

INCYBER

The Indiana Cyber Charter School

Charter School Application for Experienced Providers

Submitted to Trine University

April 2012

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the ICSB.*

Name of proposed charter school

Indiana Cyber Charter School, Inc. (IN Cyber)

Proposed charter school location:

746 East U.S. Highway 30, Schererville, IN 46375

*Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the operator intends to serve.

Statewide virtual

School district(s) of proposed school location:

Indiana Cyber Charter School, Inc.

Legal name of group applying for charter:

Names, roles, and current employment for all persons on applicant team:

Dr. Jean Aldrich, Director of School Development, NNDS

Bryan Bown, Director of Educational Services, Avanti Mgmt.
Paul Hood, Educational Consultant, NNDS

Designated applicant representative:

Dr. Jean Aldrich

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Model or focus of proposed school:

(e.g., arts, college prep, dual language, etc.)

College Prep, Dual Enrollment, STEM, Virtual Education

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	K-12	200 planned / 1000 maximum
Year 2	K-12	500 planned / 2000 maximum
Year 3	K-12	1000 planned / 3000 maximum
Year 4	K-12	1500 planned / 4000 maximum
Year 5	K-12	2000 planned / 5000 maximum
At Capacity	K-12	5000 planned

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has NO previous experience in operating a school, the applicant should use the RFP for New Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: Not known at this time

Current employment:

Daytime phone:

Cell phone:

Email address:

Will an application for the same charter school be submitted to another authorizer in the near future? Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): No Previous submissions.

Submission

date(s):

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Section I – Executive Summary

1. Mission and Vision

Mission:

Indiana Cyber Charter School, Inc. (IN Cyber) will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The school will be dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Vision:

IN Cyber will strive to be recognized as a model of academic excellence, characterized as engaged, dynamic, growing, and adding value to the lives of its students, staff, and community, and to become a laboratory for the development of best-practices in every aspect of online education.

2. Educational Need and Target Population

IN Cyber will be dedicated to the success of all students who have not had their needs met in a traditional educational setting and dedicated to providing the services and educational programs using current technology necessary for these students to achieve academic and personal success, as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional K-12 school setting.

Applications for enrollment will be accepted until the count day or days as established by Indiana's Department of Education. In the unlikely event that there are more applicants than spaces, IN Cyber will comply with all portions of IC § 20-24-5 and select students by random drawing in a public meeting.

3. Community Engagement

This school will hold informational sessions open to the public and located across the state at the various student support centers to inform parents, students, and members of the community about IN Cyber, its programs, opportunities, and vision for the students of Indiana. Advertising for these sessions and for the school will occur via radio, internet, print media, and social media. Prior to the opening of the school, a parent advisory committee will be formed to provide input and insight to the Governance Board and the school administration. Community involvement will be a priority of the school, which will seek to become an integral part of the communities it serves.

4. Education Plan/School Design

The Board of Directors, administration, faculty, and staff of IN Cyber will accept these Guiding Principles and will establish a school of inclusion both in the instructional programs for all students, coupled with student and school accountability to foster such standards. The Guiding Principles above will be woven into the school's program as follows:

- Maintain the inclusive nature of the public school system by enrolling all eligible students who submit an application;
- Provide an innovative and rigorous standards-based curriculum to fully develop each student's learning potential;

- Ensure appropriate placement of students as documented through the Student Learning Advocate model;
- Utilize Lincoln Interactive, a curriculum that affords students the opportunity to be successful throughout their education and after graduation from high school;
- Cultivate the benefits of a compatible, cohesive, diverse community;
- Develop a financial manual to assure fiscal accountability;
- Conduct parent meetings and workshops, and provide the necessary documents and information to track achievement levels and progress of each child on an annual basis.

The teaching and learning strategies at IN Cyber are designed to support academic achievement and social competence, and the school will incorporate diverse educational best practices that support individual development and academic success, such as academy-wide positive behavior support systems. The school will also reflect on the social development approach that combines youth engagement activities that serve to build school and program bonds with a strong, research-supported academic curriculum, academic enrichment services, counseling, career preparation, life skills training (financial literacy, work readiness), and other strategies that support academic achievement and responsible youth development.

IN Cyber's educational design is based on eleven years of experience in K-12 online education and online school management by The National Network of Digital Schools (NNDS). NNDS manages online schools and provides curriculum to over 350 schools in 18 states and Guam. The success of the NNDS educational model will ensure that this school's students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

IN Cyber will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The SLA will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement. The following graphic illustrates this school's philosophy:

The role of Student Learning Advocate is key to the success of the student and the school's mission. In addition to the duties already described, the SLA is expected to perform the following:

1. Have a thorough understanding of Lincoln Interactive and any other curricula in use.
2. Maintain accurate records for each student under your supervision. Graduation check lists should be prepared for each high school student as soon as possible and are to be updated as the student completes courses.
3. Monitor each student's progress every week or more often, if needed.
4. Contact by phone each student under your supervision. Students are to be contacted weekly, although some students may require more frequent contact. Accurate call logs must be kept and updated daily.
5. Return all phone calls within 24 hours and document all phone conversations with any student or parent.
6. Develop an accurate email list so that information can be shared with families as needed. All mass emails should be sent as blind carbon copies as many families do not like their email addresses to be shared with others.
7. Respond to all emails and/or phone calls within 24 hours.
8. Direct students to DORA/DOMA testing prior to ordering courses.
9. Maintain an up-to-date Blackboard page. Your Blackboard page should include a section where families can retrieve important documents and a section with your contact information. You will use this page to post important announcements and as a major method of communication with your families.
10. Order new curriculum as needed.
11. Write letters of recommendation and providing SAT and ACT information and/or referring students to the guidance department.
12. Remind families to fulfill all course requirements.
13. Insure each senior has completed all graduation requirements.
14. Prepare students for taking all state-mandated tests.
15. Withdraw a student if needed.
16. Check each student's attendance and course progress prior to your weekly phone call.

In addition, the SLA is responsible for the initial telephone call to the student and parent/guardian. During this call, the SLA will:

- discuss the results of the screening and transcript review as well as the graduation checklist where appropriate,
- explain log in procedures for accessing the student's courses,
- advise the student and parent/guardian on course selection,
- explain that every student will be issued a computer, printer/scanner, webcam, and peripherals (e.g. keyboard, mouse, cable, memory stick, network cards as needed, set-up and troubleshooting guides)

- ensure that the student and parent has a copy of the Student/Parent Handbook
- that they have signed all of the required forms, and
- arrange for the best time for the weekly call with the student and parent/guardian.

Thus, prior to the student beginning his or her coursework, the SLA will have developed a Personal Learning Plan for each student that includes all of the items detailed above.

Financial efficiency will be attained through sound fiscal management to enable student achievement to continue without concern for school stability. The responsibility for the school's finances will lie with the Governance Board, which will include members with expertise in financial management, supported by the Education Service Provider. The school will benefit from these partnerships and consultants with extensive experience with financial management relating to charter schools. The fiscal processes in the school will respond to ongoing district and state data collection requirements including software systems that manage financial reporting aspects of the school which will produce data that can be disaggregated to allow analysis of financial operations within the school.

The collection of student performance data will begin at the admission's process. A reading and math assessment will be administered to the student, and initial results will serve as a baseline to determine learning needs and measure student growth. Student reading and math level assessments will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated. The school will implement universal screenings to be administered to all students in grades K-12 twice a year, the first as a part of the admissions process. Using DORA/DOMA, students will be screened to determine accuracy of grade placement, course placement, and the possibility of providing academic assistance to students who are struggling or performing below expectations. The following is a detailed explanation of both instruments:

DORA - Diagnostic Online Reading Assessment (K-12)

DORA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's reading abilities. Functioning like a personal reading specialist, it adapts to the students as they respond to each question in the online program, getting harder or easier as needed to complete the diagnosis. DORA's interactive style makes testing fun, engages students, and enables testing from any location.

- Measures eight sub-skills of reading
- K-12 content adapts to each learner's ability in real-time
- Interactive technology features a mix of audio, text, and multimedia images to engage all students

The eight sub-skills of reading assessed by DORA are: high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary, spelling, reading comprehension, and fluency. By examining multiple reading measures together, DORA reveals your child's unique reading profile.

DOMA - Diagnostic Online Math Assessment

DOMA Basic Math Skills is a comprehensive, valid and reliable web-based assessment that diagnostically assesses students' math abilities. The adaptive nature of the assessment maximizes the useful information that parents and teachers receive while reducing the total assessment time for students. *DOMA Basic Math Skills* is appropriate as a screening or diagnostic tool for students in grades K-5 and for remedial math students.

DOMA Basic Math Skills assesses students' K-5 math abilities, including:

- Number skills, from number recognition to calculations of fractions and decimals
- Measurement skills, including time, money, units of measurement, capacity, area, etc.

DOMA Pre-Algebra assesses 14 areas of pre-requisite mathematical knowledge, needed for success at the Algebra I level. The assessment's advanced adaptive features reduce the total assessment time, increase the diagnostic nature of the program, and maximize the useful information teachers receive. Immediately after the assessment, students who qualify for instruction are automatically transitioned into powerful online pre-algebra lessons. The individual math profile generated for each student enables parents to clearly identify specific math constructs in need of targeted instruction. *DOMA's* web-based platform allows for easy at-home assessment that can lead to dramatic math score improvement. Reports are instantly available for teachers and parents to download, view, or print. Accompanying instructional suggestions help teachers and parents develop meaningful activities that will support their student's learning.

The universal screenings will be administered online twice a year. The first screening will occur as soon as the student is enrolled, and the second late in the spring of that same academic year. Together with the results of the state-mandated assessments, these results will enable the school to carefully monitor each student's progress, provide immediate access to supplemental programs, develop an individualized learning plan for each student that will inform course selection, and ensure that every student makes progress toward his or her academic goals.

Additionally, ongoing monitoring through multiple indicators including needs-driven diagnostic measures, literacy benchmarks, and previous and current state-mandated assessments will be combined to create a picture of student learning progression. Results from these measures will be reviewed and made available to students and parents on a regular basis by the student's SLA (Student Learning Advocate). In addition to a separate, teacher-directed reading program, literacy benchmarks will also be a component of each technology-driven content curriculum area; progress toward those benchmarks will be shared with parents. Successful completion of a required course of study will be one of the key indicators of a student's progress. Academic progress will be continually monitored through content course assessment and reported to students and parents through parent conferences, student progress reports, and through an online, secured private portal that may be accessed by students, parents, and staff.

School achievement data will be reported to the sponsor quarterly along with annual reports, which will include the school's progress on state report cards, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to No Child Left Behind's report on Adequate Yearly Progress.

With its unique integration of technology and individualized educational programs,

IN Cyber will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.
- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for teachers**, who are at the very center of IN Cyber's education model.
- **Assist all students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.

5. Vision for Growth

IN Cyber will offer enrollment to students in grades K-12. In year one of the school's operation, enrollment will be limited to 1000 students or less, state-wide. In subsequent years, enrollment will increase as detailed in the school proposal overview and enrollment projection. The school may increase the number of Student Support Centers to ten. This model is a replication of the highly successful Pennsylvania Cyber Charter School, which is also managed by NNDS. NNDS has replicated this model in several other states, including Ohio, Wisconsin, New Mexico, Kansas, Florida, and Colorado. A full list of schools and contact information may be found in Attachment 23 of this application. Currently, there are no plans to apply for additional charters in Indiana, since this will be a state- wide school.

6. Leadership and Governance

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, concur in the selection of the Executive Director, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the school's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all state mandated accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the

charter contract, and all applicable laws; and that annual progress and accountability reports are made to the appropriate entities in the format and time required by law.

The Governance Board of the School will be the policy-makers and have ultimate authority and control over the school and hiring The National Network of Digital Schools, as the Education Service Provider. The National Network of Digital Schools will undertake the day-to-day responsibility for carrying out its directives.

General Responsibilities of Governing Members:

- Formulating and interpreting policies;
- Making decisions on budget matters;
- Making a continuous appraisal of the educational plan;
- Making a continuous appraisal of the governance and administrative process;
- Making and reporting an Accountability Plan.

The National Network of Digital Schools will serve as the school's Education Service Provider or CMO. IN Cyber intends to create a high-performing, academically and financially sound virtual charter school to serve Indiana's students who want or need online education. IN Cyber's educational program design is based on the eleven years of experience in K-12 online education at PA Cyber, and the utilization of the curriculum designed by NNDS. NNDS designs, develops, and distributes Lincoln Interactive and Little Lincoln curriculum, which will be the curriculum utilized by this school, and NNDS provides curriculum to over 350 schools in 18 states and Guam.

NNDS will provide a wide range of services to the school, including but not limited to:

- admissions and marketing plans
- professional development for administrators, faculty, and staff
- full curriculum and related services
- human resources
- accounting and financial services
- universal screening programs
- Response to Intervention (RtI) for online schools

NNDS will support all administrators, faculty, and staff in any way needed and on a regular basis; it will be responsible for reporting to the school's administration and governance board on a regular basis and will be present at all Governance Board meetings. NNDS will be expected to maintain regular contact with the school's administration and board, in addition to compiling any and all reports that are a part of the management contract.

Section II -Founding Group and School Leadership

Founding Group Membership

1. Key Personnel:

NNDS

Name	Role
Jane Price	Executive Director
Brett Geibel	Executive Director, Technology
Bryan Bown	Director, Instructional Services
Jean Aldrich	Program Design, Admissions, Recruiting
Paul Hood	Budget and Finance
Greg Harding	RtI, ELL, Special Education

Attachment 1 contains full resumes and biographical information for all NNDS listed personnel.

2. Organizations Involved in Planning and Establishing School

National Network of Digital Schools

Avanti Management

Background

1. NNDS consistently looks for opportunities to open high performing state-wide virtual schools across the United States. NNDS has a stated commitment to community service as a part of its mission, and the organization seeks to offer students across the country the opportunity to access the highest quality curriculum regardless of their location.

2. The founding group members from NNDS and Avanti Management are dedicated educational professionals, actively engaged in their communities. The desire to create a high-performing charter school that would encourage every student to achieve academic success has driven the decision to open this virtual charter school.

School Leader and Leadership Team

1. The Education Service Provider will conduct a search for a qualified Executive Director. Utilizing ads in professional journals and other sources, NNDS will compile a list of qualified applicants, and then begin the process of interviewing them in person. NNDS has performed this function for other schools, and the process will result in the employment of a fully qualified Executive Director. During this process, regular updates will be provided to the Board.

Qualifications for Executive Director:

- Minimum of a Master's Degree with certification in any subject area, certification in administration and supervision, certification in educational leadership, or
- An equivalent certification approved by the Indiana Department of Education.

Additionally:

- Minimum of three (3) years of experience in a supervisory role
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check, Level 2

2. The staff from NNDS represent the leading experts in the US in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of IN Cyber. NNDS manages state-wide virtual schools in several states, and their model has been successfully replicated more than once. Students’ test scores, documentation of value added, and other indicators of success provide the data that drives the policies, procedures, and decisions made by NNDS.

3. The team from NNDS will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school’s opening and ongoing management, including but not limited to the following: admissions, marketing, SIS, curriculum, universal screening, RtI and student achievement programs, professional development for all Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

4. Responsibilities and roles of leadership team:

Management structure:

Title	Job Description	Roles and Responsibilities	Accountability
Executive Director	Head of School	Oversees all day-to-day operations of school, responsible for all Directors	Reports to Governance Board
Director of Special Education	Head of all special ed services	Oversees all day-to-day operations and programs for all students with an IEP	Reports to Executive Director

	and instructional personnel	or GIEP, oversees all special education personnel	
Director of Instruction	Head of all SLAs, TAs and regular ed programs	Oversees all day-to-day operations and programs for all regular education students, RtI programs, and any other ancillary programs	Reports to Executive Director
Director of Finance	In charge of all financial processes, records, and reports	Oversees all day-to-day financial transactions, prepares all financial reports for Executive Director, Board, District, State	Reports to Executive Director
Human Resources	Responsible for all hiring, personnel records, clearances, enforcement of HR policies	Oversees all HR functions, including all personnel matters, insurance, enforcement of HR policies	Reports to Executive Director, Board
Technology	Help Desk functions	Staff help desk, address any and all technology issues, including hardware, software, and connectivity	Reports to Executive Director, Dir. of Special Ed., Dir. of Instruction
Student Learning Advocate	Academic advisor and mentor	Provides all services to students including ordering courses, monitoring progress, and all guidance duties	Reports to Director of Instruction or Director of Special Education
Teacher Assistant	SLA Support Person	Provides any and all support needed by SLA	Reports to SLA

At this time, no individuals have been hired for any of the above positions. All faculty and administrators will be required to be appropriately certified and have current background checks and criminal history clearances on file with the Human Resources department.

Section III – Education Plan Curriculum and Instructional Design

1. IN Cyber will be a K-12 statewide virtual charter school with Student Support Centers located across the state. IN Cyber will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn from the safety of their own home under the supervision of a certified teacher. Each student will have an individual education plan crafted to meet his/her individual needs and will be assigned to a Student Learning Advocate, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family. Additionally, students can visit Learning Support Centers (LSC) for tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. LSCs will be located either on or in close proximity to all Trine University campuses. Students can access their classes 24/7/365, and they will have access to the courses' teacher facilitators via email, discussion board, or phone M-F, 8-4. SLAs will be available via email and phone M-F, 8-4. Teachers of record have the same student load as in traditional schools, approximately 125 students for grades 5-12, and 60 for grades K-4. SLAs who are supervising regular education students will have approximately 100-125 students, and special education SLAs will have 25.

Curriculum Overview: Lincoln Interactive, Grades 5-12

The National Network of Digital Schools (NNDS), which designs, develops, and delivers Lincoln Interactive courses, works with a diverse group of over 200 traditional brick-and-mortar public schools, charter schools, private schools, parochial schools, and cyber charters schools from around the country. NNDS, one of the nation's premier online providers, delivers student-friendly courses with a wide range of opportunities for academic mastery, investigation, and interaction.

The 250+ courses cover the core curriculum areas of math, English, science, and social studies as well as world languages and a wide range of elective subjects for grades 5 through 12. Lincoln Interactive provides students with an innovative, effective educational experience while utilizing state-of-the-art technology, an interactive and engaging curriculum, and the guidance and support of highly qualified, licensed instructors.

