Enrollment 9 - 12 (count date)	318	450	600	750	900
Estimated Funding K -8	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Estimated Funding 9 - 12	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
# Reg Ed Teachers K8 (FTE)	14	21	28	35	42
# Reg Ed Teachers HS (FTE)	8	11	15	19	22
Funding					
Estimated Charter School Funding	\$8,056,000	\$ 12,000,000	\$ 16,000,000	\$ 20,000,000	\$ 24,000,000
NCLB Allocation	\$0	\$0	\$0	\$0	\$0
ELL Allocation	\$0	\$0	\$0	\$0	\$0
Special Education Funding	\$0	\$0	\$0	\$0	\$0
USDOE Charter Grants (Planning)	\$0	\$0	\$0	\$0	\$0
USDOE Charter Grants (Implementation)	\$0	\$0	\$0	\$0	\$0
Total Funding	\$8,056,000	\$12,000,000	\$16,000,000	\$20,000,000	\$24,000,000
		149%	133%	125%	120%
Teacher Cost					
Salaries (Reg Ed, spec Ed, advisors and counselors)	\$ 1,503,583	\$ 2,141,632	\$ 2,849,822	\$ 3,651,505	\$ 4,486,298
Benefits & taxes (30%)	591,723	842,765	1,154,178	1,478,860	1,816,951
K12 Educator Group	149,850	225,300	300,400	375,500	450,600
Training & professional development	31,771	49,200	67,568	86,994	107,525
Phone, travel & office support	29,229	41,882	57,553	74,073	91,588
Printing, mailing & postage	2,383	3,690	5,068	6,525	8,064
Teacher online curriculum	72,435	108,906	145,208	181,510	217,812
Teacher materials	36,501	54,976	73,881	93,117	112,711
Teacher ISP	21,286	32,964	45,271	58,286	72,042
Teacher PC, Printer, Fax, Scanner	47,656	15,000	16,500	16,500	15,000
Total	2,486,418	3,516,317	4,715,448	6,022,869	7,378,590
% of total expenses	31%	29%	30%	30%	31%

Student Cost

Proctored Exams & Test Administration	74,825	115,875	159,135	204,886	253,239
Curriculum	1,741,221	2,617,925	3,490,567	4,363,209	5,235,850
Books and materials	1,198,264	1,801,589	2,402,119	3,002,649	3,603,179
Computers, printers, peripherals	132,346	198,982	265,310	331,637	397,965
Internet access	32,300	50,019	68,693	88,443	109,315
Scantron/Study Island	10,781	16,209	21,612	27,016	32,419
Total	\$3,189,737	\$4,800,601	\$6,407,437	\$8,017,840	\$9,631,968
% of total expenses	40%	40%	40%	40%	40%

Student and Family Services

Special Ed Contracted Svcs & Other Related Exp.	98,770	152,955	210,058	270,450	334,276
Community outreach events	3,000	4,510	6,194	7,975	9,857
Field study trips	5,000	7,743	10,634	13,691	16,922
Student other (annual reports, food)	2,000	3,097	4,254	5,476	6,769
Total	108,770	168,306	231,140	297,593	367,824
% of total expenses	1%	1%	1%	1%	2%

School Governance

Administrative and oversight	1,208,400	1,800,000	2,400,000	3,000,000	3,600,000
Registrar	-	41,200	42,436	43,709	45,020
Special Education Coordinator	-	82,400	84,872	87,418	90,041
Family Support Coordinator	-	-	51,500	53,045	54,636
Benefits & taxes (23%)	-	43,631	63,119	65,013	66,963
Legal Services	22,000	23,100	23,793	24,507	25,242
Temp. Employees	10,000	10,000	10,000	10,000	10,000
Auditing - External	-	15,450	15,914	16,391	16,883
Oversight fee 3.0%	241,680	360,000	480,000	600,000	720,000
Other - Board training, misc	7,000	7,060	7,122	7,185	7,251

Administrator travel	-	10,000	10,300	10,609	10,927
Administrator phone, computer etc	-	7,000	7,210	7,426	7,649
	\$	\$			
Total	1,489,080	2,399,841	\$ 3,196,266	\$ 3,925,303	\$ 4,654,613
% of total expenses	19%	20%	20%	20%	19%

Instructional Technology

		\$			
Technology services	\$563,920	840,000	\$ 1,120,000	\$ 1,400,000	\$ 1,680,000
State Reporting					
Total	\$563,920	\$840,000	\$1,120,000	\$1,400,000	\$1,680,000
% of total expenses	7%	7%	7%	7%	7%

Facility and other

Rent & maintenance	110,000	115,000	120,550	126,372	132,478
Office equipment (office machines, PBX, etc.)	7,500	7,725	7,957	8,195	8,441
Computer servers & installation	30,000	10,000	10,300	10,609	10,927
Office supplies, Office postage	21,800	22,454	23,128	23,821	24,536
Liability insurance	20,000	30,972	42,535	54,764	67,688
Phone, Internet	9,000	9,270	9,548	9,835	10,130
Bank Fees	2,400	2,472	2,546	2,623	2,701
Other	2,000	2,060	2,122	2,185	2,251
Total	202,700	199,953	218,685	238,404	259,152
% of total expenses	3%	2%	1%	1%	1%
Total Costs	\$8,040,625	\$11,925,017	\$15,888,976	\$19,902,009	\$23,972,147
Surplus / Deficit	\$15,375	\$74,983	\$111,024	\$97,991	\$27,853

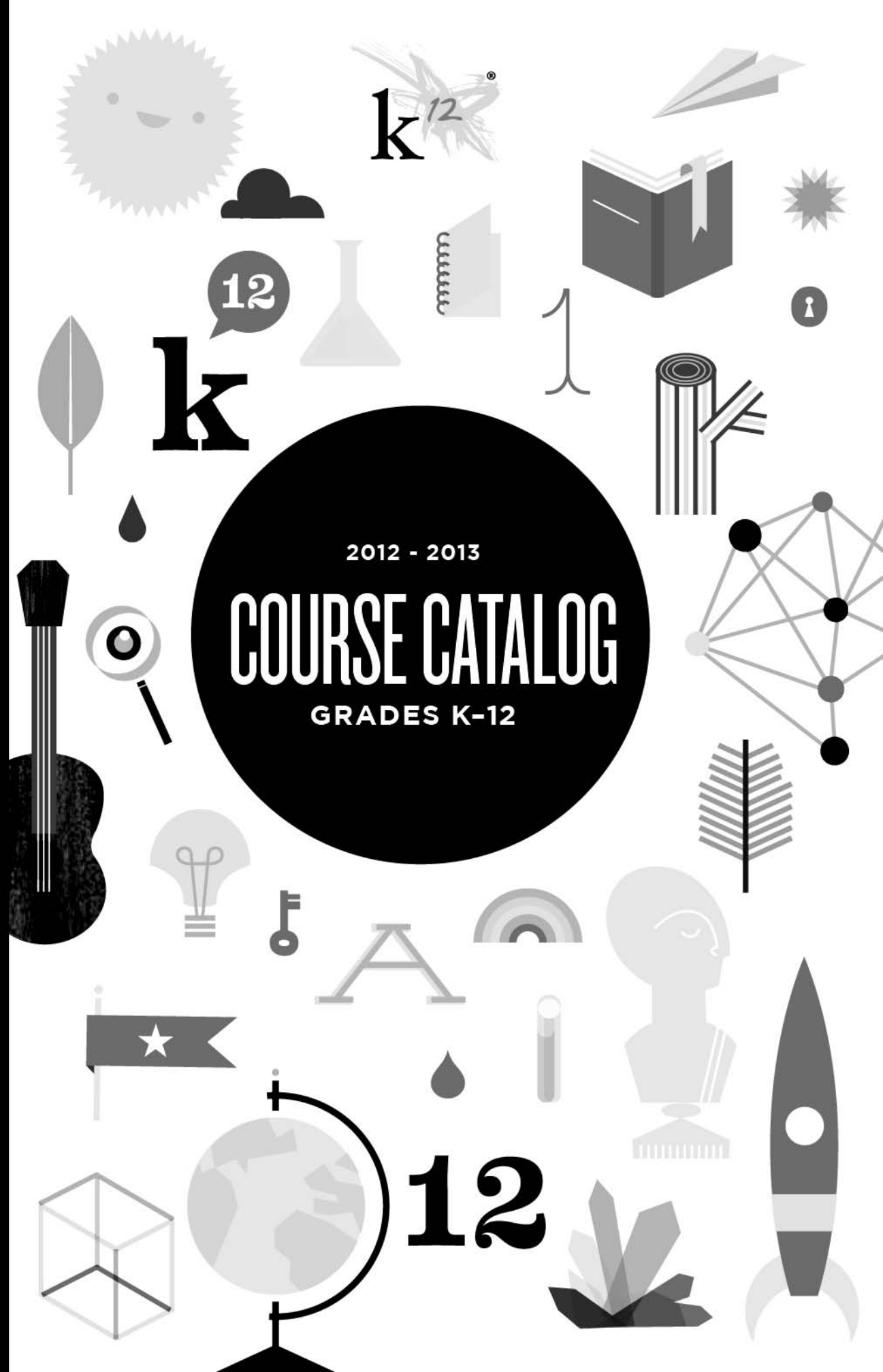
Illinois Virtual Charter School @ Fox River Valley

Proposed School Calendar for SY 2013-14

Calendar is subject to change pending Board approval

August 14	First Day for Students
September 2	Labor Day Holiday
October 14	Columbus Day Holiday
November 11	Veterans Day Holiday
November 27	Thanksgiving Holiday
November 28	Thanksgiving Holiday
November 29	Thanksgiving Holiday
Dec 23 – Jan 3	Christmas Holiday
January 20	Martin Luther King, Jr. Holiday
March 24-28	Spring Break
May 16	Last Day for Students