Employing a unique and consistent design model, each self-paced, semester-long Lincoln Interactive course offers students a variety of content supplemented with various activities that include web investigations, podcasts, interactive labs, PowerPoint presentations, videos, songs, and games.

All Lincoln Interactive courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student's ability to achieve success in an online learning environment. Each semester course includes four units, comprised of ten lessons. Each lesson contains differentiated learning tabs, color coded to allow the student to recognize with ease the desired level of instruction and to work on one or more

level. These levels include “Key Concept,” which provides the essential information for mastery of the subject; “Reinforcement,” which provides remedial instruction for mastery of the subject; and “Enrichment,” which offers in-depth assignments and concepts beyond grade-level to challenge the advanced student.

In addition to the identification of key concepts in each lesson, Lincoln Interactive courses also include reinforcement and enrichment activities to supplement the lesson's objectives. Reinforcement links provide students with additional information to enhance their mastery of the lesson's objectives. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology.

All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in Lincoln courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects.

Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

Alignment:



NNDS works with Academic Benchmarks, of Mason, Ohio, to align all courses designed by NNDS with all state standards, national standards, and DoDEA standards, using the industry standard 10/40+ alignment process. Alignment is done at the lesson objective level. Reports detailing the results of the alignment data include both a coverage and gap report, which ensure complete alignment. Academic Benchmarks provides a detailed alignment using the learner objective statements for National Network of Digital Schools' Lincoln Interactive lessons and courses. Aligning to the academic standards of all 50 states, DC and the DoDEA, Academic Benchmarks' content experts use a “10/40” alignment approach. The resulting alignment reports, coverage reports, and gap analysis reports can be used to confirm alignment, determine coverage of state standards over multiple grade levels, and determine what types of improvements might be made with future development or course revisions.



Accreditation and Course Audit Process:

The National Network of Digital Schools, the exclusive provider of Lincoln Interactive online curriculum, has received corporate accreditation from the Commission on International and Trans-Regional Accreditation (CITA), a global, nongovernmental, Voluntary association of schools, learning centers, and corporations in 100 countries. CITA is an accreditation division of AdvancED, a parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Since 2005, The National Network of Digital Schools (NNDS), the exclusive provider of Lincoln Interactive curriculum, has retained the services of The Tri-State Area School Study Council of the University of Pittsburgh to conduct a comprehensive audit and individual evaluation of each course in the Lincoln Interactive curriculum. As a result of the partnership between NNDS and Lincoln Interactive and The Tri-State Area School Study Council, a three-tiered endorsement process has been developed and implemented to review the rigor and quality of course content, instruction, and student achievement and to gather feedback from students enrolled in Lincoln Interactive courses.

The audit process includes:

Tier I – An evaluation of the quality of the content of Lincoln Interactive courses

Tier II – The collection and analysis of feedback provided by students enrolled in Lincoln Interactive courses

Tier III – A study of achievement and performance of students enrolled in the Lincoln Interactive curriculum

Significant revisions and improvements to the Lincoln Interactive curriculum are the result of the three-tiered audit process conducted by The Tri-State Area School Study Council of the University of Pittsburgh. In an effort to continuously improve Lincoln Interactive courses, this process of evaluation and analysis is ongoing.

NCAA Approval:

Lincoln Interactive's core high school courses have been approved by the National Collegiate Athletic Association (NCAA) Eligibility Center. This organization establishes academic standards that student athletes must meet in order to compete in intercollegiate athletics.

Little Lincoln, Grades K-4

Little Lincoln is an interactive and engaging standards-based curriculum that combines rich multimedia with comprehensive offline activities.

Students enrolled in Little Lincoln will complete 36 weeks of lessons that are designed to stimulate the minds of all types of learners in the areas of math, reading, writing, social studies, science, and visual arts. The daily lessons can be completed at each student's own pace.

Online each day, students will login to a secure website to listen to four short audio stories on Little Lincoln Radio about the fictional world of Midlandia and the unique Midlandian characters who live there. The stories are fun, interesting, and engaging, and they incorporate the daily learning objectives, as well as many wonderful children's songs. After listening to each audio story, students will watch teacher videos on Little Lincoln TV that will further explain and model the daily objectives. The teachers in the videos are lively characters with distinctive personalities who use images, graphics, and tools to show students how to do things like write the letters of the alphabet correctly, identify and pronounce the letter sounds, complete science experiments, and learn the fundamentals of mathematics. Students will also have the opportunity to play mini-games for practice and reinforcement, create an avatar and participate in the multi-player space of Midlandia, keep track of some of their favorite things, and monitor their progress as they complete their educational journey.

Guides, who are the adults assisting each student daily, can also monitor progress, submit assessments, check grades, access enrichment activities, and converse with other Guides on the forums. Overall, the online piece of Little Lincoln provides a multitude of information and helpful resources for students and Guides alike.

In addition to the online component of Little Lincoln, students are given significant offline resources as well, including supplies and four boxes of printed materials, one for each nine week season.

2. The proposed educational program and curriculum has been developed by experts from NNDS, experienced in online course development and instructional methodology. Lincoln Interactive courses are the sole property of and are developed by the National Network of Digital Schools specifically for online learning. The National Network of Digital Schools has assembled a design team that includes certified teachers and experts in curriculum, instruction, assessment, experts in ePedagogy, and educational technology.

Design:

- **specific research and best practice used in design**
 - LI curriculum makes use of principles and practices that effectively link to standards-based instructional delivery
 - Specific research and best practices established by:
 - Grant Wiggins: Backward design in the planning of the scope and sequence of the concepts to provide cohesiveness and structure to learner objectives
 - James Brophy: Instructional practices that motivate and engage students in the learning process
 - Benjamin S. Bloom: Scaffolding instruction that moves from simple comprehension through application and analysis toward complex and abstract conceptualization of material at the evaluation and synthesis levels
 - Kay Burke: Using assessments to determine authentic learning (*The Mindful School*), methodologies for students to demonstrate their understanding of concepts... Also, using student response to determine and identify “gaps” in understanding
 - Marc Prensky: recognizing the skills, talents and competencies of “digital natives” to promote student engagement, decision making, and application of key concepts using 21st century technologies
 - R. Elliott / D.R. Garrison / T. Anderwon: E-Learning and ePedagogy in the 21st century
 - J. Twist: Challenges of digital learning and digital delivery
 - Ted McCain and Ian Jukes: Education in the age of technology. New paradigms and frameworks to keep “schools” relevant and rigorous while embracing technological advancements.

3. Because LI courses are designed specifically for use in an asynchronous environment, these courses provide unprecedented innovative learning opportunities. All Lincoln Interactive courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student’s ability to achieve success in an online learning environment. Each semester course includes four units, comprised of ten lessons. Each lesson contains differentiated learning tabs, color coded to allow the student to recognize with ease the desired level of instruction and to work on one or more level. These levels include “Key Concept,” which provides the essential information for mastery of the subject; “Reinforcement,” which provides remedial instruction for mastery of the subject; and “Enrichment,” which offers in-depth assignments and concepts beyond grade-level to challenge the advanced student.

In addition to the identification of key concepts in each lesson, Lincoln Interactive courses also include reinforcement and enrichment activities to supplement the lesson's objectives. Reinforcement links provide students with additional information to enhance their mastery of the lesson’s objectives. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology.

All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in Lincoln courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects.

Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

4. Identify any key educational features that would differ from your current educational model.

NA

5. All Lincoln Interactive courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to NNDS includes gap and coverage information, as well as details of scaffolding. LI courses are aligned to all 50 states' standards, the common core standards, and DoDEA's standards. Attachment 4 contains scope and sequence details.

Pupil Performance Standards

1. In Attachment 5, a complete list of all courses and electives for each division of the school is provided. Promotion to the next grade level or required course is dependent on the successful completion of the prior course. LI grading policies are detailed in each course guide, but a passing grade is 60% or higher for each course.

2. If you plan to adopt or develop additional academic standards beyond Indiana's Academic Standards, explain what kinds of standards you intend to adopt or develop.

NA

3. Students in grades K-4 will be promoted based on the successful completion of all core courses; however, students may work off-level in some subjects. Because this is a virtual school, grade level determination is made on a case-by-case basis after careful examination of the student's transcripts, standardized test score, other artifacts of student work, and any additional factors such as an IEP, GIEP, or 504 Plan. As a part of the initial course selection process with the student's SLA, parents and students are provided with specific information regarding the student's current grade level and the requirements' for progressing to the next in each subject

area. Students in grade 9 and above will have a graduation check list created for them by their SLA. This document will be constantly updated and reviewed with both the student and his or her parents, so that they are always informed of the student's progress toward completing all graduation requirements.

4. Exit standards for graduating students appear in Attachment 5.

High School Graduation Requirements

1. In order to complete all of the requirements for graduation, IN Cyber students must successfully complete all Indiana Graduation Requirements as described in IC §20-32-4. In order to earn credits, a student must successfully complete the Lincoln interactive course with a grade of 60% or higher. Grade point averages are calculated on a 4 point scale, and students and parents have access to all grades at all times. The graduation checklist will serve as the transcript for high school students and will contain all courses with grades and results of all standardized tests. A complete listing of all Lincoln Interactive courses, including electives may be found in the LI catalog, a copy of which is included with this application.

2. The rigor of the Lincoln Interactive courses, combined with the number and types of courses required by Indiana for a student to graduate absolutely ensures that the student will be well prepared for post-secondary opportunities, either academic or in the workforce. A key component of IN Cyber will be offering its qualified students the opportunity to enroll in dual credit courses, thus enabling students to graduate with several college credits.

3. The student assistance program and RtI program provides immediate and ongoing assistance to students who are struggling academically. All students will be given two tests at the time of enrollment to determine their level of achievement in both reading and math. The National Network of Digital Schools has selected Let's Go Learn's Diagnostic Online Reading Assessment (DORA) and Let's Go Learn's Diagnostic Online Math Assessment (DOMA) to utilize in addition to all state- mandated and national testing. Universal screening is key to making data-driven decisions and empowering every student to achieve his or her academic goals. The tests are aligned to state standards and can be used to predict proficiency on high-stakes tests, understand how reading and math skills are developing, and construct appropriate remedial help when necessary. With powerful online assessments that act like reading and math specialists, and supplemental online instruction tailored to each child's profile, NNDS can help schools provide fast and powerful assistance to students. These assessments adjust to the student in real time, reducing test frustration and providing the school and parents with valuable diagnostic data and instructional recommendations. Based on the results of these tests, students can be placed immediately into a variety of programs, all designed to promote skills mastery and academic achievement.

School Calendar and Schedule

1. IN Cyber will operate year round, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her SLA, teachers, and the school's administrative personnel. This information will

include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Thus if a student contacts the SLA on Friday afternoon at 4:00, that SLA would be required to return the call or email prior to Monday at 4:00. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed in 18 weeks, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total in excess of 900 hours of instructional time per 180 days.

2. Each day that a student is in attendance, the student will log in to Blackboard to access his or her courses. The students are assigned login passwords and usernames by the SLA when the course selection is complete. Students are provided with extensive orientation by the SLA about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue.

The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into Blackboard automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in Backpack™, the Student Information System. According to data collected by The Pennsylvania Cyber Charter School, elementary students typically spend about 5 hours per day doing course work, and they typically divide this time into 2 sessions. Middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their SLA, devise a block schedule for themselves, thus progressing through their course work at a different pace.

Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. IN Cyber will utilize the attendance policies in effect at The Pennsylvania Cyber Charter School. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

Students who are ill: Students with chronic or acute illnesses, such as cancer, should notify their SLA of any special needs they have with regard to completing course work. The SLA may request that the attending physician write or email the school explaining the student's needs. The SLA will document those needs, and ensure that the student's record reflects this.

Students who are elite athletes: Students who compete in a sport that requires travel should notify their SLA of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

Students who are performers: Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their SLA and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

School Culture

1. IN Cyber's educational design is based on eleven years of experience in K-12 online education and online school management by The National Network of Digital Schools (NNDS). NNDS is one of only six approved virtual instruction providers for the Florida Department of Education and manages online schools and provides curriculum to over 350 schools in 18 states and Guam. The success of the NNDS educational model will ensure that this school's students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

IN Cyber will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The SLA will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

2. During the enrollment process, students and parents will be provided with a student-parent handbook that contains extensive information about every aspect of the school, including contact information for the SLA, help desk, and other departments. At this time, parents and students will be provided with copies of the academic honesty policy, acceptable use of technology policy, and the student/parent contract, which details expectations for attendance, participating in state and school mandated tests, and maintaining frequent contact with the SLA. At this time and at the time of the initial phone call from the SLA, students and parents will be fully briefed on the student-centered philosophy of the school and its commitment to seeing every student succeed.

3. Students with special needs, English Language learners, and any student deemed to be at risk of academic failure will be closely and carefully monitored. Supplemental programs will be provided as needed. Detailed explanations of the various programs are found in the section titled "Special Populations and At-Risk Students".

4. A typical day for a middle school student would include spending approximately one hour per subject, engaged in both the instruction and completing any assignments and/or related activities. Some students work with their SLA to create a block schedule, while others work on all courses at the same time. Students have the ability to determine their own pace for each course, so that students who require more time to absorb material in one course can move at a slower pace for that class, while maintaining a regular pace for the other courses in which he or she is enrolled. There is a course calendar located on the menu bar on each course's home page. This will help the student, parent, and SLA to see how the student is progressing through the course. The typical lesson requires about 1.5 hours for the student to complete, thus enabling the student to complete 2.5 lessons per week per subject and complete a semester course in 90 days.

5. SLAs, who are Indiana certified teachers, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. SLAs create a schedule for calls so that the parent and student are available for this

weekly contact. During the call, the SLA will review the student's attendance and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. SLAs must return all phone calls and emails in 24 hours or less. SLAs may also meet with the student and his or her parents at one of the Student Support Centers to provide additional assistance to the student.

Supplemental Programming

1. IN Cyber will operate year-round, with the exception of national holidays or as indicated on the school's web site.

2. IN Cyber plans to offer field trips and sponsor family activities and informational sessions. Field trips will be free for the students, and families may attend at their own cost. Family activities, such as school picnics and informational sessions will be offered at the Student Support Centers and will be free of charge to all students and their families. Funding for these initiatives will come from the school's budget. The goal will be to offer a field trip at least once a month, and to offer activities and programs at the various Student Support Centers as often as twice a month.

3. IN Cyber is dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained staff to individualize educational strategies that will empower each student to succeed. While this is a challenge in a virtual school, NNDS has had extensive experience in creating and maintaining a student-centered environment, where students feel valued and respected. IN Cyber will implement the Student Assistance and RtI model in use at PA Cyber. In addition, SLAs will receive ongoing professional development in best practices in mentoring in an online environment. Finally, the creation of Student Support Centers around the state will enable students and their families to meet with faculty and administration when they want or need to, easily and conveniently.

4. IN Cyber will utilize the full range of supplemental programs designed to engage students, encourage those who are struggling and empower those who are excelling to expand their academic horizons. Students will have access to LI's Cutting Edge Science courses and the STEM planet blog and Cutting Edge Science Club. Students in grades K-5 can explore four foreign languages, as well as electives in music, art, photography, cooking, and other areas. Middle school students have equally fascinating electives available to them, and students in high school can, with the assistance of their SLA, develop pathways that include dual credit courses, as well as other options.

Special Populations and At-Risk Students

1. This school will serve students with disabilities whose needs can be met in an online environment, even if the use of assistive devices is required for the students to complete their course work and even if the student has been unable to have his or her needs met in a traditional brick and mortar classroom. Is it the experience of NNDS that many students with disabilities thrive in this online learning environment, particularly students with Asperger Syndrome,

Tourette Syndrome, ADHD, ADD, PDD-NOS, and other disabilities. Students with profound hearing loss may also be very successful in this learning environment, as are students with school phobia, chronic illness, physical disabilities, and other disabilities.

This school will hire a fully-qualified and experienced Director of Special Education Services, with experience in online education, to oversee the special education faculty and to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's IEP, and to oversee and direct all activities of the special education department, including testing and evaluations, IEP conferences and any other duties as may arise. The Director of Special Education will be a certified special education teacher in the state of Indiana, with experience in administration of special education programs. All Student Learning Advocates assigned to students with IEPs or who have been identified under IDEA will be certified in special education in the state of Indiana.

It is the responsibility of this school to ensure that all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This school fulfills the above duties with this annual notice, and will continue to post this notice annually. This school is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-blindness
- Deafness
- Emotional
- Impairment Hearing
- Impairment Mental
- Retardation
- Multiple Disabilities Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or language
- Impairment Traumatic Brain
- Injury
- Visual Impairment

2. Screening

This school will establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include

screening activities that include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. Screening is conducted at the school's offices or at one of the Student Support Centers, unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they will be able to call or write to the school's Director of Special Education.

Evaluation

When screening indicates that a student may be eligible for special education, this school will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAT), which includes a teacher, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation IN Cyber shall provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The school must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the child (if the child is, or may be participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of the school. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment (LER) in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). This school must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws the school will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The school will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication). The school will provide any and all services dictated by the student's IEP through the use of contracted services with approved providers.

Transition Services

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive

employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals. The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from school to post-school activities. This school plans to provide its students with the best possible transition services. To this end, the school will utilize Kuder Navigator. Specifically, Kuder Navigator:

- Delivers simple, age appropriate content customized by developmental level, middle school versus high school.
- Provides a reliable foundation for career exploration by starting the process with research-based assessments.
- Helps students easily navigate through their career options while making connections between coursework and the world of work.
- Supports high school completion and confident college choices with flexible education planning tools.
- Promotes effective career preparation by introducing students to lifelong portfolio development.

Assistive Technology:

Assistive technology products are designed to provide additional accessibility to individuals who have physical or cognitive difficulties, impairments, and disabilities. When selecting assistive technology products, it is crucial to find products that are compatible with the computer operating system and programs on the particular computer being used.

Descriptions of Assistive Technology Products:

Alternative input devices allow individuals to control their computers through means other than a standard keyboard or pointing device. Examples include:

- Alternative keyboards—featuring larger- or smaller-than-standard keys or keyboards, alternative key configurations, and keyboards for use with one hand.
- Electronic pointing devices—used to control the cursor on the screen without use of hands. Devices used include ultrasound, infrared beams, eye movements, nerve signals, or brain waves.
- Sip-and-puff systems—activated by inhaling or exhaling.
- Wands and sticks—worn on the head, held in the mouth or strapped to the chin and used to press keys on the keyboard
- Joysticks—manipulated by hand, feet, chin, etc. and used to control the cursor on screen.
- Trackballs—movable balls on top of a base that can be used to move the cursor on screen.