Total Student Days – 176



2012 - 2013
COURSE CATALOG
GRADES K-12

12

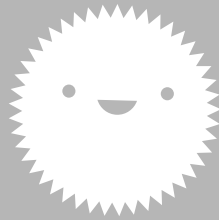


LET'S LEARN
K12.COM/COURSES

Elementary

Courses

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Middle School

Courses

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High School

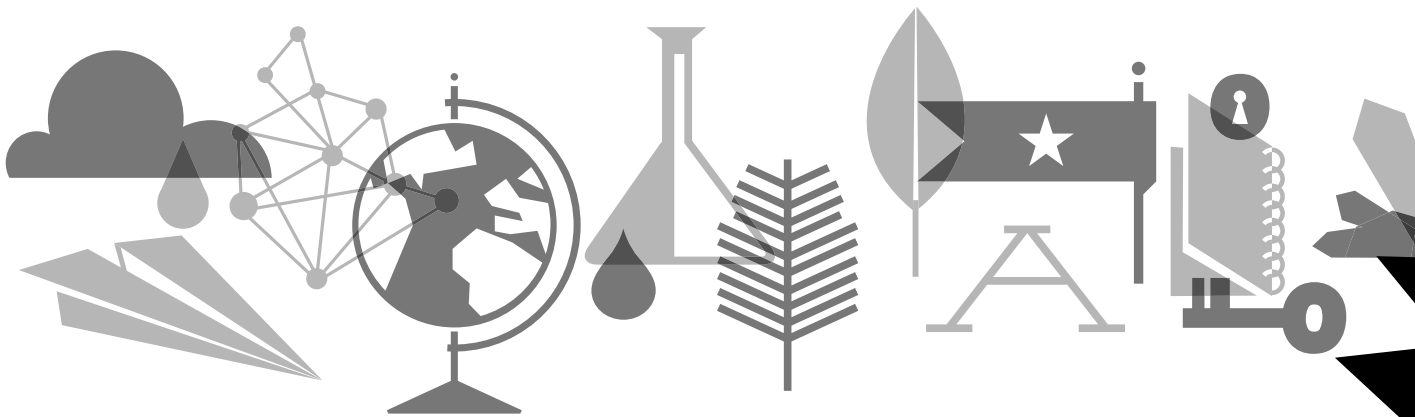
Courses

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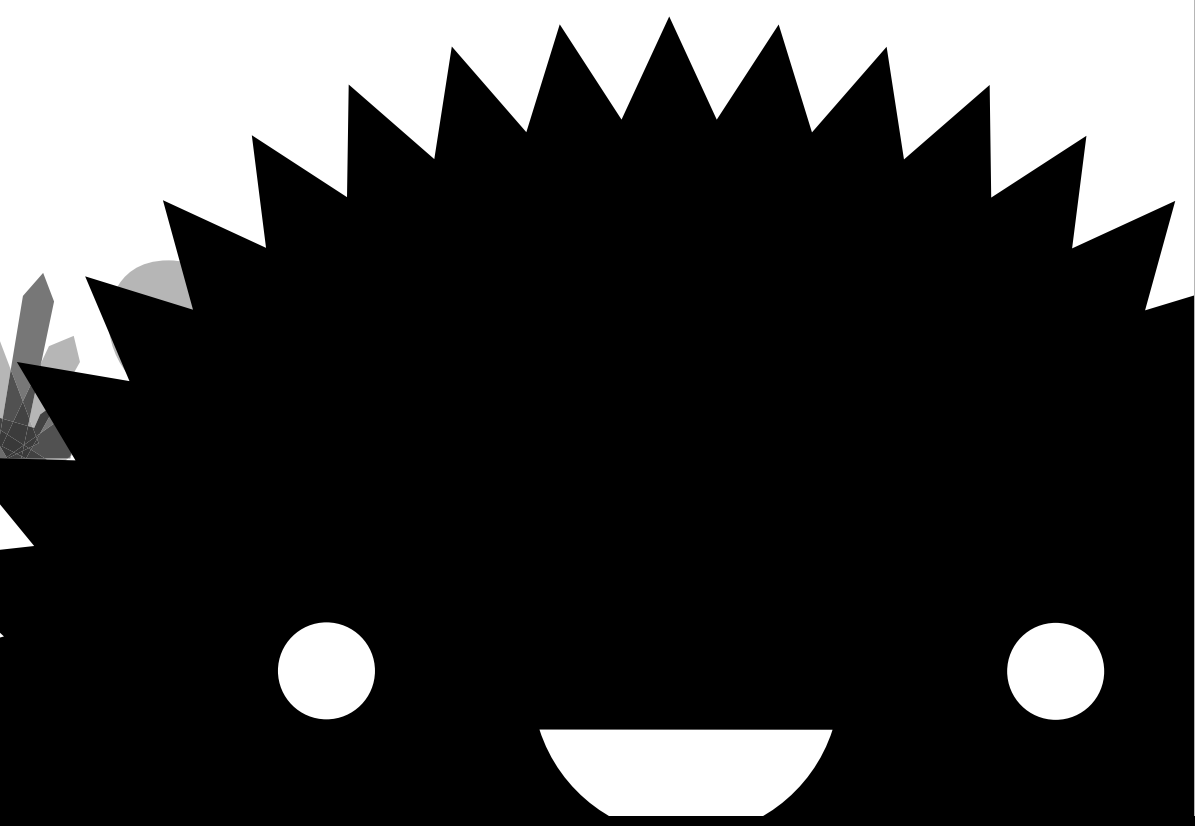


<i>English</i>	38
<i>Mathematics</i>	46
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<i>World Languages</i>	70
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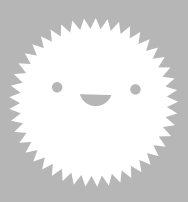
WORLD



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Elementary !



Language Arts K (Blue)

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

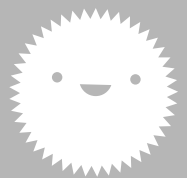
- **Phonics:** PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.
- **Literature and Comprehension:** Plenty of read-aloud literature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

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

Language Arts 1

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

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



Language Arts 2 (Orange)

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

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

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

Language Arts 3

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

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

Language Arts 4

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

A test preparation program prepares students for standardized tests.

Curriculum Items: *Classics for Young Readers*, Vol. 4A, *Classics for Young Readers*, Vol. 4B, *Writing in Action*, Vol. C, *Writing in Action*, Vol. D, *Exercises in English*, Millennium ed. (Level D), *New Vocabulary Workshop Workbook* (Orange), *Test Ready Plus: Language Arts*, Book 4, *Test Ready Plus: Reading*, Book 4, *Robinson Crusoe* by Daniel Defoe (K¹² edition, retold for young readers), *Feathers, Flippers and Fur*, *If You Lived in the Days of the Knights* by Ann McGovern, *Nature's Way*, *Pollyanna* by Eleanor Porter (K¹² edition, abridged for young readers), Keyboarding CD, Word processing book, White dry-erase board

Language Arts 5

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

Curriculum Items: *Classics for Young Readers*, Vol. 5A, *Classics for Young Readers*, Vol. 5B, *American Lives & Legends*, *Exercises in English*, Millennium ed. (Level E), *Vocabulary Workshop* (Blue), *Test Ready: Language Arts*, Book 5, *Test Ready: Reading Longer Passages*, Book 5, *Paddle-to-the-Sea* by Holling Clancy Holling, *American Tall Tales* by Adrienne Stoutenburg, *Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Vennema, *Curious Creatures*, *Writing in Action*, Vol. 5E, *Writing in Action*, Vol. 5F, *I Didn't Know That!*, *Don Quixote* by Miguel de Cervantes (K¹² edition, retold for young readers), Keyboarding CD, Word processing book, White dry-erase board

MARK¹² Reading I (Adaptive Remediation)

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

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

MARK¹² Reading II (Adaptive Remediation)

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

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

MARK¹² Reading III (Adaptive Remediation)

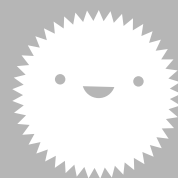
Mastery. Acceleration. Remediation. K¹². **MARK¹²** courses are for students in the third to fifth grades who are struggling readers. **MARK¹² Reading III** gives students who are reading approximately two grades below grade level the opportunity to master missed concepts in a way that accelerates them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

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

Math⁺ K (Blue)

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

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



Math⁺ 1 (Green)

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

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

Math⁺ 2 (Orange)

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

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

Math⁺ 3 (Purple)

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

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

Math⁺ 4 (Red)

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

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

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

Math⁺ 5 (Yellow)

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

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

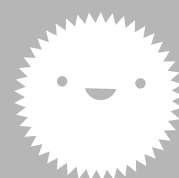
Science K

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

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

Science 1

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



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

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

Science 2

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

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

Science 3

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

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

Science 4

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

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

Science 5

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

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

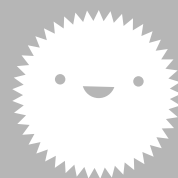
History K

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

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

History 1

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



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

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

History 2

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

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

History 3

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

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

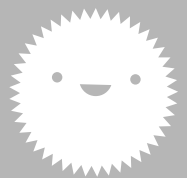
History 4

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

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

American History A

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



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

Art K

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

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

Art 1

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

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

Art 2

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

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

Art 3

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

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

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

Art 4

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

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

Intermediate Art: American A

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

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

Preparatory Music

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

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

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

Beginning 1 Music

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

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

Beginning 2 Music

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

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

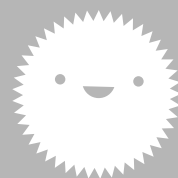
Introduction to Music

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

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

Intermediate 1 Music

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



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

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

Intermediate 2 Music

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

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

Intermediate 3 Music

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

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

Exploring Music

This course is for students in grade 5 who are new to the K¹² Music program. This course presents the basics of traditional music appreciation through singing and the study of music in history and culture. Students begin by studying some of the most important classical composers, and then study traditional music from around the country and around the world. Finally, they learn how to follow the form of a piece of music.

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

Elementary Spanish 1

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

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

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

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

Elementary Spanish 2

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

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

Prerequisites: Elementary Spanish 1, or equivalent

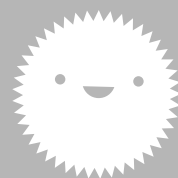
Elementary French 1

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

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

Elementary French 2

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



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

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

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

Prerequisites: Elementary French 1, or equivalent

Elementary German 1

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

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

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

Elementary German 2

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

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

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

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

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

Prerequisites: Elementary German 1, or equivalent

Elementary Latin 1

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

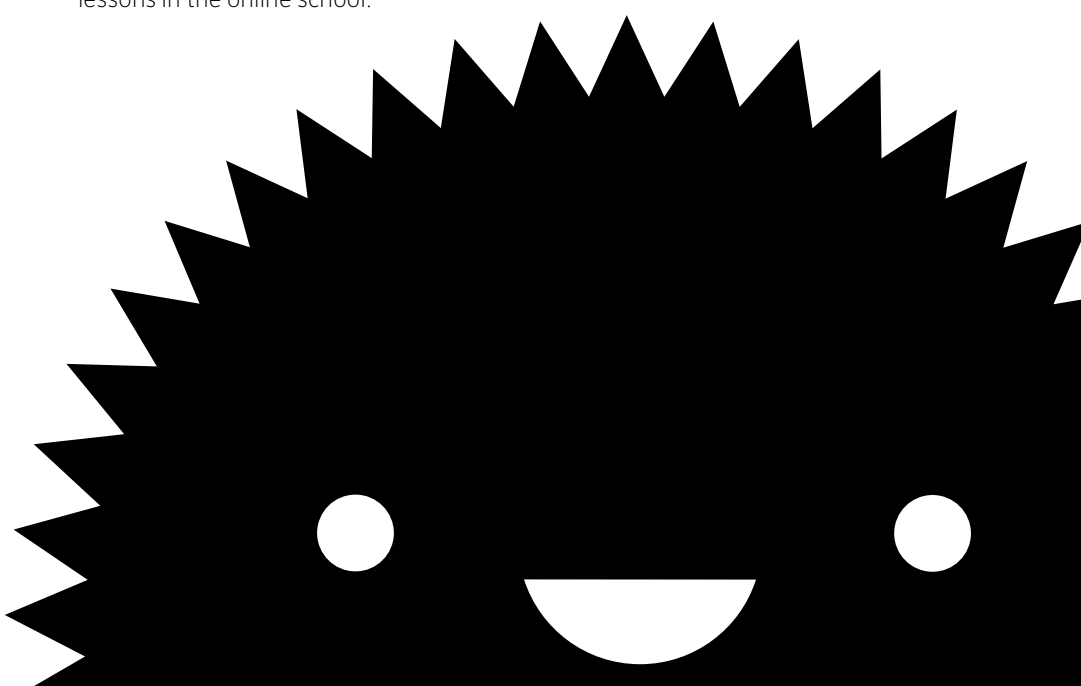
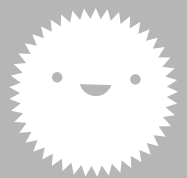
Communication expressions include greetings, introductions, familiar phrases, relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar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

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

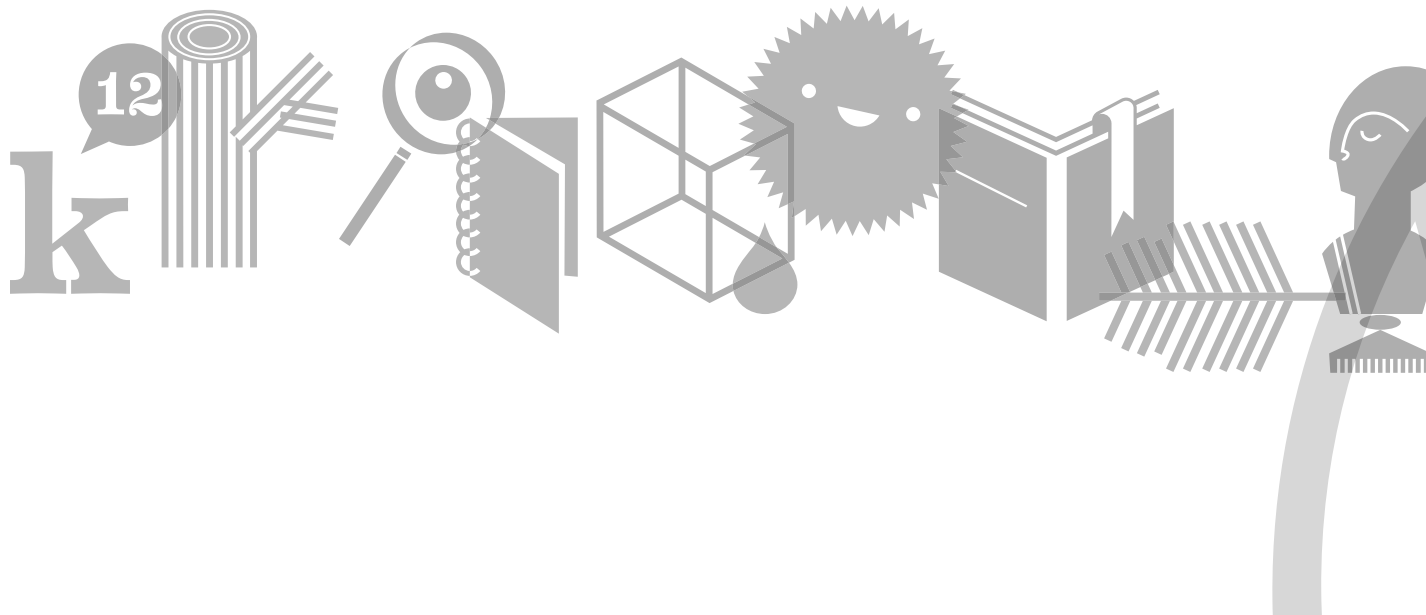
Introduction to Online Learning

Families begin the school year with one of two Introduction to Online Learning courses targeted to grades K-2 or 3-5. The courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their K¹² lessons in the online school.

Elementary



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Middle



Intermediate English A

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

Curriculum Items: *Myths of Ancient Greece and Rome* (an anthology from K¹²), *The Secret Garden* by Francis Hodgson Burnett, *The Adventures of Tom Sawyer* by Mark Twain, *Animal Adventures* (nonfiction collection), *Believing Our Eyes and Ears* (nonfiction collection), *Classics for Young Readers*, Vol. 6 CD, *Classics for Young Readers*, Vol. 6: An Audio Companion, *Twelfth Night* (Shakespeare for Young Readers adaptation), Keyboarding CD, Word processing book, *BK English Language Handbook, Grade 6* Barrett Kendall Publishing, Vocabulary

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

Intermediate English B

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

Curriculum Items: *Classics for Young Readers*, Vol. 7, *Classics for Young Readers*, Vol. 7: An Audio Companion, *BK English Language Handbook, Grade 7* Barrett Kendall Publishing, *Vocabulary from Classical Roots*, *Book B Educator's Publishing Service*, *The Iliad and The Odyssey: Stories from Homer's Epics* (an anthology from K¹²), *The Hobbit* by J.R.R. Tolkien, *Treasure Island* by Robert Louis Stevenson, *City* by David Macaulay, *Julius Caesar* (Shakespeare for Young Readers adaptation), Keyboarding CD, Word processing book

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

Literary Analysis and Composition

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

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

Readings include:

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

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

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

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

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

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

Fundamentals of Geometry and Algebra

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

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

Pre-Algebra

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



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

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

Algebra

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

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

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

Earth Science

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

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

Advanced Earth Science

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

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

Life Science

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

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

Advanced Life Science

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

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

NOTE: List is subject to change.

Physical Science

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

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



Advanced Physical Science

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

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

NOTE: List is subject to change.

American History B

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

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

Intermediate World History A: From Prehistory through the Middle Ages

In this first part of a survey of world history from prehistoric to modern times, K¹² online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K¹². This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages, from cave paintings to stained glass windows, from crude huts to Gothic cathedrals. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

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

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

Continuing a survey of world history from prehistoric to modern times, K¹² online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook

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

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

Intermediate Art: American B

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

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

Intermediate Art: World A

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

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

Intermediate Art: World B

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

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

Middle



Music Concepts A

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

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

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

Music Concepts B

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

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

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

Music Appreciation

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

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

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

Middle School Spanish 1

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

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

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

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

Middle School Spanish 2

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

Prerequisites: Middle School Spanish 1, or equivalent

Middle School French 1

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

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

Middle School French 2

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

Middle



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

Prerequisites: Middle School French 1, or equivalent

Middle School German 1

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

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

Middle School German 2

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

Prerequisites: Middle School German 1, or equivalent

Middle School Latin 1

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

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

Middle School Latin 2

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

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

Prerequisites: Middle School Latin 1, or equivalent

Middle School Chinese 1

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

Middle School Chinese 2

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

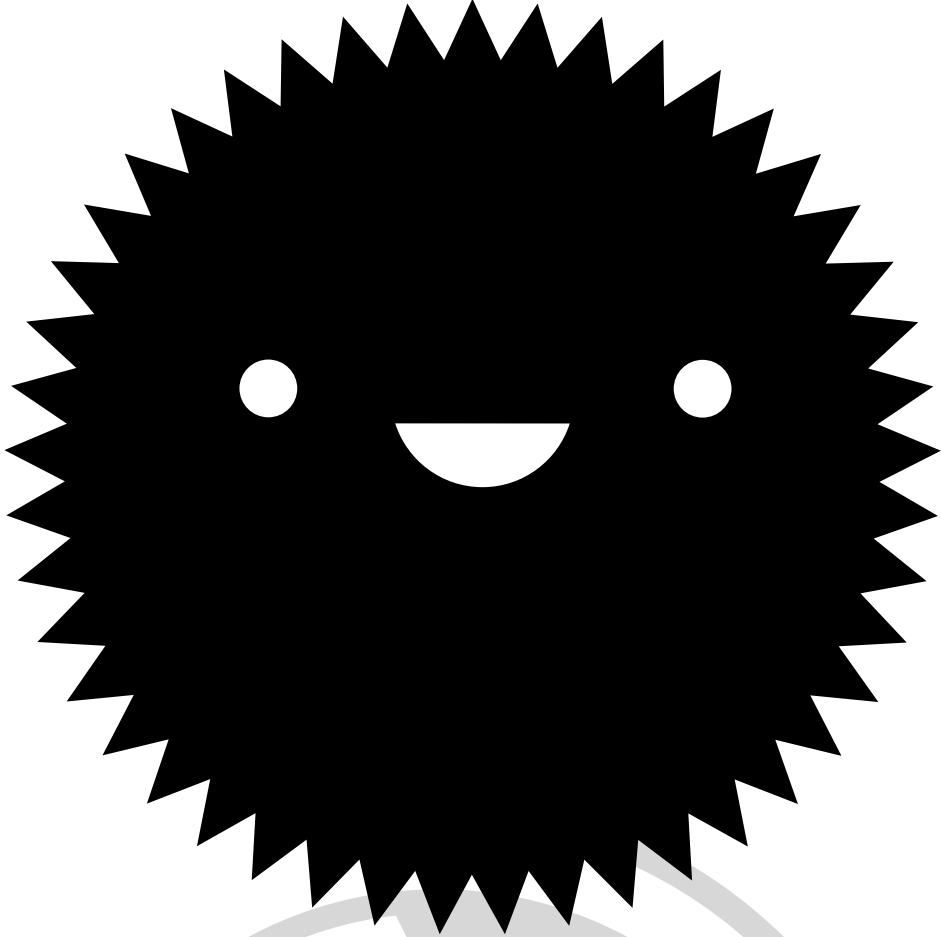
Prerequisites: Middle School Chinese 1, or equivalent

Introduction to Online Learning

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

Middle













K-8 Course List



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



ENGLISH & LANGUAGE ARTS

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



MATH

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

SCIENCE

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

HISTORY & SOCIAL SCIENCES

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

WORLD LANGUAGES

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

ART

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

MUSIC

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

ORIENTATION

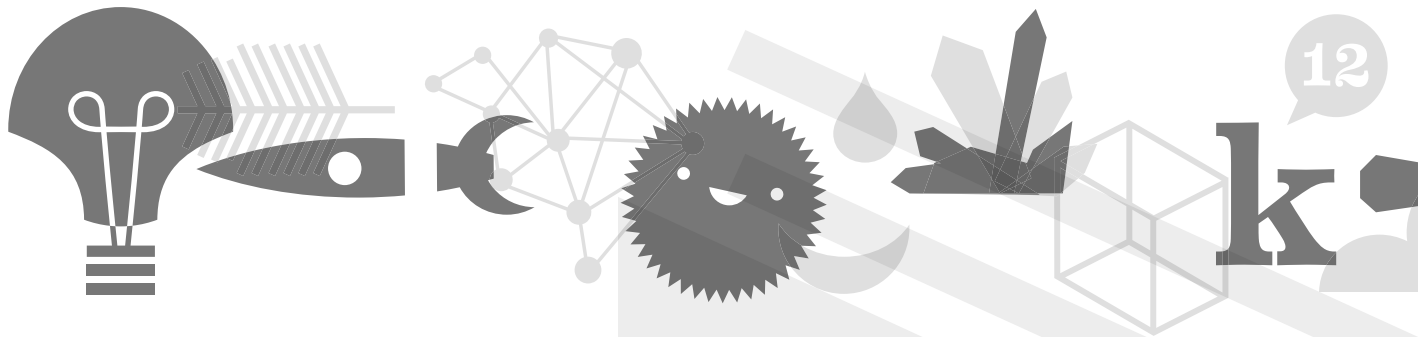
Introduction to Online Learning Grades K-2
Introduction to Online Learning Grades 3-5
Introduction to Online Learning Grades 6-8

 = adaptive learning technology

 = eBook(s) included

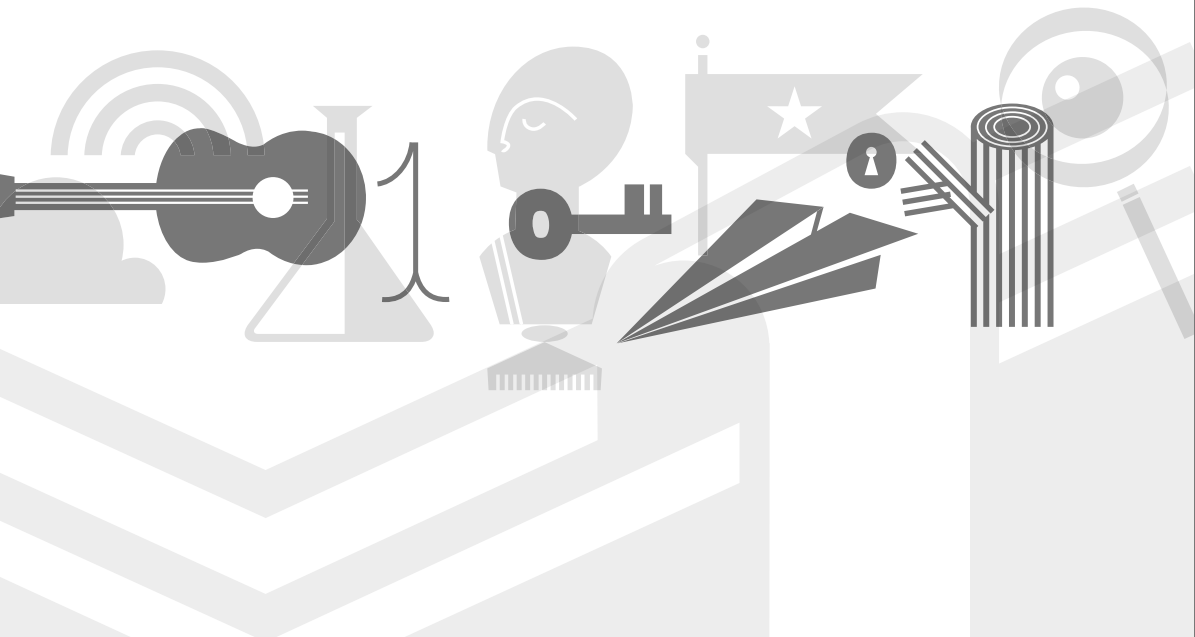
 = new course

910



High

High



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

In **K¹² Comprehensive courses**, students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.