- Touch screens—allow direct selection or activation of the computer by touching the screen, making it easier to select an option directly rather than through a mouse movement or keyboard. Touch screens are either built into the computer monitor or can be added onto a computer monitor.
- Braille embossers transfer computer generated text into embossed Braille output. Braille translation programs convert text scanned-in or generated via standard word processing programs into Braille, which can be printed on the embosser.
- Keyboard filters are typing aids such as word prediction utilities and add-on spelling checkers that reduce the required number of keystrokes. Keyboard filters enable users to quickly access the letters they need and to avoid inadvertently selecting keys they don't want.
- Light signaler alerts monitor computer sounds and alert the computer user with light signals. This is useful when a computer user cannot hear computer sounds or is not directly in front of the computer screen. As an example, a light can flash alerting the user when a new e-mail message has arrived or a computer command has completed.
- On-screen keyboards provide an image of a standard or modified keyboard on the computer screen that allows the user to select keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option that highlights individual keys that can be selected by the user. On-screen keyboards are helpful for individuals who are not able to use a standard keyboard due to dexterity or mobility difficulties.
- Reading tools and learning disabilities programs include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading. Options can include scanning, reformatting, navigating, or speaking text out loud. These programs are helpful for those who have difficulty seeing or manipulating conventional print materials; people who are developing new literacy skills or who are learning English as a foreign language; and people who comprehend better when they hear and see text highlighted simultaneously.
- Refreshable Braille displays provide tactile output of information represented on the computer screen. A Braille "cell" is composed of a series of dots. The pattern of the dots and various combinations of the cells are used in place of letters. Refreshable Braille displays mechanically lift small rounded plastic or metal pins as needed to form Braille characters. The user reads the Braille letters with his or her fingers, and then, after a line is read, can refresh the display to read the next line.
- Screen enlargers, or screen magnifiers, work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.
- Screen readers are used to verbalize, or "speak," everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface. Screen readers are essential for computer users who are blind.
- Speech recognition or voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice.

- Text-to-Speech (TTS) or speech synthesizers receive information going to the screen in the form of letters, numbers, and punctuation marks, and then "speak" it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and also provide a spoken voice for individuals who cannot communicate orally, but can communicate their thoughts through typing.
- Talking and large-print word processors are software programs that use speech synthesizers to provide auditory feedback of what is typed. Large-print word processors allow the user to view everything in large text without added screen enlargement.
- TTY/TDD conversion modems are connected between computers and telephones to allow an individual to type a message on a computer and send it to a TTY/TDD telephone or other Baudot equipped device.

This school will continue to research and procure the best in assistive technology products for its students. The Director of Special Education will work closely with the Director of Technology to ensure that the implementation of any and all assistive technology is fully supported.

3. The establishment of English Language Learners Committee is vital when considering the educational needs of ELL identified students. Members shall include an administrator, ELL teacher/coordinator, classroom teacher, parent/guardian and, if needed, family representative to serve as translator, community language facilitator or liaison, SLA, and the ESE teacher. This notion of committee validates the point that education is a multi-aspect endeavor. This also reinforces the school's commitment in establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their natural language. The school will provide a bilingual staff member or community translation representative to translate and assist families with the entire registration process. Brochures and other materials will be made available in Spanish, Haitian Creole, and Portuguese. For families not of these select languages, translation will be sought out by the school and provided. Included in the enrollment packet is a Home Language Survey which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home Language Survey Questions. Upon review the form will be filed and remain in the student's cumulative folder. The Home Language Survey consists of three questions as follows:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Students who have answered yes to any of the three questions will be required to participate in a language assessment. A student who answers yes to question #1 will be assigned to a regular education classroom until the program assessment and language assessment can be administered. If a student answers yes to questions #2 and/or #3, he/she will be placed into an ELL classroom until the English language proficiency assessment is administered.

A student's educational background, previous transcripts, assessments and parental input are important components of the decision making process. The ELL committee will review the student's previous work and meet with the student and parent to discuss placement and to develop his/her ELL Student Plan. A community language facilitator will be made available to

the parent and family as needed during this process. The ELL Student Plan is a written document that identifies the student's name, instruction by program, including programs other than the ESOL programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit the student as English proficient. The ELL Student Plan will be filed with his/her cumulative folder. Each student's ELL plan is reviewed and updated by the teacher mid-year. IN Cyber will use resources that are made readily for the implementation of ELL services. These services may include but are not limited to community partnerships with translation services, resources made available through the IDOE, and professional development opportunities. This aspect of ELL is done to ensure that IN Cyber is providing the most effective academic services to ELL students with respect to both academic and cultural values.

Instruction will be provided in an online environment through the Lincoln Interactive curriculum with support from highly qualified student learning advocates. Because the curriculum is presented in an online format, material can be printed out and translated for the student. This provides an opportunity for the student to compile a portfolio of lessons as to ensure understanding and recall of specific concepts. The courses, materials, and resources can be utilized as they are with non-ELL students. Content teachers of ELL students will supplement their instruction with a variety of resources and materials that support student achievement in language proficiency and academic content. Both content area and ESOL teachers will work together to provide instructional consistency. The school will also provide the opportunity for ELL students who qualify to partake in the honors and Advanced Placement courses as well as any special needs programs if applicable to the student.

Students who have met the exit criteria are coded as LF which means the student will be monitored for a period of two years from the date of exit. The ESOL teacher/coordinator and administrator will monitor the progress of each student who has exited the ESOL program. The required four report cards will be reviewed, dates documented and signed by the administrator and ESOL teacher/coordinator. A student's progress that falls below average in any content area will be referred back to the ELL Committee for further discussion on strategies and changes that may be necessary to support the student. Students who are eligible to return to the ESOL program will be reclassified as ELL and meet with the ELL Committee to develop a new ELL Student Plan. All new information will be filed in the student's ELL folder which is then filed with the cumulative folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL teacher and SLA.

IN Cyber will employ highly qualified, certified teachers and a minimum of one ESOL endorsed teacher. Additional teachers not already ESOL endorsed will begin the training at the onset of their first assigned ELL student. IN Cyber will adhere to all caseload ratios set forth by INDOE and will staff in accordance to such. IN Cyber will also take full advantage of partnering with other educational entities as well as promoting professional development opportunities as the need arises.

ESOL Training Requirements

Category I: Elementary, English, Language Arts, Reading, Exceptional Education Teachers

Endorsement Training: 15 College Credits or 300 ESOL in-service hours
Timeframe: Six years from the day and

month the first ELL student is assigned

–OR–

K-12 ESOL Coverage: Bachelor’s or Master’s Degree in TESOL, passing score on the Subject Area test, 6 semester hours or 120 in-service hours after passing the Subject Area Test

Timeframe: Three years from the date of passing the Subject Area Test and adding ESOL to the certificate

Category II: Math, Social Science, Science, Computer Literacy Teachers

Compliance Training: 60 ESOL in-service hours or 3 semester hours of an approved ESOL course

Timeframe: Experienced Teachers – One year
New Teachers – Two Years

Category III : Art, Music, Physical Education, Media Specialist Teachers

Compliance Training: 18 ESOL in-service hours or 3 semester hours of an approved ESOL course

Timeframe: Experienced Teachers – One year
New Teachers – Two Years

Category IV : Administrators, Guidance Counselors

Compliance Training: 60 ESOL in-service hours or 3 semester hours of an approved ESOL course.

Timeframe: Hired prior to September 9, 2003 – Within three years

Hired after September 9, 2003 – Within three years of the hire date as an administrator or guidance counselor

General Assurances:

IN Cyber is committed to ensuring that the ESOL Programs and Services will help ELL Students achieve academic success and IDOE standards. The school ESOL curricula and instruction will be aligned with all Indiana Department of Education standards.

The school will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ESOL strategies, and the use of supplementary materials.
- Students will be offered many opportunities to listen, speak, read, and write.
- Lessons will be aligned with Indiana state standards and documented as required by the state.

- Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to assist the student in meeting state expectations for proficiency.
- A LEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials that are translated to their language.
- The school will not deny English Language Learner students access to any curriculum being offered to non ELL students.

4. IN Cyber will utilize the Student Assistance Program (SAP) in place at The Pennsylvania Cyber Charter School. This comprehensive plan has a proven track record of results over the past 4 years, and it can be readily implemented in both an online and a traditional brick and mortar environment. Using universal screening as a means to identify and diagnose the needs of all students who are performing below grade level or below the proficient level on state-wide assessments, IN Cyber will compile data from the various screenings and move quickly to intervene with the student. The Response to Intervention Model looks like this:

SPECIAL EDUCATION SERVICES

Intensive Tutoring Math & Reading

Academy of Reading or Math Tutoring

- Supplemental Educational Services (SES)
- Classroom Plus
- Open or Individualized

Lincoln Literacy

- Source, Power, Journey

Initiate IAT process

Initiate ARB process

Standards-based Curriculum

Little Lincoln, Lincoln Interactive, Calvert

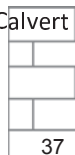
Student Performance Data

DORA/DOMA, universal screening

**Sound Instructional Practices
Ongoing Measurement**

Prescriptive Tools

Unique Reader, Unique Math, Study Island



At the heart of this model is the focus that students use only a standards-based curriculum, with sound instructional practices, and ongoing measurement of performance. As soon as any screening indicates that a student is in need of intervention, the school will act immediately to insure that the student is placed into an appropriate program. The Student Learning Advocate will contact the student's parents/guardians, and together they will formulate a plan for that student.

This three-tiered program provides immediate help for the student, which is the key to any successful SAP. In this three-tiered approach, the student may be placed into a variety of tutorials, all designed to improve student performance.

Tier 1 offers the student Unique Reader, Unique Math, Study Island and other supplemental programs. In Unique Reader, the lessons use a multi-sensory, instructional approach and follow a tutorial, reinforcement, and graded review format. At early levels, online instructional activities use large text and have clear audio playing as the student reads along. Parents and the SLA can monitor the student's progress and repeat assessments to demonstrate advances in learning. The targeted lessons featured in Unique Math use online versions of familiar math manipulatives and models to help students understand lessons and apply their learning to real-world problem solving. The Numbers and Operations track helps students gain number sense through an understanding of operations and computations, including numbers' relationships to one another. The Fractions Track helps students develop fraction knowledge, including computation using fractions and mixed numbers. Unique Math's Measurement track helps students understand measurement attributes of objects and their units, systems, tools, and processes of measurement.

Study Island gives students practice in the content standards that are found on state-wide assessments. The program is divided into sections based on subject matter, and they include math, reading, writing, and science. Each section is comprised of approximately 30 topics and corresponding to a state standard or multiple, related standards.

Topics consist of a lesson and a bank of practice questions with explanations. All students will be encouraged to visit Study Island frequently to help them prepare for the state-mandated assessments.

Tier 2 is a more intense intervention and places the student into the Academy of Math and/or the Academy of Reading and may include placing the student into other supplemental programs. These students will be expected to spend a minimum of 30 minutes a day at least five days per week working in the appropriate Academy.

The Academy of Reading and The Academy of Math are programs that were built using Brain Study Research that works to change the way the student processes information. The program works to break down the skills to simpler components to help with task analysis, deciphering, and fluency. When the student works in the program consistently, approximately 5 times a week in 30 minute intervals, the student will show rapid skill development.

The goal of each program is to use the program methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills to help students achieve rapid and permanent gains.

The Academy of Reading emphasizes the component skills of reading, including sound matching, letter sound matching, decoding, and phonics. The purpose is to work towards developing a student's comprehension abilities.

The Academy of Math concentrates on ten basic math skill areas: number sense, addition, subtraction, multiplication, division, fractions, equations, measurement, geometry, and graphing. In each of these areas, the student learns the appropriate terms, uses them in operations, and solves word problems.

When the SLA confirms that a student is in need of placement in either or both Academies, the parents/guardians are contacted, and an extensive conversation/ explanation takes place. The parents/guardian also receive a letter containing all the necessary information and requirements/expectations. Students and parents are then guided through the process of getting started in the program. Log in information is provided, and the students and parents are then directed to the narrated tutorial. Following that, the student will complete the Pre-Assessment. This will create a customized learning path for the student, enabling him or her to begin working on mastery of each skill level. Students are required to spend a minimum of 20-30 minutes several times a week working on their program in addition to their course work. Completion is enforced/monitored by the student's SLA, who observes the work done by the student in either Academy and can/will continue to intervene and adjust the program as necessary.

Depending on the student's needs and progress, the student may also be placed in individualized tutoring sessions and possibly referred to the school's IAT for evaluation.

For the student who is older and reading well below grade level, the use of Lincoln Interactive Literacy Series is often recommended and used in conjunction with the Academy of Reading.

These courses were designed to address the need for engaging, age-appropriate reading materials for students needing remediation in middle and high school. The following are the course descriptions:

Literacy Source: (1004TP) Start on your path to literacy! This course is the first of three literacy courses designed to help students achieve literacy. Throughout this course, students focus on what they are able to read rather than what they “cannot.” Students will be introduced to different types of sentences, the five W’s, and how to make predictions when reading a story. Students will complete a reading inventory upon entering and exiting this course in order to measure their improved reading level.

Literacy Power; (1005TP) Continue on your path to literacy with the second of three literacy courses. After establishing a base for literacy learning, students will identify new vocabulary words and comprehend their meaning, learn the steps that it takes to summarize a reading, and grasp concepts such as antonyms, synonyms, and homonyms. Students will complete a reading inventory upon entering and exiting this course in order to measure improvement of reading skills and level.

Literacy Journey: (1010TP) Continue down the final stretch of literacy! This course is the final literacy course designed to help students realize their full potential. Throughout the course, students will be exposed to many new reading genre, vocabulary, analogies, word origins and note taking. Students’ confidence levels will soar when they realize their potential. Students will complete a reading inventory upon entering and exiting this course in order to measure their improved reading level.

Tier 3 is the most intensive tier and may involve requesting an evaluation by the school's psychologist to determine if the student is eligible for Special Education Services. The students in Tier 3 will be assigned to intensive reading and/or math tutoring.

It is the belief of this school that every student can achieve and maintain academic progress. The goal of this intensive, student-centered program is to help the student enrolled in either or both Academies make significant progress quickly. Working closely with each student and his or her

parent/guardian, recommendations, adaptations, and adjustments can and will be made in order to help the student continue to grow. The first priority of every SLA and the entire faculty and administration of the school is to keep every student moving in the right direction, achieving academic goals and learning life-long skills.

To summarize this RtI Program:

Response to Intervention Overview

What is RtI?

RtI is a service delivery framework or strategy for the implementation of early intervening services. It is a multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address these difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

The Goal

To develop:

- a comprehensive, multi-tiered intervention strategy to enable early intervention
- an alternative to the discrepancy model for the identification of at risk students
- continuous monitoring of student progress
- benchmark/outcome assessment

The Model

- an integrated approach for general, remedial, and special education needs
- resources organized and scientifically research-based practices provided in direct proportion to student needs
- a best-practices approach
- all system variables-child, teacher, & environment
- results in objective and measurable interventions

General Outcomes

- increased expectations for ALL students
- shared ownership for ALL students
- focus on instruction
- focus on the matching of instructional approaches/methods with the student's needs
- reduce special education referrals
- reduce disciplinary referrals

5. IN Cyber will implement screening strategies as described above in grades K-12 to determine the need for Gifted Education. IN Cyber's plan for Gifted Education is determined to recognize the high expectations and achievements of gifted learners. The goal is to allow the opportunity for both rigorous and differentiated instruction to take prominent roles in achieving such. The instruction will include the use of accelerated curriculum and enrichment opportunities. Through the use of the Lincoln Interactive curriculum and/or dual enrollment, these students will have the opportunity to pursue such advanced class work as Cutting Edge Science, exploratory and discovery classes, foreign languages and other Advanced Placement coursework. IN Cyber will employ highly qualified personnel (SLAs) to ensure that the proper academic steps are being

considered with gifted and talented students. The SLA can ensure that the appropriate steps are being taken when considering options provided through the curriculum tailor the students plan based on the talents of the student. Weekly monitoring of grades and progress will be essential with this process. As the enrollment of gifted students increases, additional teachers with a gifted endorsement will be hired. The responsibilities will program design and monitoring of professional development opportunities in regard to Gifted Education.

IN Cyber will abide by all of the requirements for gifted education as set forth in the Indiana Code for High Ability Students IC 20-36. In adherence to Indiana Administrative Rule 511, IN Cyber will utilize the Indiana Department of Education publication “Correlation Between NAGC Program Standards and Indiana Administrative Rule 511” to ensure that its Gifted Education program meets or exceeds the criteria in the areas delineated by Rule 511. This will include but is not limited to the following:

- Program design
- Program Administration and Management
- Socio-emotional Guidance and Counseling
- Student Identification
- Curriculum and Instruction
- Professional Development
- Program Evaluation
- Parent and Community Involvement

Student Recruitment and Enrollment

1. For year one of the charter, IN Cyber will limit enrollment to 1000 students or less. In year two, the school will allow a maximum enrollment of 2000, in year three - 3000, in year four - 4000, in year five - 5000.

2. Both broad-based publicity efforts and targeted marketing will emphasize the mission of IN Cyber, so that self-selection by students and parents will help ensure an appropriate match between the school’s mission and the educational and personal needs of applicants. IN Cyber will utilize NNDS's marketing and recruiting expertise, and will utilize their fully developed plan to promote student enrollment.

Marketing and Recruiting Strategies for IN Cyber

STRATEGY AND GOALS

Our goal for IN Cyber’s Marketing and Recruiting campaign is twofold:

1. To raise awareness among parents and families in Indiana about IN Cyber, a new state-wide, full-time, online learning option for all K-12th graders. IN Cyber will open for the 2012-2013 school year.
2. To promote the Lincoln Interactive online learning option, featuring innovative and engaging courses, and to build the credibility of IN Cyber as the leading online learning option in Indiana offering Lincoln Interactive.