K¹² Honors courses hold students to a greater degree of accountability, and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

K¹² AP[®] courses are college-level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Our AP courses include a companion AP Exam Review course, that provides practice for multiple choice exams and essay writing, as well as provides students an individualized study plan based on their results.

ENG001-APL: English Foundations I (Remediation)

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

Course Length: Two semesters

Prerequisites: Teacher/school counselor recommendation

ENG011-APL: English Foundations II (Remediation)

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

Course Length: Two semesters

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

ENG102: Literary Analysis and Composition I (Core)

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

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

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

Prerequisites: Middle school English/language arts

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

ENG103: Literary Analysis and Composition I (Comprehensive)

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

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

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

Course Length: Two semesters

Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass; Anne Frank: Diary of a Young Girl by Anne Frank; Romeo and Juliet by William Shakespeare*

Prerequisites: K¹² Intermediate English A and B (or equivalent)

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

High



ENG104: Honors Literary Analysis and Composition I

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

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

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

Course Length: Two semesters

Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass; *Anne Frank: Diary of a Young Girl* by Anne Frank; *Romeo and Juliet* by William Shakespeare

Prerequisites: Success in K¹² Intermediate English A and B (or equivalent) and teacher/school counselor recommendation

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

ENG106: Literary Analysis and Composition I (Credit Recovery)

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

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

ENG202: Literary Analysis and Composition II (Core)

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

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

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson

Prerequisites: ENG102: Literary Analysis and Composition I (or equivalent)

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

ENG203: Literary Analysis and Composition II (Comprehensive)

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

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

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

Course Length: Two semesters

Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth* by William Shakespeare

Prerequisites: ENG103: Literary Analysis and Composition I (or equivalent)

ENG204: Honors Literary Analysis and Composition II

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

High



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

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

Course Length: Two semesters

Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth* by William Shakespeare

Prerequisites: Success in ENG104: Honors Literary Analysis and Composition I (or equivalent) and teacher/school counselor recommendation

ENG206: Literary Analysis and Composition II (Credit Recovery)

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson

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

ENG302: American Literature (Core)

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

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

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

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town* by Thornton Wilder; *To Kill a Mockingbird* by Harper Lee

Prerequisites: ENG202: Literary Analysis and Composition II (or equivalent)

ENG303: American Literature (Comprehensive)

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

Course Length: Two semesters

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

Prerequisites: ENG203: Literary Analysis and Composition II (or equivalent)

ENG304: Honors American Literature

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

Course Length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane; and two selections of their choice from the following: *Billy Budd* by Herman Melville; *A Connecticut Yankee in King Arthur's Court* by Mark Twain; *Catcher in the Rye* by J.D. Salinger; *Song of Solomon* by Toni Morrison

Prerequisites: Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) and teacher/school counselor recommendation

ENG306: American Literature (Credit Recovery)

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



Course Length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town* by Thornton Wilder; *To Kill a Mockingbird* by Harper Lee

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

ENG402: British and World Literature (Core)

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

Course Length: Two semesters

Materials: *Explorations: An Anthology of British and World Literature*

Prerequisites: ENG302: American Literature (or equivalent)

ENG403: British and World Literature (Comprehensive)

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

Course Length: Two semesters

Materials: *Journeys in Literature: British and World Classics; Hamlet* by William Shakespeare

Prerequisites: ENG303: American Literature (or equivalent)

ENG404: Honors British and World Literature

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

Course Length: Two semesters

Materials: *Journeys in Literature: British and World Classics; Hamlet* by William Shakespeare

Prerequisites: ENG304: American Literature (or equivalent) and teacher/school counselor recommendation

ENG406: British and World Literature (Credit Recovery)

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

Course Length: Two semesters

Materials: Explorations: *An Anthology of British and World Literature*

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

ENG500: AP English Language and Composition

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

Course Length: Two semesters

Materials: *The Norton Reader: An Anthology of Nonfiction*, 12th ed.; *Writing: A College Handbook*, 5th ed.

Prerequisites: Success in ENG304: Honors American Literature (or equivalent) and teacher/school counselor recommendation

ENG510: AP English Literature and Composition

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

Course Length: Two semesters

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

Prerequisites: Success in ENG304: Honors American Literature (or equivalent) and teacher/school counselor recommendation

ENG010: Journalism (Elective)

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

Course Length: One semester

Prerequisites: None

High



ENG020: Public Speaking (Elective)

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

Course Length: One semester

Materials: Student must provide a webcam and recording software

Prerequisites: None

ENG030-AVT: Creative Writing (Elective)

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

Course Length: Two semesters

Prerequisites: None

MTH001-APL: Math Foundations I (Remediation)

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

Course Length: Two semesters

Prerequisites: Teacher/school counselor recommendation

MTH011-APL: Math Foundations II (Remediation)

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

Course Length: Two semesters

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

MTH322-AVT: Consumer Math (Core)

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

Course Length: Two semesters

Prerequisites: None

MTH112: Pre-Algebra (Core)

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

Course Length: Two semesters

Materials: *Pre-Algebra: Reference Guide and Problem Sets*

Prerequisites: 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.

High



Course Length: Two semesters

Materials: *Pre-Algebra: Reference Guide and Problem Sets*

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

MTH122: Algebra I (Core)

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

Course Length: Two semesters

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

Prerequisites: MTH112: Pre-Algebra (or equivalent)

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

MTH123: Algebra I (Comprehensive)

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

Course Length: Two semesters

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

Prerequisites: K¹² Pre-Algebra, MTH113: Pre-Algebra (or equivalents)

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

MTH124: Honors Algebra I

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

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

Course Length: Two semesters

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

Prerequisites: Success in previous math course and teacher/school counselor recommendation

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

MTH126: Algebra I (Credit Recovery)

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

Course Length: Two semesters

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

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

MTH202: Geometry (Core)

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

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH122: Algebra I (or equivalent)

MTH203: Geometry (Comprehensive)

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

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I (or equivalent)

High



MTH204: Honors Geometry

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

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I (or equivalent) and teacher/school counselor recommendation

MTH206: Geometry (Credit Recovery)

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

Course Length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

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

MTH302: Algebra II (Core)

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

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator

Prerequisites: MTH122: Algebra I (or equivalent)

MTH303: Algebra II (Comprehensive)

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

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator

Prerequisites: MTH123: Algebra I and MTH203: Geometry (or equivalents)

MTH304: Honors Algebra II

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

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator

Prerequisites: MTH123 or MTH124 (Honors): Algebra I and MTH203 or MTH204 (Honors): Geometry (or equivalents) and teacher/school counselor recommendation

MTH306: Algebra II (Credit Recovery)

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

Course Length: Two semesters

Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator

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

MTH403: Pre-Calculus/Trigonometry (Comprehensive)

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

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

Course Length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: MTH203: Geometry and MTH303: Algebra II (or equivalents)

High



MTH413: Probability and Statistics (Comprehensive)

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

Course Length: One semester

Materials: *Probability and Statistics: Reference Guide and Problem Sets*

Prerequisites: MTH 303: Algebra II (or equivalent)

MTH433-AVT: Calculus (Comprehensive)

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

Course Length: Two semesters

Materials: Java is needed for the embedded graphing calculator applet (GCalc)

Prerequisites: MTH403: Pre-Calculus/Trigonometry (or equivalent)

MTH500: AP Calculus AB

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

Course Length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Success in MTH204: Honors Geometry, MTH304: Honors Algebra II, MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/ school counselor recommendation

MTH510: AP Statistics

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

Course Length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

BUS030: Personal Finance (Elective)

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

Course Length: One semester

Prerequisites: None

MTH332-AVT: Integrated Math (Elective)

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

Course Length: Two semesters

Prerequisites: None

SCI102: Physical Science (Core)

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

Course Length: Two semesters

Prerequisites: K¹² middle school Physical Science (or equivalent)

SCI106: Physical Science (Credit Recovery)

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

Course Length: Two semesters

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

High



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

High



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*; *Chemistry: A Laboratory Guide*

Prerequisites: Success in previous science course, MTH123 or MTH124 (Honors): Algebra I (or equivalents), and teacher/school counselor recommendation

SCI306: Chemistry (Credit Recovery)

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

Course Length: Two semesters

Materials: *Chemistry: Problems and Solutions*

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

SCI403: Physics (Comprehensive)

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

Course Length: Two semesters

Materials: *Physics: Problems and Solutions*

Prerequisites: MTH303: Algebra II and MTH403: Pre-Calculus/Trigonometry (or equivalents)

SCI404: Honors Physics

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

Course Length: Two semesters

Materials: *Physics: Problems and Solutions*

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

SCI500: AP Biology

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

Course Length: Two semesters

Materials: Common household materials for labs

Prerequisites: Success in SCI204: Honors Biology, SCI304: Honors Chemistry, SCI124: Honors Algebra I (or equivalents), and teacher/school counselor recommendation required; success in SCI304: Honors Algebra II highly recommended

High



SCI510: AP Chemistry

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

Course Length: Two semesters

Materials: *Inquiries into Chemistry by Abraham and Pavelich, 3rd ed.*; *Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities and—if hands-on labs are required—materials for lab experiments must be acquired by students*

Prerequisites: Success in SCI304: Honors Chemistry and MTH304: Honors Algebra II (or equivalents), and teacher/school counselor recommendation

SCI520: AP Physics B

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

Course Length: Two semesters

Materials: *Schaum's Outline of College Physics by Bueche and Hecht, 10th ed.*; *Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities and—if hands-on labs are required—materials for lab experiments must be acquired by students*

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

SCI530-AVT: AP Environmental Science

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

Course Length: Two semesters

Materials: *Living in the Environment: Principles, Connections, and Solutions, 16th ed*

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

SCI010: Environmental Science (Elective)

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

Course Length: One semester

Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

SCI030: Forensic Science (Elective)

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

Course Length: One semester

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

HST102: World History (Core)

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

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² middle school American History A, World History A or World History B (or equivalents)



HST103: World History (Comprehensive)

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

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² middle school American History A, World History A or World History B (or equivalents)

HST104: Honors World History

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

Course Length: Two semesters

Materials: *World History: Our Human Story*

Prerequisites: K¹² middle school American History A, World History A or World History B (or equivalents)

HST106: World History (Credit Recovery)

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

Course Length: Two semesters

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

HST202: Modern World Studies (Core)

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

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST102: World History, K¹² middle school Intermediate World History A and B (or equivalents)

HST203: Modern World Studies (Comprehensive)

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

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST103: World History, K¹² middle school Intermediate World History A and B (or equivalents)

HST204: Honors Modern World Studies

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

Course Length: Two semesters

High



Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST103: World History, 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

High



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

High



HST406-AVT: American Government (Credit Recovery)

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

Course Length: One semester

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

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

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

Course Length: One semester

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

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

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

Course Length: One semester

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

HST416-AVT: Economics (Credit Recovery)

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

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

Course Length: One semester

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

HST500: AP U.S. History

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

Course Length: Two semesters

Materials: *America: A Narrative History* by Tindall et al., 7th ed.

Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST510: AP U.S. Government and Politics

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

Course Length: One semester

Materials: *The Lanahan Readings in the American Polity*, 4th ed.; *American Government* by Lowi et al., 10th ed.

Prerequisites: Success in HST304: Honors U.S. History (or equivalent) and teacher/school counselor recommendation

HST520: AP Macroeconomics

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

High



Course Length: One semester

Materials: *Macroeconomics for Today*, 4th Ed., ISBN: 0-324-30197-9

Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST530: AP Microeconomics

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

Course Length: One semester

Materials: *Microeconomics for Today*, 4th Ed., ISBN: 0-324-30192-8

Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST540: AP Psychology

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

Course Length: One semester

Materials: *Psychology* by David G. Myers, 9th ed.

Prerequisites: Success in SCI204: Honors Biology (or equivalent) and teacher/school counselor recommendation

HST550: AP European History

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

Course Length: Two semesters

Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST560: AP World History

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

Course Length: Two semesters

Materials: *Siddhartha* by Herman Hesse, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* by Adam Hochschild

Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST010-APL: Anthropology (Elective)

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

Course Length: One semester

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

HST020-AVT: Psychology (Elective)

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

Course Length: One semester

Prerequisites: None

HST030-AVT: Economics (Elective)

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

High



Course Length: One semester
Prerequisites: None

HST040-AVT: Civics (Elective)

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

Course Length: One semester
Prerequisites: None

HST050-AVT: Sociology (Elective)

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

Course Length: Two semesters
Prerequisites: None

HST222-AVT: Contemporary World Issues (Elective)

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

Course Length: Two semesters
Prerequisites: None

WLG100: Spanish I

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

Course Length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Note: Students who have already succeeded in middle school Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG106-AVT: Spanish I (Credit Recovery)

This course provides students with instruction in the basics of learning the language of Spanish. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students learn about interrogatives, question formation, adjectives, possessives, prepositions, and other grammatical structures. Students also become acquainted with the Spanish-speaking countries of the world and their cultures. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters

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

WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

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

WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG200: Spanish II (or equivalent)

WLG400-AVT: Spanish IV

Students continue to sharpen listening, speaking, reading, and writing skills. They learn to express themselves using an ever-increasing vocabulary, present- and past-tense verbs, articles, and adjectives. Grammar is introduced and practiced with a variety of

High



learning styles in mind. Throughout the course, students experience the culture, people, geographical locations, and histories of the Spanish-speaking world.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG300: Spanish III (or equivalent)

WLG500: AP Spanish Language

In AP Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, and literature.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Vox Everyday Spanish and English Dictionary*

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

WLG110: French I

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

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

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



WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG210: French II (or equivalent)

WLG410-AVT: French IV

Students continue to sharpen listening, speaking, reading, and writing skills. They learn to express themselves using an expanding vocabulary; present, past, future and conditional verbs; articles; adjectives; and increasingly complex grammatical structures. Grammar is introduced and practiced with a variety of learning styles in mind. Throughout the course, students experience the culture, people, geographical locations, and histories of the French-speaking world.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG310: French III (or equivalent)

WLG510: AP French Language

In AP French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP exam and for further study of French language, culture, and literature.

Course Length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

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

WLG120: German I

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

Course Length: Two semesters

Materials: *Larousse German Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school German 2 should enroll in German II rather than in German I.

WLG220: German II

In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse German Dictionary*

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

WLG320-AVT: German III

Students build on their German-language skills, learning vocabulary and grammatical concepts to participate in meaningful conversations. They learn cultural information about numerous aspects of life (present and past) in German-speaking countries. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Larousse German Dictionary*

Prerequisites: WLG220: German II (or equivalent)

WLG420-AVT: German IV

Students continue to sharpen their reading, writing, and listening skills. They practice critical thinking and express themselves on topics relevant to German culture. They learn vocabulary, grammar skills, and cultural competency to express themselves on a variety of topics in German. The course includes authentic texts, current culture, and literature from Germany, Austria, and Switzerland. Throughout the course, students learn about German history and multiculturalism as well as German scientists, artists, writers, and inventors.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Larousse German Dictionary*

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

WLG130: Latin I

This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which

leads to the study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Bantam New College Latin & English Dictionary*

Prerequisites: None

WLG230: Latin II

Students with a foundation in Latin refine their skills through compelling language lessons, as well as historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand (without using a dictionary) classical Latin from a variety of authentic sources. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Bantam New College Latin & English Dictionary*

Prerequisites: WLG130: Latin I (or equivalent)

WLG140: Chinese I

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

Course Length: Two semesters

Materials: *Oxford Beginner's Chinese Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school Chinese 2 should enroll in Chinese II rather than in Chinese I.

WLG240: Chinese II

Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Mandarin Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Oxford Beginner's Chinese Dictionary*

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

High



WLG150-AVT: Japanese I

This beginning-level course introduces students to listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students learn to express themselves using an ever-increasing vocabulary, present-form verbs, particles, and adjectives. Grammar is introduced and practiced with a variety of learning styles in mind. Cultural information in the course teaches students about Japanese culture, people, society, and history.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Oxfords Japanese Dictionary*

Prerequisites: None

WLG250-AVT: Japanese II

This course focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Unit activities blend different forms of communication and culture. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters

Materials: Computer speakers; microphone; *Oxfords Japanese Dictionary*

Prerequisites: WLG150-AVT: Japanese I (or equivalent)

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course Length: Two semesters

Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

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

ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student “performance practicum” is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students’ teachers for approval, and validate their children’s regular participation in the chosen performance practicum.

Course Length: Two semesters

Materials: Finale Notepad music notation software

Prerequisites: None

ART500-AVT: AP Art History (Elective)

This course—the equivalent of an introductory college-level course—fosters in students an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. They examine and critically analyze major forms of artistic expression, past and present, from a variety of cultures. They also learn to understand works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students leave this course prepared for the AP exam and for further study in art history.

Course Length: Two semesters

Prerequisites: Teacher/school counselor recommendation; prior art training is not required

BUS030: Personal Finance (Elective)

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

Course Length: One semester

Prerequisites: None

MTH342 -AVT: Accounting (Elective)

In this course, students with no prior training learn fundamental accounting skills, building an appreciation for the role of accounting in managing a profitable business. They are given an overview of financial, cost, and management accounting; learn the basic concepts, conventions and rules of the double entry system; and practice techniques to analyze ratios from the balance sheet. The concepts of ethics, integrity, and confidentiality are woven in throughout the course. Student complete this course with the skills needed for college accounting courses—essential for Business majors—office work, or managing their own small businesses.

Course Length: Two semesters

Prerequisites: None

High



BUS040: Introduction to Entrepreneurship I (Elective)

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Course Length: One semester

Prerequisites: None

BUS050: Introduction to Entrepreneurship II (Elective)

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Course Length: One semester

Prerequisites: BUS040: Introduction to Entrepreneurship I (or equivalent)

BUS060: Introduction to Marketing I (Elective)

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One semester

Prerequisites: None

BUS070: Introduction to Marketing II (Elective)

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Course Length: One semester

Prerequisites: BUS060: Introduction to Marketing I (or equivalent)

ENG010: Journalism (Elective)

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

Course Length: One semester

Prerequisites: None

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length: One semester

Materials: Student must provide a webcam and recording software

Prerequisites: None

HST010-APL: Anthropology (Elective)

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

Course Length: One semester

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

HST020-AVT: Psychology (Elective)

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

Course Length: One semester

Prerequisites: None

HST030-AVT: Economics (Elective)

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

Course Length: One semester

Prerequisites: None

High



HST040-AVT: Civics (Elective)

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

Course Length: One semester

Prerequisites: None

HST050-AVT: Sociology (Elective)

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

Course Length: Two semesters

Prerequisites: None

HST222-AVT: Contemporary World Issues (Elective)

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

Course Length: Two semesters

Prerequisites: None

PRJ010: Service Learning (Elective)

This project may be used in a variety of ways—as a stand-alone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Project Length: Varies

Prerequisites: None

SCI010: Environmental Science (Elective)

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and

atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course Length: One semester

Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

OTH010: Skills for Health (Elective)

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course Length: One semester

Prerequisites: None

OTH016-AVT: Health (Credit Recovery)

Students learn to make healthy personal decisions, studying physical and mental health. Topics include nutrition, safety, technological advances in physical health, common mental health disorders and treatments, the dangers of substance abuse, and common infectious and non-infectious diseases. Students leave the course with the knowledge needed for life-long health. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester

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

OTH080-AVT: Nutrition and Wellness (Elective)

This course introduces students to good nutrition principles needed for physical and mental wellness. Topics include good nutrition; food safety; digestion, absorption, and metabolism; how major nutrients are processed in the body; basic components of carbohydrates, proteins, and fats; the roles of vitamins, minerals, and fluids; physical fitness and athletic performance; stress; and wellness and nutrition principles throughout the human life cycle. Application to today's food and eating trends plus learning to assess for reliable nutrition information are emphasized.

Course Length: One semester

Prerequisites: None

High



OTH020: Physical Education (Elective)

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course Length: One semester (or more)

Prerequisites: None

OTH026-AVT: Physical Education (Credit Recovery)

In this course, students explore diverse activities and learn a variety of fitness concepts that they can use in their everyday life. They learn about physical fitness and how their body works by studying static and dynamic balance, linear and rotary motion, anatomy and biomechanics. Lifelong sport and activity skills and stress management concepts are also taught. Students conduct cardiorespiratory activities and routines, set and work on personal fitness goals, and learn to care for their health. Students complete this course with the knowledge to stay fit and active for a lifetime. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester

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

OTH070-AVT: Driver Education (Elective)

This course is a foundation of theory for responsible driving. Emphasis is placed upon mechanics of driving, execution of driving operations and rules of safe driving. Topics include signs, signals, and markings; rules of the road; basic driving skills; driving environments; responding to an emergency; car systems and maintenance; and safety.

Course Length: One semester

Prerequisites: None

OTH090-AVT: Life Skills (Elective)

Students learn essential skills for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information, dealing with media and peer pressure, communication and relationships, wellness and personal safety, and contributing to the community.

Course Length: One semester

Prerequisites: None

OTH040: Reaching Your Academic Potential (Elective)

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Course Length: One semester

Prerequisites: None

OTH050: Achieving Your Career and College Goals (Elective)

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course Length: One semester

Prerequisites: None

OTH060-AVT: Family and Consumer Science (Elective)

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the lifespan and the contributions to the well-being of the family and the community.

Course Length: One semester

Prerequisites: None

TCH010: Computer Literacy (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through hands-on projects.

Course Length: One semester

Software: OpenOffice.org (free download provided in course); Mozilla Firefox

System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows, 256 MB of memory (RAM), 650 MB available hard drive space, and a 1024 x 768 or higher monitor resolution; for Mac OS X, an Intel processor, 512 MB of memory (RAM), 400 MB available disk space, and a 1024 x 768 or higher monitor resolution

Prerequisites: None

TCH030: Image Design and Editing (Elective)

This is the perfect course for anyone who wants to create compelling, professional looking graphic designs and photos. Students learn the basics of composition, color, and layout before moving on to technical topics like working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have a variety of original projects for their graphic design portfolio.