To achieve these goals, we will be implementing a multi-layer strategy in the state using

- Earned media outreach
- In-person information sessions
- Communicating with families in the state through radio advertising
- Targeted e-blasts
- Building and expanding a social media presence
- Implementing a small but highly targeted online advertising campaign

TARGET AUDIENCES

Primary Audiences

Families in participating districts

- Elementary, middle and high school
- Families who are currently homeschooling students
- Families looking for flexibility in education (Special Education, Gifted Education, Athletes, etc.)

Secondary Audiences

The media

Extracurricular Groups

Religious Groups

Tertiary Audiences

Local and state policymakers

LINCOLN INTERACTIVE KEY MESSAGES FOR INDIANA

IN Cyber, a new K-12 online school in Indiana, provides its students with a high-quality education taught online by certified teachers in real-time. IN Cyber uses Lincoln Interactive, the leading online curriculum available in the United States.

Students can learn at any time and at their own pace, while also having access to support, feedback, and guidance throughout their online experience. IN Cyber offers easy access to anytime/anywhere learning opportunities.

IN Cyber offers 250 + online, self-paced semester courses (basic and advanced) to serve the needs of a variety of different students interested in accelerated courses, expanded curriculum options, alternative education, credit recovery, special education, or simply to learn from the safety of their own home.

IN Cyber empowers students to be self-motivated learners and can help ignite a desire in them to learn

IN Cyber offers a series of cutting-edge, engaging courses for elementary, middle and high school students designed to maximize academic success.

IN Cyber courses use interactive videos, games, 3-d graphics, social rooms, hands-on activities, learning objects, language labs, and flash animation to provide innovative learning experiences for students.

IN Cyber delivers courses in a variety of ways to interact with the multiple intelligences of every student. We use traditional (textbooks) as well as non-traditional methods to help the student learn.

Students using the Lincoln Interactive curriculum offered at **IN Cyber** will develop the ability to analyze, synthesize, and evaluate information, to communicate well with others, to follow through on projects, and

IN Cyber’s program is a truly student-centered, high-tech, comprehensive learning package supported by highly qualified teachers dedicated to providing flexible, dynamic and adventurous learning opportunities for students.

The highly dedicated and qualified teachers who facilitate **IN Cyber** courses bring a student-centered approach to teaching.

The **IN Cyber** team of instructors are certified to teach in Indiana.

IN Cyber’s use of the Lincoln Interactive curriculum supports the emphasis on science, technology, engineering and mathematics (STEM), with the Cutting Edge Science curriculum.

The Cutting Edge Science program is available to IN Cyber students for the 2012-2013 school year.

To create the Cutting Edge Science courses Lincoln Interactive has partnered with the nation’s leading scientists, such as Los Alamos National Laboratory and Carnegie Mellon University, to bridge the gap between textbook science and practical science.

Cutting Edge Science courses cover the most fascinating areas at the forefront of science. The topics represent a broad spectrum of applied science including biotechnology, epidemiology, forensics, genetics, sports medicine, stem cells, and alternative energy.

The subjects covered in the Cutting Edge Science series are increasingly relevant to student’s lives today and the curriculum offers students an opportunity to become informed, successful and engaged citizens.

IN Cyber’s elementary program will use the Little Lincoln curriculum for K-4th grade. Little Lincoln is an interactive and engaging, standards-based curriculum that combines rich multimedia with comprehensive offline activities.

Students enrolled in Little Lincoln courses complete 36 weeks of lessons that are designed to stimulate the minds of all types of learners in the areas of math, reading, writing, social studies, science, and visual arts. The daily lessons can be completed at each student's own pace.

The Little Lincoln curriculum combines dynamic multimedia with engaging offline activities. Students are provided significant offline resources, including supplies and four boxes of printed materials, one for each nine week season.

TACTICAL EXECUTION

- **IN Cyber Reputation Audit**

The conversations surrounding an organization online are critical to its brand and the impression of key audiences. In this case, because IN Cyber is launching for the 2012-2013 school year, there will be very little – if any – existing online conversation about the program. That being said, it is still essential that the school gauges the environment and tone surrounding the general concept of online learning and e-schools in Indiana, as well as the presence and reputation of IN Cyber’s competitors. We will conduct an online audit to examine these various conversations, researching traditional and online media, blogs, and social media to determine the impression of Indiana e- learning opportunities. By establishing a foundation of understanding of these broader topics in Indiana, we can ensure that we position IN Cyber in a way that will resonate with our key audiences.

- **IN Cyber Landing Page**

It will be important for parents, school counselors, and administrators to access Indiana-specific information, provided and managed by NNDS. NNDS will create a fully functional, easily searched website. This site will provide a description of IN Cyber and highlight its Lincoln Interactive course offerings, particularly Little Lincoln and Cutting Edge Science. The website will also feature enrollment and contact information, as well as a form that visitors can fill out that will enable the school to capture their information for future reference. The website will also feature information on the individual course offerings for the Cutting Edge Science initiative.

- **Outreach to Local Media Outlets**

Reaching out to key education reporters, bloggers, television producers, radio hosts, and other media personalities in media markets throughout Indiana will raise awareness about IN Cyber and its Lincoln Interactive curriculum offerings. To that end, NNDS will do a series of statewide press releases highlighting the launch of the cyber program. These press releases will focus on introducing IN Cyber and announcing enrollment for the 2012-2013 school year, the individual course offerings of the Cutting Edge Science and World Languages courses, and the benefits and opportunities of online learning. All the releases will maintain a particular focus on the Lincoln Interactive curriculum and the benefits and options it provides to students and families who participate.

- ***Information Session Tie-In***

The timing of these press releases will tie in with the many information sessions that are planned for the months following the charter's approval. In addition to issuing these press releases, NNDS and the school would like to invite reporters to attend these information sessions in person, to meet school and LI representatives and to speak to families who are considering the cyber school option for their children. By reaching out to reporters and speaking with them face-to-face, the school can begin to build a relationship with the key media outlets in the state that will continue into the school year and beyond.

- **Social Media**

Involvement in social media will be essential to spreading our key messages in Indiana. Lincoln Interactive and NNDS are both in the process of dramatically expanding their presence on Facebook and Twitter. The school will capitalize on this expanded presence, driving traffic to these sites to build the online community of Lincoln Interactive supporters for individuals interested in IN Cyber information.

It has been the experience of NNDS that traditional media outreach and social media presence are intertwined; as one grows, the other grows, and vice versa. The outreach in both spaces will use the best stories, case studies, reporting, and community activity to continue to create awareness about the LI curriculum and the online learning options provided through IN Cyber.

- ***Facebook – IN Cyber***

NNDS will be creating a IN Cyber Facebook page to promote the cyber school's brand and online learning options. This page will provide a community forum for the students and families who enroll in the school, as well as serve to share the story of the organization with potential students & interested parents. It will be modeled in the same format as the robust fan pages that NNDS maintains for PA Cyber and Wisconsin Virtual Learning; once the school year begins, that presence will continue to grow with direct input from teachers, school administrators, and even students. The Facebook page will also drive traffic back to the IN Cyber landing page.

- **Facebook – Lincoln Interactive**
The Lincoln Interactive Facebook page will serve as a key resource and promotional tool in a space where many of the target audience members visit at least once a day. The page will house key information about the curriculum and courses available, and allows users of the Lincoln Interactive curriculum from across the country to virtually meet and form an online community of users.

- **Google Search Word Ads**

Buying online ad words is an effective, highly targeted, and relatively inexpensive method to drive visitors to the IN Cyber and Lincoln Interactive sites. By purchasing a set of relevant search terms, the website link will appear when our target audiences have their hands raised and are looking for information on our topic.

This is an initial list of possible ad words for this online advertising campaign. (Second tier terms are dependent on the budget)

First tier

Internet curriculum Indiana	Internet courses Indiana
online classes Indiana	online courses Indiana
online education Indiana	e-school Indiana
Indiana home school	Lincoln Interactive
(specific school district)	virtual learning Indiana
Indiana virtual learning	e-learning Indiana
Indiana e-learning	online curriculum
e-learning	IN Cyber

Second tier

cyber school Indiana	Indiana cyber school
K12	Indiana Virtual School
Connections Academy	cyber learning
cyber school	

- **Banner Ads** - Banner (image) ads run the same way as Google Ad words search advertising, meaning that the search terms provided will determine placement of the ads. The school will have the option to pay per click, or per impression (image ads per click usually runs slightly higher than the regular search advertising), and similar to our other campaigns, we can set a daily budget, so we are guaranteed to stay within our spending limit. NNDS can also find and choose placements for an ad based on categories (education, home school, etc.), specific URLs, or demographics.

This online advertising will be important in the outreach to Indiana families to ensure that they are aware of the launch of the school; it can also be tailored to

provide details and specifics on the various information sessions that will be held in the state, to drive attendance to those sessions.

- **Radio & Print**

NNDS will develop a soft radio & print marketing campaign promoting IN Cyber and the Lincoln Interactive offerings, and open enrollment, to run in participating Indiana markets in early Spring 2012. This campaign will ramp up as information sessions are established.

- **E-blasts**

As part of the landing page, NNDS will include a form to fill out that will “capture” visitor’s key information, including email address. As NNDS builds up the list of interested people and contacts, they will start to send them e-blasts with information about IN Cyber and its Lincoln Interactive offerings. These e-blasts will allow the school to reach families directly, providing them with resources, the website for the cyber school, and other important details about where they can go with questions and to receive more information about the cyber program.

- **Mailings, Field Marketing Events, Information Sessions – TBD**

To promote the information sessions and to be sure the information is reaching key audiences with information about the cyber school, NNDS will utilize its e-blast system to send the specific logistics for information sessions, to ensure people know when and where they can attend in-person to receive more information about the cyber program. NNDS will also utilize our Google ad word campaigns and potential radio advertisements to keep families informed.

3. Attachment 7 contains the school’s Enrollment Policy. Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The school will not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Student Discipline

1. Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the virtual school environment, and the role of the SLA is an important part of this, since the SLA is the student’s first point of contact with the school and his or her resource for all academic issues.

Documentation of attendance:

IN Cyber will operate year round, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster. The

administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to Blackboard to access his or her courses. The students are assigned login passwords and usernames by the SLA when the course selection is complete. Students are provided with extensive orientation by the SLA about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into Blackboard automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in Backpack™, the Student Information System. According to data collected by The Pennsylvania Cyber Charter School, elementary students typically spend about 5 hours per day doing course work, and they typically divide this time into 2 sessions. Middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their SLA, devise a block schedule for themselves, thus progressing through their course work at a different pace.

Progress in Course Work:

Students' progress will be carefully monitored by the SLA assigned to that student, and this will be done on a weekly basis or more frequently, if needed. Each week the SLA will contact the student and parent/guardian to discuss the student's attendance and progress in all courses.

Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently in order to best meet their needs.

Student Discipline:

The IN Cyber is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

IN Cyber will create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, teacher-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function, or interacting with school personnel. Appropriate behavior

includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all district policies.

IN Cyber is dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

2. Attachment 8 contains copies of the three contracts and additional disciplinary policies.

Section IV – Performance Management

1. Educational Goals

Goal 1: Academic Achievement

IN Cyber will demonstrate improvement in the state’s school accountability system as established under PL 221. For each year of operation, IN Cyber will receive a grade of C or better beginning in the first year of its evaluation. For each subsequent year, IN Cyber will receive the same grade or better than the year before. By year 5, the goal is for the school to have a rating of A

PERFORMANCE (% passing ISTEP+ or ECA)	IMPROVEMENT (Average passing percentage improvement over three years)				
	A (Exemplary Progress)	B (Commendable Progress)	C (Academic Progress)	D (Academic Watch – Priority)	F (Academic Probation – High Priority)
≥90%					
≥80%	≥1%	<1%			
≥70%	≥3%	≥2%	≥1%	<1%	
≥60%	≥4%	≥3%	≥2%	<2%	<0%
≥50%	≥5%	≥4%	≥3%	<3%	<1%
<50%		≥5%	≥4%	≥3%	<3%

Goal 2: Documentation of Value Added

Percentage of students enrolled for at least one semester who make progress on the DORA/DOMA tests or other instrument as measured twice yearly will increase.

Benchmark	Rating
>80%	Exceeded
70-80%	Met

<70% Did Not Meet

Goal 3: Graduation Rate

Using the first year of operation as a baseline, the graduation rate will increase a minimum of 5% annually.

Goal 4: Participation Rate

Beginning in year 1, the percentage of students required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%.

Goal 5: School-wide Satisfaction

The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third party survey, conducted by Henderson Educational Services.

Benchmark Levels	Rating
>80% will report satisfaction	Exceeded
70-80% will report satisfaction	Met
<70% will report satisfaction	Did Not Meet

2. Organizational Goals

With its unique integration of technology and individualized educational programs, IN Cyber will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.

- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for teachers**, who are at the very center of IN Cyber's education model.
- **Assist all Indiana students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.
- **Become a laboratory for the development of best-practices** in every aspect of online education

3. Additional Assessments

All students will take the DORA/DOMA assessments twice per year as a part of the universal screening program. Additional assessments may be utilized as needed for ELL students, students with disabilities, gifted students, or any student deemed appropriate by his or her SLA. This data will be used to inform strategies for student assistance programs and assist the SLA in course and supplemental program selection.

4. Measurement and Evaluation of Academic Progress

Student assessment data will be collected daily, weekly, monthly, at the end of each semester, and at the end of the school year. State-mandated test results, DORA/DOMA assessments, and other artifacts of student work will be used to determine academic growth. Students placed into the RtI Program will be tracked separately, in addition. Results of the DORA/DOMA assessments will be compiled by grade level and for the school as a whole.

5. Student Information System

The comprehensive, state-of-the-art student information system IN Cyber will utilize is Backpack™ for Microsoft Dynamics CRM. This is a suite of products that leverages one of the most powerful enterprise development platforms available in order to create a true shift in how schools of tomorrow will need to operate and manage student data. Built in a top-down approach by educators for traditional, hybrid and e-learning environments, Backpack™ extends the normal features of student information systems and combines the rich functionality required for today's integrated data-management processes with a private social network for your school, bringing together students, parents, and teachers. With a familiar Microsoft interface, Backpack™ for Dynamics CRM is highly customizable, easily integrated with existing and legacy systems, and provides some of the most easily configurable real-time reporting capabilities on the market today. Because of the importance of accurate, timely data collection, this school has chosen to contract with Backpack™ to manage all student data required for effective school administration and the production of IDOE reports.

6. Professional Development

Sessions will be scheduled regularly throughout the calendar year and may be conducted in person, online, or via video-conference. Attendance will be mandatory, and all sessions will be

recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date.

Prior to the start of the year when students will be enrolled in the school, all administration, faculty and staff will participate in 5 days of intensive training in:

- Lincoln Interactive curriculum - design, development, content
- the use of the SIS
- student achievement and universal screening
- the online RtI process and programs
- online mentoring and monitoring

IN Cyber aims to become an example of very high-quality online education, and it will seek to hire and train teachers to serve students in this environment. The strong commitment to professional development and teacher training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 20 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, curriculum, education, and other topics. Of particular emphasis will be the disaggregation of data collected via universal screening. Extensive time and effort will be spent in both formal professional development sessions and in informal faculty meetings on the analysis and interpretation of performance data so that this information can be used effectively to drive instructional practices.

7. In the unlikely event that this school falls short of student academic achievement goals or any other goals, the administration and faculty will work closely with NNDS and the Governance Board to make immediate corrective actions. NNDS will closely monitor the school's faculty and administration to offer ongoing support. NNDS will also carefully monitor the school's implementation of the Universal Screening/Student Assistance Program. These two actions will help to ensure the school's initial and ongoing success.

Section V: Governance and Management

Attachment 9 contains Articles of Incorporation, 501(c)(3), Form 1023, and proposed Governance Board Bi-laws and policies.

Attachment 10 contains completed and signed Statement of Assurances.

Attachment 11 contains year one school level chart and school-level chart at full expansion.

Governing Board

1. Governance Structure and Composition

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

Full Disclosure of Board Members:

Full disclosure will be made of the identity of all relatives employed by the school who are related to the Charter School ESP, president, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the school, or any organization engaged by the school.

Board Training and Compliance:

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

Officers of the Governing Board:

President and Vice-President of the Board

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate in the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

Treasurer

The Treasurer shall be the chief financial officer of the School and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the School; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds,

securities, and legal documents of the School. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by any School District, State of Indiana, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

Secretary

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member, copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

Other Officers

Other officers shall have such duties and powers as may be designated from time to time by the Governance Board.

The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrative, faculty and student handbooks, and manual. The Board will continually assess the school, the Educational Program's successes, and areas in need of improvement. The Board will be directly involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law, including compliance with the Open Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held in one of the school's Student Support Centers, located in Trine University centers. It is likely that in the early stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. The Board will conduct its meetings at the Student Support Centers to ensure the highest public participation and greatest access to school presenters. Board meetings will be attended by: the school's administration, Education Service Provider personnel, any other relevant service providers, and such meetings will be open to parents and the general public.

General Duties by Statute and Contract:

Board Members must perform all duties:

- In good faith

- In a manner he/she believes is in the best interest of the School
- With the same care that an ordinary prudent person in a like position would use under similar circumstances
- Duty of Care
- Duty of Loyalty
- Duty of Confidentiality
- Duty of Obedience to the Purpose of the School
- Direct the operations of the school and provide executive oversight to ensure the achievement of its mission and its purpose

Contract with authorizer to:

- Execute contract to begin school
- Evaluate whether to continue school operations throughout contract period
- Decide whether to apply for contract renewal with the authorizer
- Contract with Contractors and Vendors as needs are determined
- Ensure that school facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and fingerprinting
- Hire certified and licensed instructors and professionals subject to management agreement
- Ensure the school is non-sectarian
- Conduct meetings in accordance with Indiana's Open Door Law
- Provide access to public records
- Report child abuse or neglect
- Conduct statewide tests of student achievement
- Ensure School follows state and district policies for student suspension, expulsion and removal
- Maintain confidentiality of student records
- Ensure the Management Company complies with rules for employers regarding:
 - Non-discrimination in wage rates
 - Worker's Compensation
 - Unemployment Compensation
- Participate in State information management system
- Adopt and maintain comprehensive school safety plan
- Disclose and address any and all potential conflicts of interest on the part of members of the Governing Board

Specific Duties by Statute and Contract

Board Members must:

- Develop and Implement a Financial Plan including budget forecast for each year of contract
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls
- Comply with rules provided by the State Auditor, maintain auditable financial records
- Provide scheduled financial reports to the Indiana Department of Education
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of School
- Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction
- Provide students with the necessary requirements to complete the plan of study including high school completion, career planning, post-secondary enrollment
- Implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards including
- Completing all state required annual reports for parents of enrolled students on progress in meeting academic goals.

The Governance Board may, in a meeting noticed and held consistent with applicable law, authorize representatives and agents of IN Cyber to exercise such powers and duties consistent with applicable law.

2. Roles and Responsibilities

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director, and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the school's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

The Governance Board of the School will be the policy-makers and have ultimate authority and control over the school and hiring National Network of Digital Schools, as the Education Service Provider. The National Network of Digital Schools will undertake the day-to-day responsibility for carrying out its directives. If National Network of Digital Schools breaches its agreement with the Governance Board, does not live up to academic performance measures in the Charter School Contract and cannot cure those breaches, then the Governance Board reserves the right to discharge National Network of Digital School from its duties pursuant to the terms of the management agreement to be concluded between IN Cyber and NNDS.

3. Board Creation/Transition

The members will convene an organizational meeting to organize themselves to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the Members will select and approve a slate of officers and Members including its President to manage the affairs of the school.

4. Pre-existing Nonprofit Organization

NA

5. Procedures

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state required training for Governance Board members.

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held in one of the school's Student Support Centers, located at Trine University locations. It is likely that in the early stages of the school launch and development, the Board may choose to meet more frequently.

However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. The Board will conduct its meetings at the Trine University locations to ensure the highest public participation and greatest access to school presenters. Board meetings will be attended by the school's administration, NNDS personnel, and any other relevant service providers, and such meeting will be open to parents and the general public.

6. Ethics and Conflicts of Interest

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict of Interest Policy. See Attachment 13.

7. Advisory Bodies

The Governance Board in conjunction with the school's administration will form a School Advisory Board comprised of interested citizens, community leaders, parents, and educators who are willing to serve on this committee. The purpose of this committee is to provide input and advice to the Governance Board and school administration. The structure of this committee is not yet determined.

8. Board Expansion, Development, and Succession

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the school's mission and vision.

Governing Board Removal Procedures and Term Limits: Removal Procedures

All policies may be found in the provisions stated in the By-laws.

9. Grievance Process

The Executive Director will be an experienced school leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the SLA, and the appropriate Director of Instruction, the Executive Director is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may request an appearance before the school Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable school law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

School Management Contracts

a. An explanation of how and why the ESP or CMO was selected

The Governing Board of the school has selected NNDS as the ESP for IN Cyber after doing thorough research on virtual school ESPs. Based on their due diligence, NNDS was selected because of its extensive experience, high quality proprietary curriculum, and the broad range of services it is able to provide.

b. A term sheet setting forth the proposed duration of the contract; role and responsibilities of the school governing board, the school staff, and service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract

Attachment 14 contains the terms of the contract, roles and responsibilities, duration, scope and services to be provided, and methods of oversight and enforcement, including conditions for renewal or termination of the contract.

The initial term of the management agreement shall be consistent with the term of the charter granted to the school. Thereafter, the Agreement will automatically renew for additional, successive five (5) year terms or as extended should the charter contract be renewed for a term beyond 5 years.

c. A draft of the proposed management contract detailing all of the above terms

Attachment 14 contains a draft of the proposed agreement with NNDS.

d. Explanation of the relationship between the school governing board and the ESP or CMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations

IN Cyber shall be governed by a Governing Board, which will set all policies, assume responsibility for compliance with the charter contract and applicable laws and regulations, and set the tone for ensuring adherence to the vision and mission of the school. To assure sound management and successful operation of the school, the Board will delegate some school operations. In this instance, the Board will delegate such management to a contracted Education

Service Provider, The National Network of Digital Schools, that has had significant experience and success in operating charter schools.

As provided for in the proposed Management Agreement, NNDS will be responsible and fully accountable to the Governance Board for the administration, operation, and performance of the school in compliance with the school's Charter Contract, the Statement of Mission and Purpose of the School, all applicable laws and regulations.

e. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities

NA

No member of the IN Cyber Board may be employed by, or have any financial interest in a service provider or any business entity related to a service provider.

f. Evidence that the service provider is authorized to do business in Indiana

Included in Attachment 14 is evidence that NNDS is authorized to do business in Indiana.

Section VI: Network Management

NA

Section VII: School Staffing

Staff Structure

1. Provide, as Attachment 15, a complete staffing chart for the proposed school. The staffing chart and accompanying notes or roster should identify:

- **Year 1 positions, as well as positions to be added in future years**
- **Administrative, instructional and non-instructional personnel**
- **The number of classroom teachers, paraprofessionals, and any specialty teachers**
- **Operational and support staff**

This is a complete staffing chart for the proposed school. This attachment (Attachment 15) will reflect the structure of the school for Year 1, as well as years 2-5.

2. Describe the administrative and staff structure planned for the school, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the school. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Please see Attachment 15 for this information.

Staffing Plans, Management and Evaluation

1. Attachment 16

Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 16, any personnel policies or an employee manual, if developed.

2. Salary Ranges, Employee Benefits

NNDS carefully researches salaries and benefits in the state in which the school is located. Typically, personnel who are certified teachers and/or have advanced degrees and certifications are compensated at the same or higher rate as the state's reported averages. Most employees are at-will employees, although some may have contracts. All employees of the school will be provided with health insurance, retirement benefits, and other benefits as required by IC 20-24-3-5(b)(3)(S).

3. Recruiting, hiring, and compliance with licensure requirements

NNDS will conduct searches for qualified personnel via ads in professional journals and other media. NNDS will ensure that all hiring meets or exceeds requirements as set forth in IC § 20-24-6-5. 100% of teachers employed by NNDS are certified in the state in which they are teaching.

4. NNDS requires all employees to undergo FBI and BCI clearances, as well as any other clearances required by a specific state. In addition, many of the NNDS administrators hold Level 2 clearances. All prospective employees are required to provide current proof of clearances prior to being hired. Procedures for hiring and dismissing school personnel are detailed in the Employee Manual.

5. Administrative, Faculty, and Staff Evaluations

The Executive Director of IN Cyber is essential to the success of the school. As a leader, the Executive Director is accountable for the continuous growth of students and increased performances as measured over time by school and state, as well as determined standards and indicators.

In this light, IN Cyber, in cooperation with NNDS, has constructed the following evaluation

process to look at all elements that are reflected within the school's model in order to accurately determine the effectiveness of the Executive Director. Elements in the assessment model may include:

- Determination of clear standards for the Executive Director's performance;
- Identification of specific, measurable goals;
- Agreement on measures/data to assess them;
- Provisions for Executive Director's development level and experience;
- Regular meetings to track and encourage progress;
- Training, support, and authority provided for the Executive Director;
- Executive Director's self-evaluation and personal growth planning; and
- Use of assessment data to plan next steps in growth and development of the Executive Director

Prior to the opening of the school, NNDS will assist IN Cyber in developing evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person's supervisor.

6. Unsatisfactory Performances

NNDS will adhere to the policies for dealing with unsatisfactory performance as detailed in the Employee Manual. Historically, NNDS has experienced a turnover rate of <4%. Improvement plans, increased supervision, and other measures are frequently utilized on the rare occasions that corrective action has been necessary. Because of the extensive training and mentoring that all employees receive, occurrences are extremely rare.

Professional Development

1. IN Cyber will provide all its administrators, teachers, and staff with intensive professional development programs. NNDS has implemented ongoing, intensive professional development for its teachers, administrators and staff.

Specific topics to be covered during professional development may include, but are not limited to:

- the complete guide to Lincoln Interactive courses
- best practices in e-pedagogy
- online mentoring and monitoring
- effective strategies for promoting student achievement in an online environment
- training in the use of the SIS (Backpack™)
- best practices in special education

- Lincoln Interactive course development
- the online RtI process and programs
- student achievement and universal screening
- reading across the curriculum

Professional development sessions will be scheduled regularly throughout the calendar year and may be conducted in person, online, or via video-conference. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date.

Prior to the start of the year when students will be enrolled in the school, all administration, faculty and staff will participate in 5 days of intensive training in:

- Lincoln Interactive curriculum - design, development, content
- the use of the SIS
- student achievement and universal screening
- the online RtI process and programs
- online mentoring and monitoring

IN Cyber aims to become an example of very high-quality online education, and it will seek to hire and train teachers to serve students in this environment. The strong commitment to professional development and teacher training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 20 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, curriculum, education, and other topics.

2. NNDS will support all administrators, faculty, and staff at In Cyber on an on-going basis. In addition to the frequent professional development sessions, NNDS routinely provides over-the-shoulder mentoring and guidance.

3. Professional Development Schedule – Prior to School Opening

All personnel, administration, members of the Governance Board, and any other stakeholders will participate in an extensive orientation program on the organization and design of a successful virtual charter school, using experts from PA Cyber, NNDS, Lincoln Park Charter School, Quaker Digital Academy, and/or other charter schools who use Lincoln Interactive curriculum and the NNDS school model.

2. Additional one day sessions will be conducted via video conference in best practices and new developments in online education for all school employees, including administrations, faculty, and staff. The Governance Board and other stakeholders will be invited to attend.

3. Prior to the start of the second year when students will be enrolled in the school, all administration, faculty and staff will participate in 5 days of intensive training in:

- Lincoln Interactive curriculum - design, development, content

- the use of the SIS
- student achievement and universal screening
- the online RtI process and programs
- online mentoring and monitoring

Participants will be provided with print materials and handbooks for each topic.

4. See above responses 1-3.

5. At the conclusion of each professional development session, participants' will be asked to complete a questionnaire designed to evaluate the content, delivery, relevance, and overall quality of the session. Results are carefully screened, and adjustments are made based on this input. Results from different schools are compared to glean additional information.

Section VIII: Parent and Community Involvement

1. Role in Development of School

The Governance for IN Cyber has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, teachers, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.

Parent involvement is an important component for student success. Parents will be encouraged to attend "Parent Night" meetings which provide parents and guardians the opportunity to tour the school, meet with teachers to discuss student progress and learn tips on how to support student learning and attendance. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the school.

2. Process for Dissemination of Information

Parents and community members will be informed about the development of the school via the school's web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers, and radio, Internet, and print media ads will be purchased to inform parents and community members of these sessions.

3. Program to Encourage Parental/Community Involvement

The school will seek to actively involve parents as much as possible. In a document titled "Everyone Plays a Part" that is included in the Student/Parent Handbook, parents are reminded of the key role they play when their children are enrolled in an online learning environment:

The Role of the Parent/Guardian

1. Available to supervise the student while the student is completing his/her school work.
2. Check your student's grades daily. Report cards will not be issued; however, you have real-time access to your student's grades at any time. Check parent & student email accounts, as well as announcements found online in order to comply with your school's requests.
3. Contact should be maintained with your Student Learning Advocate (SLA) or anytime you have a question.
4. Adhere to IN Cyber's attendance policies. Immediately inform your SLA of any illness or extended time away from your child's studies.
5. Provide proper documentation to the IS of any email address, phone number or residency changes.
6. Participate in universal screening and interventions, including but not limited to DORA/DOMA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.
7. Notify your SLA if you have a technical issue that prohibits your child from completing school work based on their academic plan.
8. Liability for the school's equipment and materials is the responsibility of the parent.

Parents will be encouraged to participate in field trips, informational sessions, and all student activities. Parents will also be invited to become a part of the School Advisory Committee.

4. Community Resources, Evidence of Support

IN Cyber's working relationship with Trine University to offer early college opportunities will provide unprecedented opportunities for its students. It is hoped that students will have access to academic opportunities in the form of dual credit courses, attendance at lectures and campus events, and the opportunity to interact with educational professionals at the college and post-graduate level. In addition, it is hoped that IN Cyber will become a laboratory for the development of best-practices in every aspect of online education, and in so doing, will be able to enhance every student's academic experience through the input of visiting scholars.

Section IX: Start-Up and Operations

1. Start-up Plan

Attachment 19 contains a detailed start-up plan.

2. Transportation

Because IN Cyber is a state-wide virtual charter school, the school will not provide transportation. Students attending IN Cyber will not be required to attend any functions at the school's offices other than certain required testing, IEP meetings, or other such state and/or federally mandated occasions. Thus IN Cyber will not provide transportation for students, although the SLAs and other school personnel will work closely with families who need assistance in traveling to the school's offices or to scheduled school events held at other locations, such as field trips. Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. Because of the nature

of this school, appointments and testing can be scheduled with some degree of flexibility, thus public transportation options are available to our students who want or need them.

IN Cyber will comply with all requirements of the McKinney-Vento Homeless assistance Act, 42 USC 11431 for homeless students, including the stipulation that these students shall have transportation to school.

3. Safety and Security

IN Cyber is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the school expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Internet Content Filtering

Every school-issued computer is preinstalled with a CIPA-compliant internet content filter. CIPA refers to The Children’s Internet Protection Act, which is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. This filter benefits our families in several ways including:

- Helps prevent children from deliberately or inadvertently accessing inappropriate sites
- Helps prevent predators from talking to children online
- Allows students to research within a safe learning environment

If a student tries to access a site that is blocked, the student will see this:

ACCESS DENIED!	
Internet access to the requested Web site has been denied based on PA Cyber's Acceptable Use Policy.	
User/Machine: Your Name	
IP: 111.111.111.111	
Category: Block Category	
Blocked URL: http://www.test.com/	
For further options, click here.	
8e6 R3000 Enterprise Filter provided by 8e6 Technologies . Copyright 2008. All rights reserved.	

Data Security

In order to maintain the strictest standards of confidentiality for student data, The National Network of Digital Schools utilizes the best industry standard protocols to secure confidential information. While its existing student information systems are Web-based, the organization employs standard technologies such as Secure Sockets Layer (SSL) encryption, which is a secure encryption protocol for transmitting data over the Internet. Access to such applications is available only via Virtual Private Network (VPN) access if the employee is outside of the local area network. A Virtual Private Network uses the Internet to create a secure channel between a local computer and a remote computer.

Additionally, NNDS employs a multiple firewall methodology to assure that access to specific resources is controlled. All student data will be accessed only by those personnel that require information as part of their job description, and employee credentials are required to gain access. All student-centric systems such as, but not limited to learning management system(s), portals, assessment applications, synchronous instruction, and third party resources are restricted by school-issued student user ID's and passwords. All student data is held locally, and is controlled by The National Network of Digital Schools. While the school does employ resources from third parties, all access to products is controlled locally.

Further, the faculty, staff, and administration have had to consider additional mechanisms to communicate between students/parents and staff. In addition to email communications restrictions, much thought and planning has been done to secure additional functionality such as discussion boards, chat, and blogging.

During the admissions process, it is not uncommon for the school's admissions team to gather student information in remote locations. During this time, an off-line admissions application is utilized so that no information is transmitted via the Internet or local network to avoid accidental or intentional interception. This information is then updated once the admissions team has returned to the secure local area network. Issues relating to lost or stolen equipment have also been considered, and advances have been made to secure and encrypt student data held on individual laptops.

As a complete online school, The National Network of Digital Schools has additional integrated systems that allow staff to perform a host of functions not usually required in traditional schools. This would include, but is not limited to, systems necessary for the distribution and reclamations of equipment and materials, and the help-desk. These systems are subject to the same precautionary and standard security practices as Student Information Systems.

Student Acceptable Use of Technology Policy

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. Even if students and their families choose to use their own computers, they must still sign and abide by this policy. A copy of this policy may be found in Attachment 8.

4. Technology Specifications and Requirements

a. Students will be provided with the following:

All students will be supplied with a fully configured laptop and will have Internet reimbursement provided for high-speed connectivity. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec in order to properly view streaming video and interactive

content. Minimum system requirements: Memory 256 Mb. Hard Drive 40 GB, Processor P4-2.4 GHz, operating system Windows 2000. All necessary software will be installed prior to the student receiving the computer.

NNDS recommends high-speed connectivity because of the media-rich content of all Lincoln Interactive courses.

There are some downloadable software packages that will be needed in order for students to participate fully:

Productivity

Microsoft Office products are used in our courses, but for the most part, students should have access to Microsoft Word in order to view documents. Alternatively, students can use some of the “viewer” products. If a word processing suite is not available, an open source software solution can be used such as Open Office.

Go to the Microsoft Downloads Page here and download and install the necessary viewer:

<http://search.microsoft.com/Results.aspx?qsc0=0&q=viewer&x=0&y=0&mkt=en-US&FORM=QBME1&l=1>

Open Office:

Included in this package is a program that functions similar to Word and can also save files in a Word compatible format. This is done by using the “Save As” feature under the dropdown menu “File”. When you go to save the file please change the “Save As Type” to “Microsoft Word 97/2000/XP (.doc)”.

<http://www.openoffice.org/>

Media Players

While we have done our best to minimize the number of media types within the courses, there is some content where we have little control over how it is displayed. At a minimum, students should have the following packages available to them on their computer/laptop.

QuickTime

<http://www.apple.com/quicktime/download/>

Flash Player

http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads

Shockwave

http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads

Real Player

<http://www.real.com/>

Windows Media Player

<http://www.microsoft.com/windows/windowsmedia/default.msp>

iTunes - iTunes can be used to mobilize the pod casts that appear in each lesson and play some required videos.

<http://www.apple.com/itunes/download/>

Java Runtime Environment

<http://www.java.com/en/download/index.jsp>

(Java is particularly important for Foreign Language courses)

Adobe Acrobat Reader

Can be downloaded at http://www.adobe.com/downloads/?ogn=EN_US-gn_dl

b. Students will have access to technical support from 8-8, M-F. Support staff may be located at one of the Student Support Centers or at the technology department at NNDS. Students may contact the tech support help desk via email or by phone. All calls will be returned in 24hrs.

c. See item 3 “Data Security” above.

d. Students have access to the course guide located in each course’s home page. This guide contains, among other items, a complete list of all instruction and assignments. These guides can be printed and used when the student does not have access to his or her computer or the Internet. IN Cyber will provide Internet reimbursement to all students. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec in order to properly view streaming video and interactive content. If the student resides in an area where high-speed connectivity is not available, arrangements will be made to procure a wireless card for the student’s use.

e. The NNDS DRP (Disaster Recovery Plan) indicates that the critical systems leveraged for the e-learning practice within the Network Operations Center (NOC) are to be backed up offsite via server snapshot hourly, and stored at our partner site, located approximately one hour north of the city of Pittsburgh. Of course, the NOC has been designed to survive catastrophic failure, and includes local data backups, as well as redundant systems, battery backups, and diesel generator capable of fueling the NOC and enabling normal usage.