High



Course Length: One semester

Software: GIMP (free download)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X operating system; 400 MHz or faster processor; 512 MB of memory (RAM); at least 2 GB of available hard drive space

Prerequisites: None

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

Course Length: One semester

Software: KompoZer (free download) and GIMP (free download)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X operating system; 400 MHz or faster processor (must have a PowerPC processor, not Intel, for Mac OS X); 512 MB of memory (RAM); at least 2 GB of available hard drive space

Prerequisites: None

TCH060: C++ Programming (Elective)

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course Length: One semester

Software: Microsoft Visual C++ 2008 Express (free download provided in course)

System Requirements: Microsoft Windows XP Service Pack 2 or Service Pack 3; Windows Vista or Windows Vista SP1, or Windows 7 operating system; 1 GHz or faster processor (1.6 GHz for Vista or Windows 7); 192 MB of memory (RAM) (748 MB for Vista or Windows 7); at least 1 GB of available hard drive space

Prerequisites: None

TCH061-AVT: Programming I—VB.NET (Elective)

Students learn basic programming and the fundamentals of the VisualBasic.net (VB.NET) programming language. They are introduced to its basic uses, its similarities to the English language (and others), and its flexibility. Students also learn the processes involved in software development and object-oriented programming. This introductory course serves as a solid foundation for further study, which could lead to careers such as software engineer, developer, or game designer. Students complete a series of hands-on projects covering built-in data types, operators, control structures, classes, and objects.

Course Length: One semester

Prerequisites: Knowledge of computer fundamentals

TCH062-AVT: Programming II—Java (Elective)

This course introduces Java—its features, techniques, and applications. Students learn the robustness of the program, how it can be used in cross-platform programming, and how to build a stand-alone application, such as a countdown clock or leap year indicator.

At the end of the course, students will be able to write basic programs using Java and could pursue further instruction in any programming language.

Course Length: One semester

Prerequisites: Basic computer fundamentals; VB.NET Programming I or a solid understanding of version control and general software development

TCH070: Game Design (Elective)

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

Course Length: One semester

Software: Multimedia Fusion 2 (Standard)

System Requirements: Microsoft Windows XP or Windows Vista operating system; 1 GHz or faster processor; 256 MB of memory (RAM); at least 2 GB of available hard drive space

Prerequisites: None

TCH017: 3D Art I—Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course Length: One semester

Software: Blender (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space

Prerequisites: None

TCH018: 3D Art II—Animation (Elective)

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Course Length: One semester

Software: 3D Art I—Modeling

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space

Prerequisites: TCH017: 3D Art I—Modeling (or equivalent)



TCH026: Audio Engineering (Elective)

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Course Length: One semester

Software: Audacity (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows XP and Vista Home Basic, a 1 GHz or faster processor; for Windows Vista Home Premium/Business/Ultimate and Windows 7, a 2 GHz or faster processor; for Mac OS X, a 300 MHz or faster processor; for XP, 512 MB of memory (RAM); for Vista Home Basic, 2 GB; for Vista Home Premium/Business/Ultimate and for Windows 7, 4 GB; for Mac OS X, 64 MB; at least 4 GB of available hard drive space

Prerequisites: None

TCH027: Green Design and Technology (Elective)

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Course Length: One semester

Prerequisites: None

TCH028: Digital Arts I (Elective)

In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Course Length: One semester

Software: Inkscape (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space

Prerequisites: None

TCH029: Digital Arts II (Elective)

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester

Software: Inkscape (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space

Prerequisites: TCH028: Digital Arts I (or equivalent)

TCH036: Computer Science (Elective)

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

Course Length: One semester

Software: Free download provided in course

System Requirements: Microsoft Windows or Mac OS X operating systems Windows XP, Windows Vista, or Windows 7 recommended; at least 100 MB of available hard drive space

Prerequisites: None

TCH038: Engineering Design /CAD (Elective)

Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on introductory-level course.

Course Length: One semester

Software: Free download provided in course

System Requirements: Microsoft Windows XP or Windows Vista operating system; 600 MHz or faster processor (1 GHz for Vista); 512 MB of memory (RAM) (1 GB for Vista); at least 2 GB of available hard drive space; 3D class video card with 128 MB of memory or higher (256 MB for Vista)—the video card driver must support OpenGL version 1.5 or higher

Prerequisites: None

TCH500-AVT: AP Computer Science A (Elective)

This course—the equivalent of an introductory college-level course—emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students should be prepared to move quickly, and be already comfortable with problem solving, functions, and the uses of functional notation. They are expected to know responsible use of computer systems, including system reliability, privacy, legal issues, intellectual property, and social and ethical ramifications of computer use. Students leave this course prepared for the AP exam and for further study in computer science.

Course Length: Two semesters

Materials: Java; at least 128 MB of memory

Prerequisites: Success in MTH304: Honors Algebra II (or equivalent); previous programming experience, such as an introductory course in C++, Pascal, Visual Basic, or Java; basic understanding of networks; and teacher/school counselor recommendation

High



ORN010: Online Learning

The Online Learning course explains to students how the K¹² high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K¹² high school courses.

Course Length: 6–8 hours

Prerequisites: None

ORN100: Finding Your Path I**ORN200: Finding Your Path II****ORN300: Finding Your Path III****ORN400: Finding Your Path IV**

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a “home base” where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Course Length: 10 hours

Prerequisites: None

High School Course List

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
ENGLISH							
English Foundations I (N)					●		
English Foundations II (N)					●		
Literary Analysis and Composition I (H)	●	◆	◆			●	
Literary Analysis and Composition II (H)	●	◆	◆			●	
American Literature (H)	●	◆	◆			●	
British and World Literature (H)	●	◆	◆			●	
AP English Language and Composition				◆			
AP English Literature and Composition				◆			
Journalism*							◆
Public Speaking*							●
Creative Writing (N)							●
MATH							
Math Foundations I (N)					●		
Math Foundations II (N)					●		
Consumer Math (N)	●						
Pre-Algebra (H)	●	●				●	
Algebra I (H)	●	◆	◆			●	
Geometry (H)	●	◆	◆			●	
Algebra II (H)	●	◆	◆			●	
Pre-Calculus/Trigonometry		◆					
Probability and Statistics* (H)		◆					
Calculus		●					
AP Calculus AB				◆			
AP Statistics				◆			
Personal Finance*							●
Integrated Math (N)							●
SCIENCE							
Physical Science (V)(H)	◆					●	
Earth Science (V)(H)	●	◆	◆			●	
Biology (V)(H)	●	◆	◆			●	
Chemistry (V)(H)	●	◆	◆			●	
Physics (V)(H)		◆	◆				
AP Biology				◆			
AP Chemistry				◆			
AP Physics B				◆			
AP Environmental Science				●			
Environmental Science*							◆
Forensic Science* (N)(V)Ω							●
HISTORY & SOCIAL SCIENCES							
World History (H)	●	◆	◆			●	
Modern World Studies (H)	●	◆	◆			●	
Geography and World Cultures*	●	◆				●	
U.S. History (H)	●	◆	◆			●	
Modern U.S. History (H)	●	◆	◆			●	
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 (H)				◆			
AP World History				◆			
Anthropology* (N)Ω							◆
Psychology* (N)							◆
Economics* (N)						●	●
Civics*							●
Family and Consumer Science (N)							●
Contemporary World Issues (N)							●
Sociology (N)							●

(N) = new course

(H) = eBook(s) included

Ω = available winter 2013

◆ = NCAA eligible

(V) = includes vLabs (virtual labs)

● = course available

* = one-semester course

All courses, unless otherwise noted, are two semesters

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
WORLD LANGUAGES							
Spanish I		◆				●	
Spanish II		◆					
Spanish III		◆					
Spanish IV		●					
AP Spanish Language				◆			
French I		◆					
French II		◆					
French III		◆					
French IV		●					
AP French Language				◆			
German I		◆					
German II		◆					
German III		●					
German IV		●					
Latin I		◆					
Latin II		◆					
Chinese I		◆					
Chinese II		◆					
Japanese I		●					
Japanese II		●					
ADDITIONAL ELECTIVES							
Fine Art							●
Music Appreciation							●
AP Art History				●			
Introduction to Entrepreneurship I*							●
Introduction to Entrepreneurship II*							●
Introduction to Marketing I*							●
Introduction to Marketing II*							●
Accounting (N)							●
Service Learning*							●
Skills for Health*						●	●
Nutrition and Wellness* (N)							●
Life Skills* (N)							●
Physical Education						●	●
Reaching Your Academic Potential*							●
Achieving Your Career and College Goals*							●
Driver Education* (N)							●
TECHNOLOGY & COMPUTER SCIENCE							
Computer Literacy*							●
Image Design and Editing*							●
Web Design*							●
C++ Programming*							●
Programming I - VB.NET* (N)							●
Programming II - Java* (N)							●
Game Design*							●
3D Art I - Modeling*							●
3D Art II - Animation*							●
Audio Engineering*							●
Green Design and Technology*							●
Digital Arts I*							●
Digital Arts II*							●
Computer Science *							●
Engineering Design / CAD*							●
AP Computer Science A				●			
ORIENTATION							
Online Learning							
Finding Your Path Series I-IV							

Complete list available through K12. Course offerings may vary at K12-powered schools. K12 is approved by the University of California as a provider of “a-g” courses. Nearly 30 of our individual courses have already received approvals and more are now in the approval process. See K12.com/courses for the list.

K-8: K12 offers online courses for grades K-8 across seven disciplines: language arts/English, math, science, history, world languages, art, and music—plus adaptive courses in reading remediation and K-5 math. For a complete listing with full descriptions, visit K12.com/k8curriculum.



Learn about our range of options:

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and supplemental courses that include world
languages and career-building electives.

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OFFICE OF THE SECRETARY OF STATE

JESSE WHITE • Secretary of State

JANUARY 8, 2013

6880-167-2

FAXXON LEGAL INFORMATION SERVICES, INC.
2501 CHATHAM RD, STE 110
SPRINGFIELD, IL 62704

RE VIRTUAL LEARNING SOLUTIONS

DEAR SIR OR MADAM:

ENCLOSED YOU WILL FIND THE ARTICLES OF INCORPORATION OF THE ABOVE NAMED CORPORATION. THE CORPORATION IS REQUIRED TO FILE AN ANNUAL REPORT EACH YEAR. BLANK FORMS WILL BE MAILED BY THIS OFFICE TO THE REGISTERED AGENT AS SHOWN BY OUR FILES APPROXIMATELY 60 DAYS PRIOR TO ITS ANNIVERSARY MONTH. (ORIGINAL DATE OF INCORPORATION).

THE REQUIRED FEE OF \$50.00 IN THIS CONNECTION HAS BEEN RECEIVED AND PLACED TO YOUR CREDIT.

CERTAIN NOT FOR PROFIT CORPORATIONS ORGANIZED AS A CHARITABLE CORPORATION ARE REQUIRED TO REGISTER WITH THE OFFICE OF THE ATTORNEY GENERAL. UPON RECEIPT OF THE ENCLOSED ARTICLES OF INCORPORATION, YOU MUST CONTACT THE CHARITABLE TRUST DIVISION, OFFICE OF THE ATTORNEY GENERAL, 100 W. RANDOLPH, 11TH FLOOR, CHICAGO, ILLINOIS 60601 TELEPHONE (312) 814-2595.

THE ISSUANCE OF THE ARTICLES OF INCORPORATION DOES NOT ENTITLE THE CORPORATION TO A PROPERTY TAX EXEMPTION. YOU MUST APPLY FOR THAT EXEMPTION THROUGH THE BOARD OF REVIEW IN THE COUNTY WHERE THE REAL ESTATE IS LOCATED.

SINCERELY,

A handwritten signature in cursive script that reads "Jesse White".

JESSE WHITE
SECRETARY OF STATE
DEPARTMENT OF BUSINESS SERVICES
CORPORATION DIVISION
TELEPHONE (217) 782-6961

FORM NFP 102.10 (rev. Dec. 2003)
ARTICLES OF INCORPORATION
General Not For Profit Corporation Act

Jesse White, Secretary of State
Department of Business Services
501 S. Second St., Rm. 350
Springfield, IL 62756
217-782-9522
www.cyberdriveillinois.com

FILED
JAN 08 2013
JESSE WHITE
SECRETARY OF STATE

Remit payment in the form of a
cashier's check, certified check,
money order or Illinois attorney's
or C.P.A.'s check payable
to Secretary of State.