Should a catastrophic event occur, the DRP contains contingencies to restart off-site services within hours of the event, and protects data for infinite periods of time.

5. Insurance Coverage

Attachment 20 contains a list of the types of coverage the school will secure, including a description of the levels of coverage.

By statute the following will be included:

Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate. NOTE:

Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.

Directors’ and Officers’ Liability/Educators’ Legal Liability/Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate.

Sexual Abuse Liability: \$1,000,000. NOTE: Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.

Automobile Liability: \$1,000,000 combined single limit.

Umbrella (Excess Liability): \$2,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Umbrella policy must include: commercial general liability, directors’ and officers’ liability/educators’

legal liability/employment practices liability, automobile liability and sexual abuse liability.
Workers' Compensation Liability: As required by Indiana law.

Section X: Facilities

IN Cyber plans to open Student Support Centers across the state, located in Trine University learning centers. For the beginning year, the following locations may be open:

Fort Wayne Regional Campus
9910 Dupont Circle Dr. East
Fort Wayne, IN 46825

Schererville Education Center
746 East U.S. Highway 30
Schererville, IN 46375

South Bend Regional Campus
4101 Edison Lakes Parkway
Mishawaka, IN 46545

Indianapolis Regional Education Center
7508 Beechwood Centre Rd.
Avon, IN 46123

Additional locations at existing Trine support centers may open as needed to properly and adequately serve our students.

Section XI: Budget and Finance

1. Budget Form – Attachment 21 will provide a detailed budget for the school.

2. Budget Narrative – Attachment 22

This will include a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis of Per-Pupil Revenue Projections, staffing levels, and costs. The narrative will specifically address the degree to which the school budget will rely on variable income, e.g. grants, donations, fundraising.

a. Per-Pupil Revenue

b. Anticipated Funding Sources

c. Accounting for All Anticipated Expenditures

3. Audits and Compliance. Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana as required by the Indiana State Board of Accounts.

In compliance with IC 20-24-3-5(b)(4), IN Cyber will complete a full audit of all school operations. The Board will identify and hire an Indiana audit firm and will arrange for the independent audit of the school's financial condition, operations, and other areas on a yearly basis.

Section XII: Replication Capacity

1. Attachment 23 contains a list of all NNDS clients. The following are some of the clients that use both services and curriculum:

Dr. Nick Trombetta, CEO
The Pennsylvania Cyber Charter School
1200 Midland Avenue
Midland, PA 15059
1-724-643-1180
ntrombetta@pacyber.org

Robert Haag, Superintendent
The Charter Schools of Excellence
Central Administrative Offices
1225 SE 2nd Avenue (Ham Forman's Way)
Fort Lauderdale, Florida 33316
954-463-9995
R.Haag@floridacharterschools.org

Ms. Melissa Horn, Principal
Wisconsin Virtual Learning
401 Highland Drive
Fredonia, WI 53021
866.301.0401
mhorn@nosd.org

Dr. Richard Varrati, CEO
Quaker Digital Academy
New Towne Mall
400 Mill Avenue SE, suite 901
New Philadelphia, OH 44663
1.866.968.7032
varratir@go2qda.org

Ms. Becky Manning, Director
The Lincoln Park Performing Arts Charter School
One Lincoln Park
Midland, PA 15059
724-643-9004
becky.manning@lppacs.org

Ms. Alexis Blake, Principal
Taos Pueblo Magnet School
855 Star Rd.
Taos, NM 87571
575-770-9799
alexisblake@msn.com

Dr. William Harbron, Superintendent
West Muskingham School District
4880 West Pike
Zanesville, OH 43071
740-455-4052
wharbron@laca.org

Ms. Lauren Hollander, CEO
Mavericks in Education
301 Southern Blvd.
West Palm Beach, FL 33405
561-379-8555
lh@mavericksineducation.com

Mr. Eric Lewis, Principal
Six Mile Charter Academy
6851 Lancer Ave.
Ft. Meyers, FL 33912
239-768-9375
elewis@sixmilecharter.org

2. NNDS has the capacity to manage this new state-wide virtual school, as well as manage and support its clients in Arizona, Texas, New Mexico, Colorado, Kansas, Wisconsin, Ohio, Pennsylvania, Florida, Georgia, South Carolina, Michigan, Vermont, and Connecticut. This foundation was developed to be able to provide a wide variety of management services and curriculum to multiple clients in multiple states, regardless of the size of the school. School design and development, marketing and recruiting, personnel and human resources, technology design and support, and financial management departments are ready to supply the needed time and resources as soon as this charter is approved.

Section XIII: Portfolio Review and Performance Record

1. Attachment 23 contains a list of all NNDS clients.

2.

a. The Pennsylvania Cyber Charter School, which is NNDS’s oldest and largest client, has the distinction of being known as one of the highest-performing and largest virtual charter schools in the country. Opening in 2000 as the first state-wide K-12 virtual charter school in Pennsylvania, PA Cyber has grown from serving less than 300 students to its current enrollment of over 11,000 students. PA Cyber has met AYP for the past three years, and it consistently out-scores state and national averages on the SAT and ACT.

See the following charts for this data:

School Status Summary						
Year	AYP Status	Mathematics		Reading		Graduation
		Part	Perf	Part	Perf	
2010-2011	Made AYP	Yes	Yes	Yes	Yes	Yes
2009-2010	Made AYP	Yes	Yes	Yes	Yes	Yes
2008-2009	Making Progress: in School Improvement II	Yes	Yes	Yes	Yes	Yes
2007-2008	School Improvement II	Yes	No	Yes	No	Yes
2006-2007	Making Progress: in School Improvement I	Yes	Yes	Yes	Yes	Yes
2005-2006	School Improvement I	No	No	No	Yes	Yes
2004-2005	Warning	No	Yes	No	Yes	Yes
2003-2004	Made AYP	Yes	Yes	Yes	Yes	Yes
2002-2003	Warning	No	Yes	No	Yes	No

School Status Report

2010-2011 AYP Status	This School met 31 target(s) out of 31.
	Made AYP

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	98.4	Yes	54.6	Yes-GM
White non-Hispanic	98.4	Yes	55.9	Yes-GM
Black non-Hispanic	98.3	Yes	39.7	Yes-SHCI
Latino/Hispanic	97.9	Yes	52.1	Yes-SHCI
Asian or Pacific Islander	100.0	Yes	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	97.6	Yes	57.1	Yes-GM
IEP	97.0	Yes	36.7	Yes-SHCI
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	99.0	Yes	56.7	Yes-SH

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	98.4	Yes	70.2	Yes-GM
White non-Hispanic	98.5	Yes	71.7	Yes-CI
Black non-Hispanic	98.3	Yes	57.2	Yes-SHCI
Latino/Hispanic	97.9	Yes	64.8	Yes-CI
Asian or Pacific Islander	100.0	Yes	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	97.6	Yes	67.1	Yes-CI
IEP	97.1	Yes	46.7	Yes-SHCI
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	99.1	Yes	70.3	Yes-SH

Graduation Rate		
	Graduation Rate Goal = 85%, Target = 82.5% or Improvement	Met Graduation Target
All Students	91.53%	Yes

Pa Cyber Scores 2010-2011 – SAT, ACT

	<u>CriticalReading</u>	<u>Math</u>	<u>Writing</u>	<u>Total</u>
PA Cyber	524	479	487	1490
State	493	501	479	1473
National	497	514	489	1500

	<u>English</u>	<u>Mathematics</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
PA Cyber Avg	23.2	21.2	23.6	21.2	22.4
PA State Avg	21.3	22.1	22.1	21.4	21.9
National Avg	20.5	21.0	21.3	20.9	21.0

Average 2010 Dora Doma Scores

2010 Grade	Total Assessed	High Frequency Words	Word Recognition	Phonics	Phonemic Awareness	Vocabulary	Spelling
K5	243	0.6	1.1	0.7	0.6	3.7	0.3
1	337	1.3	2.5	1.7	0.6	4.7	1.0
2	281	2.3	5.2	3.0	0.7	5.4	1.9
3	294	3.2	7.9	4.1	0.2	5.9	2.7
4	303	3.4	9.1	4.4	0.1	6.3	3.1
5	350	3.7	10.2	4.6	0.0	6.8	3.9

Average 2011 Dora Doma Scores

2010 Grade	Total Assessed	High Frequency Words	Word Recognition	Phonics	Phonemic Awareness	Vocabulary	Spelling
K5	243	1.5	3.0	2.0	0.7	5.1	1.2
1	337	2.5	5.9	3.4	0.7	5.9	2.0
2	281	3.1	8.1	4.1	0.7	6.3	2.7
3	294	3.5	10.4	4.6	0.8	6.7	3.5
4	303	3.7	11.3	4.6	0.7	7.7	4.2
5	350	3.8	11.7	4.7	0.7	8.2	5.3

Average Gains from 2010 to 2011

2010 Grade	Total Assessed	High Frequency Words	Word Recognition	Phonics	Phonemic Awareness	Vocabulary	Spelling
K5	243	0.8	1.9	1.3	0.1	1.4	0.9
1	337	1.2	3.4	1.8	0.1	1.2	1.1
2	281	0.8	3.0	1.1	0.0	1.0	0.8
3	294	0.4	2.5	0.4	0.6	0.8	0.8
4	303	0.3	2.2	0.2	0.6	1.3	1.1
5	350	0.1	1.5	0.2	0.6	1.4	1.4

b. PA Cyber has implemented the Universal Screening, Student Assistance/RtI program described in this charter application. This allows the school to offer immediate assistance to students who are struggling academically, and it allows the school’s administration and faculty to make data-driven decisions. These programs, along with a commitment to maintaining a student-centered environment, have produced the remarkable academic success documented above. Achieving these indicators of academic success is always problematic in a virtual charter school, since students enroll throughout the year, often after not having had success at their previous schools. NNDS has proven that designing an educational program that provides immediate assistance, offers tightly aligned curriculum and a variety of supplemental programs, and provides close mentoring, produces dramatic results that are both personally and professionally rewarding.

c. Not only for PA Cyber, but for all virtual charter schools, there are several important challenges that require ongoing attention and work. First, students come to a virtual charter school from a wide variety of backgrounds and with a great disparity in academic preparation. Secondly, students and families’ often envision an online school as less work than a traditional brick and mortar school and have lower expectations for the rigor of the coursework than is actually the case with Lincoln Interactive courses. Third, families and students tend to be less diligent about recording attendance and staying on pace in a virtual school. Finally, students and their families often resist the school’s requirement that all students participate in state and school mandated testing. In order to overcome these challenges, PA Cyber and NNDS have developed the student-centered model with each student assigned to an SLA. This carefully trained, certified teacher guides and mentors the student, making sure that the student is assigned to the appropriate courses, remedial programs, if necessary, participates in all required testing, and maintains the required contact with the school.

d. Although there are no other schools in a network in Indiana, NNDS recommends that all of its clients’ schools utilize the student-centered, educational model described herein.

3. NNDS is not at liberty to disclose this information. However, schools that do not implement the SLA function and do not implement the above described Universal Screening/Student Assistance Program do not have the same results as schools that do.

- 4. NA – Currently, NNDS does not operate any schools in Indiana.**
5. Attachment 25 contains NNDS’s current financial information, including the most recent audited reports.
- 6. NA –No contracts have been terminated by either the organization or the school.**
- 7. NA- No charters have been revoked, not renewed, shortened or conditionally renewed.**
- 8. NA- There have been no performance deficiencies of any sort, nor has any authorizer intervened at any time.**
- 9. NA- There is no current or past litigation or arbitration proceedings to report.**

Attachment 1

Founding Group Resumes

Jane Price	
CAREER SUMMARY	
<p>I have always loved learning, and I love to help others learn. My formative years playing school with 6 younger brothers and sisters led to my college degree in secondary mathematics education, being the first person on either side of my family to not only attend college on a full-tuition scholarship, but also earn a degree and successfully teach in the public school system for 15 years. My greatest teacher was my mother; she taught me how to love and how to parent. I interrupted my teaching career to raise 3 children with my husband, also a public school teacher.</p> <p>I have had the privilege to begin a second career. I believe in relevant, quality education for every child and choice for families. I now create, lead, and collaborate with dedicated colleagues and tireless fellow educators on a daily basis to expand educational opportunities for students who live in a digital world. We are making a difference and helping to transform education in America. There is no better legacy.</p>	
EDUCATION, CERTIFICATION, AND TRAINING	
Bachelor of Arts - Secondary Education, 1972	West Liberty University, West Liberty, WV
Graduate Studies, 1976	Kent State University, Kent, OH
Graduate Studies, 1978	Ashland University, Ashland, OH
Graduate Studies, 1973	West Virginia University, Morgantown, WV
Principal's Certification Program, 2004	University of Pittsburgh, Pittsburgh, PA
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • Microsoft Office Suite • Blackboard LMS 	<ul style="list-style-type: none"> • Design, development, delivery of online curriculum for 4K-12 • Identification and implementation of strategic partnerships for education, technology, and business • Online school management • Client school support, including market research, promotion, trainings, and orientations • Leadership and team building • Instructional leadership and professional development • Infrastructure creation and support • Competitive analysis • Enhancement and refinement of products and services
PROFESSIONAL EXPERIENCE	
The National Network of Digital Schools	June 2005 – Present
Senior Vice President, Managing Director: Provide oversight of staffing and operations at NNDS, product development of Lincoln Interactive™ curriculum products, development and management of learning technology systems, client marketing, promotion, and operations support, and oversight of educational outreach programs.	
The Pennsylvania Cyber Charter School	2001-2005
Director of Curriculum, Assistant Director of School: Acted as one of several principal originators of the Pennsylvania Cyber Charter School; a first-of-its-kind educational institution that experienced extreme success in delivering online learning to over twenty thousand students. Assisted in development of	

Jane Price	
business and product templates and pioneered product development processes.	
East Liverpool City Schools, East Liverpool, OH	1975-1981, 1988-1995
Secondary Mathematics Teacher	
Hancock Country Schools, New Manchester, WV	1972-1975
Secondary Language Arts Teacher	
AWARDS AND RECOGNITION	
<ul style="list-style-type: none"> • Invited guest speaker at community events, educational summits, and professional development in-service activities • A Founding Father of the Buckeye Online School for Success, OH • Special Recognition for Dedication and Innovation, PA Cyber 10-Year Anniversary Celebration 	

Brett Geibel	
CAREER SUMMARY	
I am a longstanding systems engineer, specializing in disparate eLearning data flow models, services, and increased efficiencies. Beginning in 2002, I devoted my efforts to creating and maintaining technology systems for online schools, transitioning into an eLearning professional with extensive background in technology and operations. My goal is to ensure that there is always effective communication in our organization and with our clients and to enable an easy and accessible path from the technical to the non-technical.	
EDUCATION, CERTIFICATION, AND TRAINING	
B.A. Economics, 1999	University of Pittsburgh Pittsburgh, Pennsylvania
MCP	Microsoft Corporation
MCSA	Microsoft Corporation
CCNA	Cisco Systems
Comp TIA Network+	Comp TIA
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • Microsoft Certified Professional (MCP) • Microsoft Certified System Administrator (MCSA) • Cisco Certified Network Associate (CCNA) 	
PROFESSIONAL EXPERIENCE	
National Network of Digital Schools Beaver, PA	2005-Present
Executive Consultant	
I participate as an active member of the Executive Team that grew our start-up business by 35-50% year after year.	
My responsibilities include every aspect of information technology, operations planning, execution, and support for an 80 million dollar firm specializing in online education with 15 U.S.	

Brett Geibel

locations. I was originally chosen in 2001 to support the explosive growth for an organization comprised predominantly of educators due not only to my technical abilities, but also for my methods of communicating the technical to the non-technical. My reach included every business function not included in online instruction and curriculum.

I have been working in a very fast paced and have gained valuable experience in areas not traditionally assigned to information technology professionals. This would include, but not be limited to contract negotiations, sales and marketing, accounting, finance, purchasing, pricing and costing.

During my tenure, I have frequently used my Economics education in order to determine strategic direction from more than a dollar and cents perspective, and have been able to use my skills to make sound decisions as they relate to cost savings, expansion, and scalability. Moreover, I have been actively involved in strategic planning with regards to organizational direction and the execution of company goals, as well as the associated financial opportunity costs.

I have been responsible for a budget in excess of 20 million dollars annually, which has been used for networking, systems, and software development, as well as for both technical and non-technical human resources that would fall under my jurisdiction.

Lastly, it was my responsibility to align IT to internal business processes, while paying special attention to increased efficiencies. During my very first project, for example, I was able to save the company over \$50,000.00 annually by reconfiguring the network topology and renegotiating contracts with telecommunications providers.

**The Pennsylvania Cyber Charter School
Midland, PA**

2002 - 2005

Director of Technology:

Designed, configured, installed, managed and monitored all Layer 1-4 devices in a 15 location WAN from vendors such as Cisco Systems, HP, Sonicwall, NetGear, Wave Wireless, BreezeCom, Linksys, Intel and 3Com within 12 locations. Includes multi-layer switching and routing.

Senior Systems Engineer responsible for design, installation and management of all heterogeneous Windows based networks including Windows NT4, 2000/AD schema and Linux servers. Included network services such as DNS, DHCP and WINS.

Responsible for installation, maintenance, advanced troubleshooting and administration of the corporate network and security infrastructure, that included fiber optics, Ethernet, 802.11b/g and Frame Relay, cable and DSL.

Installed, configured and supported all Microsoft BackOffice applications, including Exchange Server(s), SQL Server(s), ISA Server, and IIS.

Installed and managed all remote access services via dial-up and VPN connectivity.

Developed infrastructure to support PaCyber Virtual Classroom including Interwise ECP and the Blackboard Learning Suite.

Designed, configured, installed and managed all telephony solutions, including the 3Com NBX VOIP enterprise solution.

Provided data recovery solutions using packages such as Veritas Backup Exec and hp storage products.

Acted as Project Manager for all Application Development including many Blackboard integrations and the development of many integrated applications, including Java and open-source technologies.