File # 6880-167-2 Filing Fee: \$50 Approved: J.P.F.

----- Submit in duplicate ----- Type or Print clearly in black ink ----- Do not write above this line -----

Article 1.

Corporate Name: Virtual Learning Solutions O.K.

Article 2.

Name and Address of Registered Agent and Registered Office in Illinois:

Registered Agent: C T Corporation System
First Name Middle Name Last Name

Registered Office: 208 S LaSalle Street, Suite 814
Number Street Suite # (P.O. Box alone is unacceptable)
Chicago IL 60604 Cook
City ZIP Code County

Article 3.

The first Board of Directors shall be 4 in number, their Names and Addresses being as follows
Not less than three

Director Name	Street Address	City	State	Zip Code
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See attached.

Article 4.

Purpose(s) for which the Corporation is organized:

See attached.

(continued on back)

Article 4.(continued)

Is this Corporation a Condominium Association as established under the Condominium Property Act? (check one)

Yes No

Is this Corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? (check one)

Yes No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? (check one)

Yes No

Article 5.


Other provisions (For more space, attach additional sheets of this size.): See attached.

Article 6.

Names & Addresses of Incorporators

The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated December 28 _____, 2012
Month & Day Year

Signatures and Names	Post Office Address
1.  Signature	1. <u>55 South Main Street, Suite 373</u> Street
<u>Michael Skarr</u> Name (print)	<u>Naperville, IL 60540</u> City, State, ZIP
2. _____ Signature	2. _____ Street
_____ Name (print)	_____ City, State, ZIP
3. _____ Signature	3. _____ Street
_____ Name (print)	_____ City, State, ZIP
4. _____ Signature	4. _____ Street
_____ Name (print)	_____ City, State, ZIP
5. _____ Signature	5. _____ Street
_____ Name (print)	_____ City, State, ZIP

Signatures must be in BLACK INK on the original document.

Carbon copies, photocopies or rubber stamped signatures may only be used on the duplicate copy.

- If a corporation acts as incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by a duly authorized corporate officer. Please print name and title beneath the officer's signature.
- The registered agent cannot be the corporation itself.
- The registered agent may be an individual, resident in Illinois, or a domestic or foreign corporation, authorized to act as a registered agent.
- The registered office may be, but need not be, the same as its principal office.
- A corporation that is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that **it will comply with the State and local laws and ordinances relating to alcoholic liquors.**

**ATTACHMENT
ARTICLES OF INCORPORATION
VIRTUAL LEARNING SOLUTIONS**

Article 3. The directors of the Corporation are:

Director Name	Address
Ted Dabrowski	901 Oakwood Ave., Wilmette, IL 60091
Eric Kohn	1629 S. Prairie Ave. #1511, Chicago, IL 60616
Sharnell Jackson	145 Regency Drive, Bartlett, IL 60103
Mike Skarr	55 South Main Street, Ste. 373, Naperville, IL 60540

Article 4. The purposes for which the Corporation is organized are:

To use and apply the funds, assets and income of the Corporation from time to time and in such manner as the Board of Directors or such persons designated by the Board of Directors may determine, exclusively for charitable, scientific, literary, or educational purposes, and specifically for the operation of a virtual charter school within the State of Illinois, all within the meaning of Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal income tax laws (the "Code").

Article 5: Other Provisions:

A. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, 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 the purposes set forth in Article 4 hereof.

B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation.

C. The Corporation shall not participate in, nor intervene in (including the publishing or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

D. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation out of the assets of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organizations as shall at the time qualify as tax-exempt organizations under Code Section 501(c)(3) (or corresponding section of any future federal tax laws), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the circuit court of the county in which the principal office of the Corporation is then located, exclusively for the purposes of the Corporation or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Date of this notice: 01-10-2013

Employer Identification Number:
46-1738711

Form: SS-4

Number of this notice: CP 575 A

VIRTUAL LEARNING SOLUTIONS
% SHARNELL JACKSON
145 REGENCY DR
BARTLETT, IL 60103

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-1738711. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2013
Form 940	01/31/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is VIRT. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records.

CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 01-10-2013
EMPLOYER IDENTIFICATION NUMBER: 46-1738711
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023



VIRTUAL LEARNING SOLUTIONS
% SHARNELL JACKSON
145 REGENCY DR
BARTLETT, IL 60103

Eric Kohn

Eric Kohn is the CEO & Founder of Curious Task Strategies, Inc. — a dynamic, aggressive communications and public affairs firm — and has been committing politics professionally since 2001.

A veteran of numerous political campaigns and grassroots activist organizations, Eric possesses wide-ranging experience in e-communications & new media strategy, strategic & crisis communications, and campaign management, serving clients in both the public and private sector spheres.

Currently, he serves as Chairman of the Chicago Chapter of America's Future Foundation, an organization dedicated to developing the next generation of classical liberal leaders in Chicago.

Eric previously hosted "The Eric Kohn Program" on 1530-AM WJGG, and has regularly filled in on "The Guy Benson Show" on 560-AM WIND and "The Ray Hanania Show" on 1530-AM WJGG.

An Illinoisan all his life, Eric grew up in downstate Belleville, Illinois. He is a graduate of Millikin University in Decatur, Illinois.

Eric currently resides in Chicago with his wife, Becca, and their daughter Harper. They are expecting their second child in June.



John Rico

Mr. John Rico is founder, President and CEO of Rico Computers Enterprises, Inc. a 27 year old family owned technology business. Headquartered in Chicago, Rico is the oldest Minority Technology Firm in the Midwest. He has more than 35 years of experience in manufacturing and process management, automated production, systems design, quality control, customization and installation. Before starting Rico Enterprises, Inc. he held supervisory, management/administration positions with Boyle Midway Company (a division of American Home Products), Armour Dial Corporation, American Pouch Food Company, Turtle Wax Corporation and Oz Foods.

Besides his work at Rico Computers Enterprises, Inc., Mr. Rico is active in various community and civic organizations. He has been an active member of the Chicagoland Chamber of Commerce since 1991 and has served on its board for the last twenty years. He is both VP of the Education and Workforce Committee and chair to Chicagoland Technology 2020 Committee whose objective is to help the Chamber and member businesses adopt the latest technology so they can realize the productivity and quality-enhancing benefits that technology offers. The Committee also monitors technology-related issues on behalf of the Chamber, and provides information that will help members identify business opportunities in the marketplace. He serves as Vice President on the Advisory Board to the president at Harold Washington Community College. Since 1997, he has been re-appointed by several Illinois State Governors to the Illinois Human Resource Investment Council. Mr. Rico is currently Co-Chair of the Illinois Workforce Investment Board (IWIB), which functions as the State advisory board pertaining to workforce preparation policy. The IWIB ensures that Illinois' workforce preparation services and programs are coordinated and integrated; and measures and evaluates the overall performance and results of these programs. The Board is also charged with furthering cooperation between government and the private sector to meet the workforce preparation needs of Illinois' employers and workers. In 2009 he was appointed by Governor Quinn to the P20 Council an Education Collaborative established to improve teaching, learning, and achievement statewide. The Illinois P-20 Education Initiative developed an action plan that brought together college and university leaders in common purpose with leaders of the state's elementary and secondary schools to begin thinking and acting differently across the entire P-20 spectrum. He is also chair of the College and Career sub-committee. He served as Co-Chair to the Education to Careers School to Work (STW) Private Sector, One Stop and Work net. He is on the Executive Board of Directors to the Rauner YMCA in Pilsen and Heritage YMCA in Naperville. Assisted in business related initiatives and tasks to the White House.

Partial list of present/past awarded contracts:

Rico/Boingo-Awarded a 15 Million contract/ ownership of Wi-Fi for O'Hare/Midway Airport 2006-2018
University of Illinois at Chicago Campus Facility (UIC)-Awarded 300 million energy solutions contract 2010-2020

Chicago Transit Authority/Hewlett Packard (CTA) (HP) Awarded HP transport contract 20 million 2012-2016
Rico/Xerox-Repeated business Awarded re-competed contract in 2011. Document imaging contract for Cook County Recorder of Deeds-80 million Real Estate lots 1999-2000

Chicago Public Schools-1991 to present- Rico is a preferred vendor for the Chicago Public Schools and has forged a mutually beneficial relationship with the CPS Board utilizing cost effective strategies in desktop support, break/fix and network services for 640 public schools with an estimated 70,000 computers.. Since 1991, Rico has partnered with large corporations, such as IBM, HP, Acer, CDW and Scholastic among others to provide the K-12 Education Market and the Chicago Public Schools with educational and business software, hardware sales and service, deployment/ installation of computers, network maintenance and support.

Awards and recognitions:

Who's Who Computer Industry- first to integrate computers in manufacturing-1985?

Who's Who Computer Industry International -1990?

Rico Enterprises, Inc. was semi-finalist for the Illinois Family Owned Business of the Year Award 1994-95-96

Honored by Bill Gates -First Hispanic Computer firm serving Educational Institutions in Chicago-- Harold Washington Library March 2006

Received Award for Outstanding Achievement in Education (Business Person)-Chicago Southland Chamber of Commerce Jan. 1998, 999

Family Owned business Award 2001, Southland minority of the year 2002

Inducted into UIC's Entrepreneur Hall of Fame 2004

Recognized on behalf of the State of Illinois by Governor Pat Quinn at Rico Enterprises 25th anniversary April 16, 2010

Personal Data:

Born and raised in Chicago, Illinois

Ran the Chicago Marathon 1986, 1990, 1995

Enjoys music, reading, and community involvement,

Featured on the Cover of Business 95 Magazine August/September 1995, Hispanic Quarterly Exec Magazine

Feature issue winter 2009



Mike Skarr is a recipient of an engineering degree from Marquette University and an MBA from Lewis University. He also graduated from the Middle Management Development Program at Aurora University where he received their Outstanding Performance Award and Distinguished Alumni Award. He has served as an Adjunct Faculty Member at Aurora University's Management Development Center and at Lewis University.

Mike received a Distinguished Alumni Achievement Award in community service from Lewis University and was recognized with their Distinguished Alumni Award in addition to serving as a member of the President's Council. Mike was a recipient of the Naperville Jaycee's Distinguished Service Award in business, the Illinois State Crime Commission's Business Leader of the Year Award, the DuPage Workforce Board's Business Leader Recognition Award and Extraordinary Citizen Award from the Three Fires Council Boy Scouts of America.

Mike served Naperville Community Unit School District 203 as a member of the board of education and as founding president of its Business & Education & Community Partnership and was a founding member of the Illinois Advisory Council on Business/Education Partnerships. Mike was appointed to the Illinois State Board of Education by Governor Edgar and served four years as chairperson. He has served as a member of the Governor's Economic Development Coordinating Council, the Joint Education Commission and the Illinois Human Resource Investment Council, where he served as co-chair of the Illinois Education-To-Careers steering committee. Mike was also a member of DuPage Workforce Investment Board. Mike served as both president and a founding member of the board of directors of the Naperville Development Partnership, a public/private economic development not-for-profit corporation. Mike was also a founding Board member and served as CEO of the DuPage Regional Development Alliance (Choose DuPage), DuPage County's economic development public/private corporation. Mike also served on the Board of the World Trade Center Illinois. Mike also served as chairman of the board of directors of the Harris Bank Naperville, is currently a board member of Wheaton Bank & Trust and is a member of Packer Engineering's Center for Applications-Based Learning board of directors. Mike serves on the Naperville Heritage Society's Finance Committee. Mike is a past President of Naperville United Way and a past member of the board of directors of the Millennium Carillon Foundation. He served as treasurer for the Transportation for Illinois Coalition. He has also served as a member of the Naperville Downtown Plan Implementation Committee. Mike has also served on the Executive Committee of the Chicago Area Council Boy Scouts of America. Mike currently serves as the President of the Friends of Lisle Township, Inc. Mike's business experience includes an extensive executive career for NICOR Inc., a Fortune 500 energy holding company. Mike also served as President and CEO of the Naperville Area Chamber of Commerce for eleven years and was appointed to the U.S. Chamber of Commerce Chamber of Commerce Committee of 100 (CCC100) and also served on the American Chamber of Commerce Executives Board of Directors. Mike is currently the President and CEO of Not-For-Profit Strategies and Solutions, LLC, an organizational and leadership development consulting firm.