Brett Geibel	
<p>Interacted with all vendors, personally.</p> <p>Acted as writer/approver on all IT related policy.</p> <p>Entrusted with Yearly Budget (>10 million).</p> <p>Department Manager of 50 motivated technical and non-technical staff, including Operations.</p> <p>Minimized downtime via flex-scheduling and performing maintenance off-peak.</p> <p>Directly involved in strategic planning with regards to organizational direction.</p>	
The Hewlett Packard Company Palo Alto, CA	2000 - 2002
<p><u>Solutions Architect:</u></p> <p>Assisted Fortune 1000 customers in the Mid-West Territory with pre-sales technical support and troubleshooting regarding the installation and configuration of products in the hp OpenView Management Software portfolio.</p> <p>Designed Enterprise and Mid-market solutions surrounding Network, Security, Systems, Application, Service, Storage and Performance Management products.</p> <p>Aided in the implementation of solutions into heterogeneous environments including Windows NT/2000, HP-UX, Solaris, AIX, and Linux.</p> <p>Educated potential customers on the benefits of management products, technical architecture, as well as the accompanying mindset for successful implementation.</p> <p>Assisted outside SA team on written RFI's and RFP's.</p>	
Western Beaver County School District Industry, PA	1999-2000
<p><u>Technology Coordinator:</u></p> <p>Designed, configured, installed and maintained servers and network devices.</p> <p>Developed internal policy and procedure.</p> <p>Installed and supported WAN and LAN architecture, including telephony.</p> <p>Supported approximately 1200 users, from a desktop perspective.</p> <p>Coordinated technology planning process, and wrote associated technology plan.</p>	
VAI/Computerland Gibsonia, PA	1994 - 1999
<p><u>Manager of Corporate Accounts:</u></p> <p>Designed and aided in the implementation of PC networks (LAN's/WAN's).</p> <p>Counseled businesses on benefits of PC networking products and services.</p> <p>Coordinated project management and the delivery of written and verbal proposals.</p>	
AWARDS AND RECOGNITION	
<ul style="list-style-type: none"> • Omicron Delta Epsilon – International Honor Fraternity in Economics 	

CAREER SUMMARY

Bryan Bown - Director of Educational Services	
I spent the first 6 years of my career working with juvenile delinquents. The next stage included teaching at an alternative school. At this point I expanded my career into the online educational world. I started as a virtual teacher and curriculum writer and continued to grow into my current position as the Director of Educational Services for the National Network of Digital Schools.	
EDUCATION, CERTIFICATION, AND TRAINING	
B.A. in Political Science, 1994	University, City, State Marietta College, Marietta, Ohio
PA Certified Teaching Certificate, Social Sciences, 2000	Robert Morris University, Moon, Pennsylvania
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
Microsoft Office Suite Blackboard™ LMS	<ul style="list-style-type: none"> • Developed the original 5 courses for the Lincoln Interactive Curriculum Content area of Social Studies: American History, Civics, Pennsylvania History, World Cultures, and Social Studies 7 • Social Studies Department course reviewer for the Lincoln Interactive Curriculum • Virtual Teacher for The Pennsylvania Cyber Charter School – 4 years • Teacher Facilitator for The National Network of Digital Schools – 4 years
PROFESSIONAL EXPERIENCE	
Shuman Juvenile Detention Center, Pittsburgh, PA	1994– 2000
<u>Wing Supervisor</u> Responsible for the safety and security of the center Trained and supervised over 30 employees Counseling and teaching of juveniles Responsible for crisis interventions	
Longmore Academy, Mars, PA	2000 - 2003
<u>Social Studies Teacher</u> Alternative school setting Responsible for all Social Studies classes: American History, World Cultures, Civics, Economics, World Geography	
Pennsylvania Cyber Charter School, Midland, PA	2003 - 2007
<u>Department Head – Social Sciences</u> Virtual Teacher – Pennsylvania History, Civics, American History, World Cultures Department Head for 5 Social Science Teachers Led monthly planning meetings	

Bryan Bown - Director of Educational Services	
National Network of Digital Schools, Beaver, PA	2004 - Present
<p><u>Curriculum Developer:</u></p> <p>Developed and Reviewed the Social Studies Department</p> <p>Created and wrote the original 5 courses for the Lincoln Interactive Curriculum Content area of Social Studies: American History, Civics, Pennsylvania History, World Cultures, and Social Studies 7</p>	
<p><u>Director of Educational Services (2007 – Present)</u></p> <p>Organize and supervise Educational Consultants.</p> <p>Oversee all responsibilities of the Educational Services department.</p> <p>Work closely with Senior Vice Presidents and other Directors.</p> <p>Identify and understand the Lincoln Interactive Curriculum</p> <p>Organize presentations on the Lincoln Interactive Curriculum</p> <p>Answer any questions and promote Lincoln Interactive Curriculum</p>	
AWARDS AND RECOGNITION	
<ul style="list-style-type: none"> • Teacher of the Month – Pennsylvania Cyber Charter School • Level II Certification 	

Jean P. Aldrich, Ph.D.	
CAREER SUMMARY	
<p>After working in the corporate sector as an executive, I returned to graduate school and have been actively involved in education for the past 27 years. I am currently charged with designing school programs that utilize online learning for students in grades k through 12. This rewarding work has enabled me to meet and work with thousands of families who see online learning as an important opportunity and choice for their children.</p>	
EDUCATION, CERTIFICATION, AND TRAINING	
BA - Business Administration 1969	Ohio Northern University, Ada, OH
MA - English 1989, GPA 4.0/4.0, recognized by Provost for academic excellence	Youngstown State University, Youngstown, OH
Ph.D. - English 1993	Union Institute and University, Cincinnati, OH
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • MS Office 2000 - 2007 (word, PowerPoint) • Blackboard LMS 	<ul style="list-style-type: none"> • Designed and implemented student recruitment plan for PA's largest cyber charter school • Developed protocol and procedures for admissions teams at several charter schools • Designed professional development programs for schools/clients in admissions protocols, marketing, student services, public relations

Jean P. Aldrich, Ph.D.

- Designed school programs, including curriculum requirements, graduation requirements, and transcript content expectations
- Designed and developed individualized learning programs for use by schools with individual students
- Taught English, writing, and research at the college level for 12 years
- Designed a demo for use by admissions and recruitment teams from charter schools
- Wrote and successfully submitted charters for schools in OH, WI, and PA
- Wrote and edited professional publications for various client schools
- Wrote, produced articles, videos, and training materials for child abuse detection training and sexual harassment awareness training

PROFESSIONAL EXPERIENCE

National Network of Digital Schools, East Liverpool, OH	2006 – Present
Director of School Development : Responsible for program design, school charter design and application process, developing admissions policies and protocol for clients, working with clients to design and/or adapt online curriculum to meet needs of students and families. Also assigned to community affairs/public relations representation for clients. Responsible for developing and conducting trainings for clients on admissions protocols, recruiting, retention, student services, and marketing.	
The Pennsylvania Cyber Charter School, Midland, PA	2002-2006
Director of Student Services: in charge of all admissions processes, functions, and personnel. Administered student services department that include student activities, school nurses, and various office personnel.	
Centre Educational Consultants, Center, PA	2001-2002
Educational consultant: Designed and developed plan for the creation of The Lincoln Park Performing Arts Center and The Lincoln Park Performing Arts Charter School, including writing and obtaining a planning grant, feasibility study, and community support and involvement.	
Kent State University, East Liverpool	1997-1999
Associate Professor, English Department - taught composition, research writing, children's literature and special topics courses in the English Department	
Youngstown State University	1986-1999
Adjunct faculty, English Department- taught all levels of writing courses, supervised graduate students teaching composition	
Graduate Assistant (1986-1989)- assigned to teach writing courses a the undergraduate level	

AWARDS AND RECOGNITION

- Awarded graduate assistantship, Youngstown State University, with full tuition and stipend
- Recognized by the Youngstown State University Graduate Provost for academic excellence (1989) Highest grade point average in graduate class.
- Named in 1991 to the task force at the Center for Women, Office of Social Responsibility, Washington, DC, to participate in the design and development of model sexual harassment policy for schools and colleges. Created videos, published papers, and newspaper articles. Also trained several school districts and corporations, and continue to do so.

James J. Colaber	
CAREER SUMMARY	
I have been working in the technology field my entire career. The majority of that time has been spent in the corporate sector from LAN technician to database administration. Over the past six years I've applied that technical background to the field of education. This rewarding work has enabled me to help children utilize technology as a tool for advanced online education.	
EDUCATION, CERTIFICATION, AND TRAINING	
BS – Mathematics/System Analyst 1990	Pennsylvania State University, State College, PA
Accredited Platform Specialist 2007 HP Commercial Desktops, WS and Notebooks Network + Certification	
A + Certification	
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • Sharepoint – Document Management Software • MS Office 2000-2007 (Word, Excel, Infopath, Access) • Computer configuration and repair • Helpdesk support and troubleshooting • Network support • Computer reimaging • Raster editing • Blueprint Management 	<ul style="list-style-type: none"> • Designed and managed Sharepoint for PA's largest cyber charter school • Provided Sharepoint employee training • Developed protocol and procedures for PA Cyber School hardware department • Developed protocol and procedures for technical support services department • Implemented and managed blueprint/document tracking system as well as client training
PROFESSIONAL EXPERIENCE	
National Network of Digital Schools, East Liverpool, OH	March 2010 – Present
Director of Technical Support Services: Responsible for technical support for students, developing and building the helpdesk support department, designing and implementing helpdesk procedures, developing and building the hardware support department, designing and implementing hardware procedures. Work with clients and students to identify and improve technical support for software and hardware.	
The Pennsylvania Cyber Charter School, Midland, PA	September 2003 – February 2010

James J. Colaber	
<u>Sharepoint Project Manager (Promoted September 2008)</u> : In charge of the development, design, management and training for all staff.	
<u>Manager of Hardware Department (Promoted April 2005)</u> : Supervise department personnel, manage day-to-day operations, develop and implement procedures for computer repair/reimage, field customer complaints, provide technical support for staff, support shipping and receiving department.	
<u>Helpdesk and Hardware Support Technician (September 2003)</u> : Configure and repair computers, OS and software installation, provide technical support for students and staff.	
Document Control Group, Midland, PA	July 1992 – September 2003
<u>PC and Network Technician</u> : Responsible for LAN support, database management, the implementation of document management systems, hardware and software installations and upgrades, the implementation of disaster recovery procedures, hardware and software training, onsite and remote client administration and support, scanning and raster editing of blueprints, demonstrating blueprint scanning and document retrieval software. Supervised the development of an information tracking system for new facility installations for accurate accountability.	
Kaufmann’s Department Store, Pittsburgh, PA	March 1991 – June 1992
<u>Sales Staffing Facilitator</u> : Supported regional supervisors, performed sales data analysis, spreadsheet development, staff scheduling and auditing, developed production reports, provided pc and printer troubleshooting.	

Paul A. Hood	
CAREER SUMMARY	
I began my career as a teacher and school psychologist. In 1980 I served a county region as director of special programs. I later became assistant superintendent in charge of all special programs for the county, and the development of general curriculum and school improvement. I served as superintendent for 20 years. During that time I devoted resources to the development of classroom technology and distance learning technology to equalize educational opportunities for all students. My office lead the way in the late 1980’s to the development of the first full motion video/audio teleconferencing system linking 14 high schools for the delivery of advanced level curriculum. I have spent the years since working on the implementation of other technologies such as online learning so that all students regardless of district size or wealth will have equal access to the same high level curriculum.	
EDUCATION, CERTIFICATION, AND TRAINING	
B.S in Psychology, June 1972	Mount Union College, Alliance, Ohio
M.S. in School Psychology, June 1974	Miami University of Ohio, Oxford, Ohio
Internship in Psychology, Clark County Schools, Springfield, Ohio, July-June, 1974-75	Clark County Schools, Springfield, Ohio.
Advanced degree in Educational Administration, Kent State University, 1982.	Kent State University, Kent, Ohio
Advanced degree in Special Education Supervision, Kent State, 1984	Kent State University, Kent, Ohio
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • Design and implementation of full motion distance learning • Blackboard – LMS 	<ul style="list-style-type: none"> • Assisted in the design of Crestron controls with Ameritech for use by teachers in the delivery of teleconferencing distance learning.

Paul A. Hood	
<ul style="list-style-type: none"> • MS Office 2000 – 2007 (Word, Excel, Powerpoint) • Power of teaching not talking with distance learning. • Design and implement student attendance and achievement tracking systems. 	<ul style="list-style-type: none"> • Presented workshops to school district administrators and school treasurers on the implementation of office technology and software. Assisted in the development of the first school accounting software, and the first Student Information tracking system still used in Ohio schools. • Presented over 100 workshops and information sessions to school districts and professional associations on the use of distance learning. • Help establish and administer the first information technology sites mandated by law for Ohio public schools. • Assisted in the design and building of the first totally redundant 12 strand fiber-optic system spanning over 214 miles linking 46 school districts in two counties.
PROFESSIONAL EXPERIENCE	
National Network of Digital Schools East Liverpool, OH	June 2007 - Present
Educational Consultant. My primary responsibility and goal is to help traditional public school districts implement successful online programs to increase learning opportunities for all students. My work involves designing programs to be used to help students needing additional credit coursework to implementing systems to provide advanced coursework for high achieving students.	
Columbiana County Schools Lisbon, Ohio	July 2004 - August 2007
Director of Technology. I had responsibility for the classroom, office, and information technology for implementation for 12 school districts grades k-12.	
Columbiana County Schools, Lisbon, Ohio	May 1983 – July, 2004
Superintendent of Schools, Columbiana County Educational Service Center	
Columbiana County Schools	August 1975-May 1983
School Psychologist and Director of Special Education Programs for 6 districts in Columbiana County. I had the responsibility for the establishment of all programs, and the maintenance of all programs in accordance with State and Federal laws, rules, and policies.	
AWARDS AND RECOGNITION	
Outstanding Leadership for County Schools Ohio County Superintendents Association. 2004.	
Technology Administrator of the Year, 2004 Buckeye Association of School Administrators	
Governor's Appointee and Chair of the Ohio Public Broadcasting Commission, 1986-2004	
Currently serve as Governor Appointee to the Ohio eTech Commission. eTech is a legislatively	

created commission responsible for leadership and implementation of all technology used by the State of Ohio to promote life long learning for all citizens.

Gregg A. Harding	
CAREER SUMMARY	
<p>I began my career as a teacher concentrating in language arts. From 2006 to 2010, I served as an Instructional Supervisor at an Online School where I advanced to Special Needs Team Leader. Currently, I have been serving as Special Education Liaison for a non-profit management foundation which specializes in supplying K-12 curriculum for a variety of educational entities. Here, I serve as a facilitator of information when delivering curriculum and educational services in the e-learning format.</p>	
EDUCATION, CERTIFICATION, AND TRAINING	
B.S in Education, Integrated Language Arts December, 2004	Youngstown State University, Youngstown, Ohio
M.S. in Education, Special Education Concentration, May, 2010	Youngstown State University, Youngstown, Ohio
Committee Member (Online Education Representative)	Ohio Northeast Regional Transition Council
Successfully passed Praxis Tests in the following concentrations: Educational Leadership (Administration and Leadership): English Language, Literature, and Composition; Special Education: Knowledge Based Core Principles.	Educational Testing Service
EXPERTISE QUALIFICATIONS	
Technical Expertise	Content Expertise
<ul style="list-style-type: none"> • Design and implementation of full motion distance learning in special education • Blackboard – LMS • MS Office 2000 – 2007 (Word, Excel, PowerPoint) • Design and implement student attendance and achievement tracking systems. • Design and implement online products for special needs populations and applications. • Virtual Teaching • Individual Education Program processes. 	<ul style="list-style-type: none"> • Designed Ohio Graduation Test workshop for brick and mortar setting in the concentration of language arts. • Converted general education career assessment program to be used as a tool for data based special education post-secondary transition program. • Served as Special Needs Team Leader where I assisted in IEP compliancy, transition, and organizational issues. • Served on Virtual Classroom Committee. • Served on Ohio Improvement Process Committee.
PROFESSIONAL EXPERIENCE	
National Network of Digital Schools East Liverpool, OH	January 2010-Present
<p>Educational Consultant. My primary responsibility and goal is to help traditional public school districts implement successful online programs to increase learning opportunities for all students. My work involves assisting schools who are not traditionally versed in special needs applications</p>	

Gregg A. Harding

in the e-learning format. I also assist in adapting specific IEP specially designed instruction to online curriculum.

Buckeye Online School for Success

May 2006 – December 2010

Special Needs Team Leader. My primary responsibility was to serve as an instructional supervisor for up to 24 special needs students. Also, served as transition committee member where I was put in charge of developing a transition program that would meet and/or exceed state expectations.

Jennifer Danic

jennifer.danic@gmail.com

[260-687-8676](tel:260-687-8676)

Steuben County Community Foundation, President & CEO, (2011 - Present)

Provide professional leadership and assistance to the Officers and Board of Directors; administer the implementation of Board policies and plans toward the accomplishment of goals; and, responsible for the entire operation, growth and development as well as donor development of the Foundation with \$16.2 million in assets.