SHARNELL S. JACKSON

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sjackson@datadriveninnovations.com

Data-Driven Innovations Consulting

Administrative Leadership

Data-Driven Decision Making
Technology Planning and Integration
School Improvement Planning
Family and Community Involvement
Public-Private Partnerships
Grant Development and Management

Instructional Leadership

Data-Driven Differentiated Instruction
Evidence-Based Education
21st Century Literacy, Math and STEM Skills
College- and Career-Readiness
Professional Learning Communities
Learning Management Systems
Digital Media, Learning and Content
Online Learning

Business Leadership

Vision, Strategy, Sales, and Goal Setting
Process and Performance Improvement
Enterprise and Project Management
Information Systems Implementation
Team Building and Collaboration

Innovative educational leader with 35 years of exceptional results as a classroom teacher, building administrator, district administrator, and consultant.

Strong record of business strategy, sales, designing and implementing comprehensive curriculum, instruction, assessment, and professional development solutions to enable 21st century teaching and learning, improve teacher quality, strengthen administrative leadership, and increase student achievement.

Proven ability to lead diverse teams of educators, technologists, researchers, and business partners to identify and implement the most innovative and effective technology systems to improve instructional practice and customize learning for the individual needs, interests, and abilities of all students.

Respected as a visionary educator and recruited to serve on a wide variety of boards, advisory councils, and task forces by the most progressive and prominent educational institutions, nonprofits, and businesses.

KEY ACCOMPLISHMENTS

- Co-Authored "Transforming Teaching and Learning Through Data-Driven Decision Making" Published by Corwin April 2012, <http://www.corwin.com/books/Book234772>
- Co-Authored U.S. Department of Education Institute of Education Sciences (IES) published practice guide "Using Student Achievement Data to Support Instructional Decision Making"
- Developed Intel Education Digital Literacy Technology Literacy Project June 2007
- Developed and implemented technology literacy assessments, curriculum activities, professional learning, and 1-to-1 mobile computing device programs based on National Educational Technology Standards (NETS) for students, teachers, and administrators.
- Directed business management, training, deployment, end user support web-based LMS, publishers digital content, benchmark assessments, curriculum resources, virtual high school courses and computing devices for more than 600 schools and Tech Crews in high schools.
- Training and support for data-driven decision making of more than 400 CPS principals.

- Collaboratively worked with school-based teams to implement mobile devices for early literacy assessments and instruction, use of data to identify performance challenges, define problems, and identify solutions for K-8 classrooms of 457 elementary schools.
- Implemented and supported instructional technology integration of MS Office products/solutions, gaming, video conferencing, mobile computing devices, 1-to-1 laptop programs, high schools, K-12 online learning, digital media use in over 600 district schools.
- Increased the pass rate for high school online blended learning courses to 83 percent as documented by an independent evaluation published by the U.S. Department of Education.
- Directed strategic planning, implementation, and administration of state and federal grants, including Enhancing Education Through Technology (EETT) totalling more than \$100 million.
- Directed E-Rate processes, district technology plan, technology planning for school improvement for all public, charter, contract, and private schools in Chicagoland area.

PROFESSIONAL EXPERIENCE

Data-Driven Innovations Consulting, Bartlett, IL

2008- *CEO and President*

Founded a consulting firm focused on data-driven innovations to promote 21st teaching and learning. Develop partnerships and client relationships around three strategic themes: organization, sales strategy, and leadership; integration of digital technologies, media, and content; and sell information systems for student achievement and instructional improvement. Deliver keynote addresses, executive briefings and professional learning for students, teachers, administrators, federal and state leadership, policymakers, researchers, business leaders and foundations.

Chicago Public Schools (CPS), Chicago, IL

2004-2008 *Chief E-Learning Officer, Enterprise Information, Innovation, and Tech Services*

Assembled and led a team of 200 exceptional educators and technologists responsible for all aspects of educational technology in more than 600 CPS schools. Researched and selected the most innovative and effective technology systems to improve and enhance student-centered learning. Designed and implemented comprehensive professional development for principals, technology coordinators, and teachers to improve data-driven decision making competencies and enable bold and transformational changes toward student-centered instructional practices. Directed strategic planning, project management, training, implementation, and support of innovative systems for student learning for district-wide recommended programs for literacy, mathematics, and science.

2002-2003 *Assistant Director, Dept. of Instructional Technology for State of Illinois*

Supervised the research, design, development, delivery, and evaluation of professional development courses on all aspects of technology integration. Distributed online learning courses from the proposal process through development to course management, delivery, and technical assistance. Disseminated tools, practices, and strategies to effectively employ emerging technologies to improve instructional practices and increase student achievement. Supervised formative and summative evaluations of schools participating in EETT Federal, State Grant Funding, Technology Literacy Challenge Fund (TLCF) grants.

1999-2002 *Manager, Department of Online Learning*

Managed an innovative web-based, project-based learning initiative involving more than 70 schools, six regional training sites, and a network of teacher mentors. Supervised professional development courses, cognitive coaching, instructional modeling, and critical friends visits. Supported analysis of student achievement data, school improvement planning processes, and external evaluators. Led a team of educators and technologists in designing and developing CPS instructional websites. Collaborated with the Chicago Teachers Union Quest Center to support National Board Certified Teacher (NBCT) candidates.

1998-1999 *Regional Instructional Technology Specialist, Technology Resource Network*

Facilitated educational technology professional development, planning, purchases, grants, and E-Rate applications for 21 schools. Co-chaired the district-wide *Rising to the Challenge* technology professional development conference.

1974-1998 *Classroom Teacher, Literacy Science, Technology, Engineering, and Mathematics Teacher Leader, Assistant Principal, and Local School Council Member*

Served in five elementary schools in a variety of positions, including classroom teacher, resource teacher, and assistant principal. Taught language arts, math, science, social studies, and technology in self-contained, departmentalized, and gifted classrooms. Wrote and received numerous grants and participated in technology planning and school improvement processes in a variety of roles. Implemented research-based instructional strategies such as literature circles, writing workshops, hands-on math and science, learning centers, cooperative grouping, peer tutoring, and portfolio assessment.

Illinois State Board of Education (ISBE), Springfield, IL

2003-2008 *Director, Area VII Learning Technology Center for Chicagoland Area*

Provided oversight of ISBE educational technology programs for more than 650 public schools and 167 non-public schools in Chicago. Approve technology plans, instructional technology, E-Rate processes, and school improvement planning.

EDUCATION, CERTIFICATIONS, AND AFFILIATIONS

Lewis University, Romeoville, IL

Ed.M. in Leadership, Supervision, and Administration, December 2002

Wheeling Jesuit University, Wheeling, WV (NASA Master Teacher COTF Fellowship)

M.A. in Mathematics, Science, and Instructional Technology, August 2000

The University of Chicago, IL

M.A. in Earth, Biology & Astronomy Sciences for High School Teachers, June 1995

National Louis University, Evanston, IL

M.A. in Curriculum and Instruction, June 1986

Graceland University, Lamoni, IA

B.A. in Education, June 1974

Illinois State Board of Education, Springfield IL

Certified for Early Childhood, Elementary K-9 Curriculum Instruction, STEM, and Leadership

Professional Affiliations

- Association for Supervision and Curriculum Development
- Board Member, Consortium of School Networking (CoSN)
- Advisory Council, International Society for Technology in Education (ISTE)
- President-Elect, Illinois Computing Educators 2006-2007
- Illinois Science Teachers Association
- Illinois Technology Association
- Board Member, Illinois Technology Foundation
- National Educational Computing Association
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Council of Teachers of Science
- Learning Forward, National Staff Development Council
- Schools Interoperability Framework Association (SIFA)

References

Pat Quinn – Governor, State of Illinois

Arne Duncan – Secretary of Education, U.S. Department of Education

David Vitale – President, Chicago Public Schools Board of Education

Roxanne Ward – Former Board Member, Chicago Public Schools, Ariel Capital Investments

Barbara Eason-Watkins – CEO, Michigan City Schools, Indiana

Hosanna Mahaley – State Superintendent of Education for the District of Columbia

Kenneth Eastwood – CEO, Middletown City School District, Middletown NY

Donald Knezek – CEO, International Society for Technology in Education

Page Johnson – Global Director of K-12 Education for Intel's Corporate Affairs Group

Larry Berger – CEO and co-founder of Wireless Generation

Greg Gunn – Co-Founder Wireless Generation, Entrepreneur in Residence City Light Capital

Karen Cator – Director of the Office of Educational Technology at the U.S. Dept. of Ed

Susan Patrick – CEO, International Association for Online Learning

Brandon Williams – Director, Motorola, Projects Administrator, Illinois State Bd. of Ed

Anthony Salcito – Vice President, WW Education, Microsoft

Jon Pepper – Retired Chairman & CEO Proctor & Gamble Co., Chariman of Disney

Linda G. Roberts – Special Advisor to the Dept. of Ed on Ed Tech Appointed by President Clinton

Awards

Mayor Richard J. Daley, City of Chicago, Digital Excellence, Senior Advisor 2006-2008

Apple Distinguished Educator 2007

International Society for Technology Educators (ISTE) Making It Happen 2007

NASA Master Teacher Cadre Fellowship Masters in Mathematics, Science, & Instructional

Technology Degree Recipient NASA's Classroom of the Future, Wheeling Jesuit Univ. 1997-2000

Illinois Golden Apple Distinguished Educator - Golden Apple Foundation 1996

Illinois State Board of Ed. Museum in the Classroom Grant Recipient Adler Planetarium 1995

Museum of Science & Industry NSF Science Club Network Leadership Grant 1994-1995

The University of Chicago Summer Fellowship for Teaching of Earth Science, Biology &

Astronomy 1995

Illinois Science Teachers Association, Presidential Excellence in Teaching Science 1995

Amoco Leader Award Grant Recipient, Hand-On Science, Math & Technology 1994-1995

Chicago Teachers Union Quest Center Grant Recipient for Science, Math & Technology 1993

Chicago Foundation for Education Grant Recipient for Language Arts 1993



Ted Dabrowski, Vice President of Policy

Ted Dabrowski is Vice President of Policy at the Illinois Policy Institute, where he develops and recommends solutions to the state's economic and fiscal problems with a focus on Illinois budget and tax policy, health care, pension reform, education policy and job creation.

Recently, Ted was the lead consultant to the Education Committee for Gov. Quinn's Taxpayer Action Board. That board was responsible for proposing efficiencies in state spending across the state's various spending programs. Ted has also authored documents focused on the state's education finances and the general state aid formula, as well as school vouchers.

Prior to joining the Institute, Ted had a 16-year career in international management with Citigroup in both Mexico and Poland. His most recent role was managing the Corporate and Investment Banking Division for Citibank-Handlowy, Citibank's majority-owned bank in Poland. Before that, he was the treasurer and the sales and trading head of the \$8 billion-asset Citibank-Handlowy. In Mexico, Ted was the assistant treasurer of Citibank Mexico, where he oversaw various units of the sales and trading operations.

Ted is a first-generation American born in Chicago. He also is a recent graduate of the Harris School of Public Policy at the University of Chicago. He also holds an MBA in Finance from the Wharton School at the University of Pennsylvania, as well as an undergraduate degree in Industrial Management from The Georgia Institute of Technology.