Goodwill Industries Foundation of Central Indiana, Development Manager, (2007 - 2011)

Raised \$1.5 million+ from more than 600 donors a year working closely with the Director of Development; responsible for portions of Goodwill's individual giving program including the annual fund and program-specific fundraising

- Planned, designed, wrote, and managed segmented mailing process of monthly direct mail pieces sent to 5,000+ donors in central Indiana; responsible for securing \$300,000 in unrestricted dollars each year
- Cultivated and stewarded 350 donors through personal visits, phone calls, targeted mailings and giving societies based on annual giving patterns; initiate planned giving conversations as necessary
- Managed website, email marketing and social media activities for the Foundation
- Represented the Foundation in cross-departmental Goodwill activities including organization-wide strategic plan and technology planning, among others

North United Methodist Church, Capital Campaign Coordinator, (2009 - 2011)

- Organized activities to fulfill church's \$8 million capital and endowment campaign; facilitated transition from private to public phase
- Chaired 2010 Stewardship Campaign which secured \$1.3 million in pledges to support 2011 budget

Greater Education Opportunities Foundation, Manager of Advancement, (2005-2007)

Oversaw all facets of the development program (grants, special events, direct mail, prospect research, and corporate/foundation relations) for four charter schools, a statewide service center and two statewide tutoring programs

- Received nearly \$500,000 in new private and state grant dollars
- Launched a corporate sponsorship initiative that raised \$200,000 through events and naming opportunities
- Grew donor database by 300% and designed a direct mail campaign to achieve a response rate of nearly 10%
- Created a quarterly donor newsletter; authored column in *Indiana Charter Schools Today* (distribution 20,000+ nationwide)

Awards, Leadership and Volunteer Experiences

- Received 2009 **Indiana Governor's Award for Tomorrow's Leaders**; one of 12 recipients
- Board Member, **Association of Fundraising Professionals** of Central Indiana (2011); affinity group leader 2008 – 2011; active chapter member since 2006
- President of the Board, Indiana University **Center on Philanthropy Alumni Association** (2008-2010)
- Board Member, Founding Member & Operations Team Leader, **Giving + Sum** (young professional giving circle); co-lead 100 members through \$50,000 grant process (2008 & 2009); chair of nominating committee (2010)

Education and Certification

Certified Fundraising Executive (CFRE); successfully passed exam and completed years of employment requirement in June 2011

Master of Arts in Philanthropic Studies; Center on Philanthropy at Indiana University

Certificate in Nonprofit Management; School of Public and Environmental Affairs, Indiana University – Purdue University Indianapolis

Certificate in Fund Raising Management from The Fund Raising School at Indiana University; Completed courses: *Principles and Techniques of Fundraising, Interpersonal Communication for Fundraising, Developing Major Gifts, and Planned Giving: Getting the Proper Start*

Bachelor of Arts; Hillsdale College – Major: French; Minor: Business Administration

KIMBERLY GOODIN

317-979-1508-CELL
kimberly.goodin@us.army.mil

Job Objective

To continue with the creation, enhancement, and training of Family Readiness Groups in conjunction with the Family Program Office.

Work History

MPSC Contractor, August 2006-Present

Provide the Indiana National Guard quality programming, training, and leadership to the Indiana National Guard Command Teams and their Family Readiness Group Volunteers

La Raza Pizza, Inc., January 2006-August 2006

Mystery Caller-Ensure appropriate phone customer service and provide feedback

Marion Superior Court, Juvenile Division, May 1994-December 2005:

Probation Officer May 1994-September 2003: -Intake, report writing, and monitoring of juveniles coming through the court system

Director of Hiring and Training September 2003-Summer of 2005-Hire staff; Train new and existing staff; review and revise policy and procedures.

Human Resource Coordinator Summer 2005-December 2005 Assist in the hiring and training of new staff; benefits for staff including insurance and FMLA.

Educational Background

Purdue University-BA in 1994

West Lafayette, Indiana

Volunteer Experience

2-150 FA

Battalion Chairperson Family Readiness Group- 2005-2006.

Alpha Battery-3-139 FA

Chairperson Family Readiness Group- 2004

Vice- Chairperson 2001-2004

Family Readiness Group Member and Volunteer 1994-Present:

References Available Upon Request

Janet Myers
4380 W County Road 171 S
Danville, IN 46122
317-313-1777
JMyers@hrciweb.com

Objective: To obtain a position on the School Board of the Indiana Cyber Charter School, Inc.

HIGHLIGHTS OF QUALIFICATIONS

- Track record of responsibility for excellently managing all ARNG Programs for Family Programs throughout the State of Alaska
- Conceptual talent for seeing “the big picture,” pinpointing an organizational objective and setting goals and priorities to achieve it
- Excellent skills in facilitation, communication, presentation

Experience

February 2012 – Present
Human Resources Consulting, Inc.
Woodbridge, VA
Assistant Program Manager

- Oversee ARNG Family Assistance Centers (FAC) throughout the United States
- Manage all services provided under the Family Assistance contract for the States
- Ensure a continuity of services for military members and their Families within the United States, resulting in a high quality of life for members and their families
- Execute the management of the Family Assistance Program ensuring the program has integrated and standardized across the United States
- Manage and direct all FAC contract personnel ensuring services exceed standard requirements as outlined in ARNG guidance

August 2011 – February 2012
Military Personnel Services Corporation
Falls Church, VA
Research and Development Program

- Assisted ARNG Soldier and Family Support Services Division
- Provided outstanding support and to the National Guard Bureau Family Program
- Ensured continuity of services for the State Family Program Managers
- Developed a Resiliency Handbook for Family Members of the National Guard

June 2000 – June 2011
Alaska National Guard
Anchorage, AK
State Family Program Director

- Oversaw all ARNG Programs for Family Programs throughout the State of Alaska
- Ensured a continuity of services for military members and their Families within the State of Alaska, resulting in a high quality of life for members and their families
- Executed the management of the Family Readiness Program ensuring the program was integrated and standardized across the State of Alaska
- Oversaw the Annual Military Job Fair conducted at our facility. This included over 90 local businesses and over 800 military members and families in attendance
- Expertly facilitated the training calendars for Trained Crisis Responders, Critical Incident Stress Management, Applied Suicide Intervention Skills Training, and Prevention and Relationship Enhancement Programs
- Regularly attended Family Programs National Conference, other National conferences, regional Family Programs conferences, local conferences, trainings, and briefings, facilitated by both government and non-government agencies
- Assured Youth Coordinator provided Youth Training at all appropriate Unit/Family trainings and funded the training of Youth Volunteers to various national events, such as leadership conferences. Coordinated facilitation each month of Family Film Night to include a break-out
- Identified Family Readiness issues needing more appropriate pro-active actions, created appropriate program policy and training to meet needs of Family Readiness, and implemented appropriate actions to address Family Readiness issues. Provided, as needed, Family Program briefs regarding policy requirement and benefits to any internal or outside agency

Military & Federal Service

Air Force (April 1979 – April 1983)
Air Force Reserves (June 1986 – July 1991)
Alaska Air National Guard (July 1991 – August 2006)
Retired Honorably, E-8, twenty-four years of dedicated service
Retired Civil Servant, twenty-five years of devoted service

Education

Community College of the Air Force Associate in Applied Science 1996
Army Family Team Building Program Master Trainer Course 1997
Joint Family Support Director's Course 2001
International Critical Incident Stress Management 2002
GFAP Program Manager Training Course 2004
Applied Suicide Intervention Skills Registered Trainer 2005

Attachment 2

Head of School/Principal

Candidate Information

The Education Service Provider, NNDS, will conduct a search for a qualified Executive Director for the school. Utilizing ads in professional journals and other sources, NNDS will compile a list of qualified applicants, and then begin the process of interviewing them in person. NNDS has performed this function for other schools, and the process will result in the employment of a fully qualified Executive Director. During this process, regular updates will be provided to the Board.

Qualifications for Executive Director:

- Minimum of a Master's Degree with certification in any subject area, certification in administration and supervision, certification in educational leadership, or
- An equivalent certification approved by the Indiana Department of Education.

Additionally:

- Minimum of three (3) years of experience in a supervisory role
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check, Level 2

Notice of policy, adopted 10/1/2009

This shall serve to confirm that The National Network of Digital Schools is non-sectarian in its programs, admissions policies, employment practices, and operations and is full compliance with any and all states' employment non-discrimination requirements. The National Network of Digital Schools does not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against any employee or student.

Questions concerning this policy should be addressed to:

Mimi Wilson
Director of Human Resources
National Network of Digital Schools
1000 Third Street, Suite 3
Beaver, PA 15009
mimi.wilson@nndsonline.org
1-866-990-6637

Attachment 3

School's Leadership/Management Team

The Education Service Provider, NNDS, will conduct a search for qualified members of the school's leadership/administrative team. Utilizing ads in professional journals and other sources, NNDS will compile a list of qualified applicants, and then begin the process of interviewing them in person. NNDS has performed this function for other schools, and the process will result in the employment of a fully qualified Executive Director. During this process, regular updates will be provided to the Board. NNDS expects to begin the search in March 2012 and hire the administrative personnel so that they may begin work on or before July 1, 2012.

Qualifications:

- Minimum of three (3) years of experience in a supervisory role
- Appropriate certifications for the position
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check, Level 2

Notice of policy, adopted 10/1/2009

This shall serve to confirm that The National Network of Digital Schools is non-sectarian in its programs, admissions policies, employment practices, and operations and is full compliance with any and all states' employment non-discrimination requirements. The National Network of Digital Schools does not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against any employee or student.

Questions concerning this policy should be addressed to:

Mimi Wilson
Director of Human Resources
National Network of Digital Schools
1000 Third Street, Suite 3
Beaver, PA 15009
mimi.wilson@nndsonline.org
1-866-990-6637

Attachment 4

Course Scope and Sequence, Course Alignment

All Lincoln Interactive courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to NNDS includes gap and coverage information, as well as details of scaffolding. LI courses are aligned to all 50 states' standards, the common core standards, and DoDEA's standards.

Alignment for the courses in grades 5-12 was done by Academic Benchmarks of Mason, Ohio. Alignment for grades K-4 was done by a team of professionals working in the elementary curriculum design department. Alignment for these courses was done by scope and sequence.

Detailed alignment to Indiana's standards is available by request due to the size of this documentation.

Sample of course essential content and skills:

English 8, Part 1

Course Description: English 8, Part 1

English 8 Part 1 is a genre-based course comprised of literature, language, grammar, writing and vocabulary. Focus is on a deeper reading of literature—one that moves from reading comprehension to literary analysis and personal evaluation of the piece. Basic skills are emphasized in the context of literary pieces and are reinforced with practice and essay writing. Students are encouraged to bring personal experiences to each literary piece in order to connect with each story, poem, drama, or non-fiction article.

Essential Content and Skills

Unit 1:

- Understand elements of short fiction such as character, setting, theme, symbols and point-of-view

- Use modeled reading strategies for comprehension

- Analyze fiction

- Compare/contrast literary elements

- Make inferences while reading

- Identify root words and word origins

- Define and use new vocabulary

- Identify verb tense

Write complete sentences and correct sentence fragments

Write to compare short stories

Unit 2:

Develop media literacy skills

Understand persuasive techniques

Analyze source material

Distinguish between fact and opinion as portrayed by written and multi-media sources

Identify prefix and suffix use in vocabulary

Use complete sentences

Write using persuasive techniques

Write using appropriate transition techniques

Use technology to communicate/present a persuasive argument

Unit 3:

Read and understand non-fiction

Use modeled reading strategies for handling various genres of non-fiction texts

Identify the main idea of a text

Identify supporting material in a text

Read a textbook for understanding

Read a news article for understanding

Analyze fact versus opinion in non-fiction

Analyze the tone of a piece

Define and use new vocabulary

Define and use words with multiple meanings

Identify prepositions

Write an instructional essay

Unit 4:

Read and understand poetry

Identify poetic devices such as sound devices, figurative language and imagery

Identify narrative and lyric types of poetry

Read to compare poems

Define and use unfamiliar words

Identify suffixes of vocabulary words

Identify word origins

Identify prepositions

Write to paraphrase meaning

Write to describe

Attachment 5

Academic and Exit Standards

Sample Learning Standards:

Elementary:

Grade 5

Language Arts

Course Description

Language Arts 5, Part 1 is a course with many layers. It is designed around the idea that every student is capable of learning the materials, concepts, and instruction that is given throughout. With each day, students will learn to discover their own strengths and abilities. Students will encounter reading, writing, vocabulary, grammar, and spelling lessons daily. They will also be exposed to many literary forms that will reinforce the major concepts of the English language.

Course Overview

Unit 1	<p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none">Understand what an author's point of view is.Identify the plot, setting, resolution, and characters of various stories.Be introduced to kinds of sentences, prefixes, suffixes, roots, and complete and simple subjects.Comprehend various narrative elements and literary forms.Be given a chance to write a realistic, narrative, and descriptive essay.
Unit 2	<p>This unit will take a look at team work and working together. The students should observe how working together to accomplish goals benefits everybody. The students will have a chance to build upon their prior knowledge in the areas of grammar, spelling, content, and vocabulary. They will continue to reflect on various topics and stories as well as adding vocabulary terms to their ongoing reference books. The learners will also be learning a number of reading skills and strategies such as author's point of view, making judgments, using prior knowledge, simple and complete predicates, compound sentences, clauses, and figurative languages. The learners will also learn how to write various kinds of essays</p>

	<p>such as informative essays, how-to essays, and personal narratives.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Understand the importance of team work. Be introduced to new vocabulary and spelling words. Learn new skills and strategies, such as author's viewpoint, making judgments, and using prior knowledge. Be able to identify simple and complete predicates, compound sentences, clauses, and types of figurative language. Master types of writing such as informative essays, how-to essays, and personal narratives.
<p>Unit 3</p>	<p>This unit will continue to take a look at team work and working together. The students should observe how working together to accomplish goals benefits everybody. The students will have a chance to build upon their prior knowledge in the areas of grammar, spelling, content, and vocabulary. They will continue to reflect on various topics and stories, as well as add vocabulary terms to their ongoing reference books. The learners will also be learning a number of reading skills and strategies such as drawing conclusions, multiple-meaning words, complex sentences, common and proper nouns, comparing texts, making inferences, identifying narrative elements, and singular and plural nouns. The learner will also be able to write a how-to essay, a summary, and an essay that explains.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Understand the importance of team work. Be introduced to new vocabulary and spelling words. Learn new skills and strategies, such as drawing conclusions, comparing texts, making inferences, and using prior knowledge. Be able to identify multiple-meaning words, complex sentences, common and proper nouns, and singular and plural nouns. Master types of writing such as summaries, how-to essays, and essays that explain.
<p>Unit 4</p>	<p>This unit will focus on our ever-changing planet. Students will read about the different forces of nature and their impact on both the earth and themselves. The students will have a chance to build upon their prior knowledge in the areas of grammar, spelling, content, and vocabulary. They will continue to reflect on various topics and stories, as well as to add vocabulary terms to their ongoing reference books. The learners will also be learning a number of reading skills and strategies such as creating mental images, retelling a story, using possessive nouns, sequencing events, using (subject, object, and possessive) pronouns, understanding antecedents, using graphic organizers, and recognizing details and main ideas. The learners will also be able to write persuasive essays, as well as book reviews.</p> <p>Essential Content and Skills</p>

The learner will:

- Get a better understanding of our ever-changing world.
- Be introduced to new vocabulary and spelling words.
- Learn new skills and strategies such as creating mental images, retelling stories, sequencing events, using graphic organizers, and recognizing main ideas.
- Be able to identify possessive nouns and subject, object, and possessive pronouns.
- Master types of writing such as book reviews and persuasive essays.

Course Overview, Language Arts 5, Part 2

Unit 1

This unit will take a look at young people as they discover their strengths and abilities. The students should then take a look at themselves and try to discover their own strengths and abilities. In this unit, students will begin a Reading Log to keep track of what books they have read during this course, start a Reflection Journal to help them share thoughts and ideas about the story selections, and make a Vocabulary Book that will become a resource filled with new vocabulary introduced in the stories. The students will also learn a number of reading strategies and skills such as point of view, plot and resolution, kinds of sentences, the parts of a textbook, literary forms, narrative elements, prefixes, suffixes, roots, and complete and simple subjects. Finally, the students will be given a chance to write a persuasive essay, comparative essay, and responses to literature.

Essential Content and Skills

The learner will:

- Recognize types of genres.
- Begin a reflection journal, vocabulary book, and a reading log.
- Identify the plot of a story.
- Identify the story's main idea and details.
- Recognize the purpose of a persuasive essay.
- Identify personal pronouns and their case.
- Recognize prefixes, suffixes, and roots.
- Use context clues to identify the meaning of unfamiliar words.
- Identify reflexive pronouns.
- Understand similes and homographs.
- Plan a comparison paragraph.
- Recognize the importance of inferences.
- Learn how to write a paragraph that compares.
- Identify fact and opinion.
- Revisit the writing process.
- Understand how adjectives are used to compare.
- Practice finding the adjective that compares.
- Identify the procedure to write an essay that responds to literature.

Unit 2

This unit will take a look at people and how they have helped to shape literature. The students will observe how text structuring, classifying, and categorizing help when dissecting written work. The students will have a chance to build upon their prior knowledge in the areas of grammar, spelling, content, and vocabulary. They will continue to reflect on various topics and stories as well as adding vocabulary terms to their ongoing reference books. The learners will also be covering a number of reading skills and strategies such as making judgments, using prior knowledge, using

simple and complete predicates, and using figurative language. The learners will also learn how to write various kinds of essays such as news stories, comparing and contrasting essays, and informative writing.

Essential Content and Skills

The learner will:

- Discuss plays.
- Explore new vocabulary.
- Identify prior knowledge and how to apply it.
- Recognize William Shakespeare and his literary contributions.
- Define the term *role model*, and share an example.
- Identify letter patterns.
- Make judgments using prior knowledge.
- Identify articles and adjectives.
- Understand the prefixes dis- and un-.
- Learn the characteristics of a news story.
- Be introduced to classifying and categorizing.
- Learn what word relationships are.
- Identify the importance of text structure and format.
- Learn about proper adjectives.
- Understand what a comparison and contrast essay is.
- Recognize methods of text structuring.
- Recognize open and closed syllables.
- Identify main verbs and helping verbs.
- Identify word origins.
- Draft an informative writing piece.

Unit 3

This unit will take a look at various ways to help students discover what goes on behind the scenes when talking about the author's purpose and perspective. The students will learn how to draw conclusions using prior knowledge or textual evidence from the passages. The students should then take a look at themselves and try to discover their own strengths and abilities when dealing with these subjects. Students will continue their Reading Log to keep track of what books they have read during this course; continue their Reflection Journal to help them share thoughts and ideas about the story selections; and keep adding words to their Vocabulary Book, which will become a resource filled with new vocabulary introduced in the stories. The students will also learn a number of reading strategies and skills such as identifying the author's purpose and viewpoint and reading and understanding realistic fiction, science fiction, and historical fiction. They will also learn to use principle parts of verbs correctly, to organize and write a research paper, to draw inferences, to draw conclusions, to draw generalizations, to use perfect tenses, and to write rhymed poems.

Essential Content and Skills

The learner will:

- Identify the author's purpose and viewpoint.
- Read and understand a realistic fiction selection.
- Use principle parts of verbs correctly.
- Organize a writing paper.

Draw inferences, conclusions, or generalizations about text and support them with textual evidence or prior knowledge.
Read and understand a science fiction selection.
Use regular and irregular verbs correctly.
Understand that words can connote "shades of meaning."
Read and understand a historical fiction selection.
Use perfect tenses correctly.
Use word choice in a rhymed poem.

Unit 4

This unit will take a look at various ways to help students discover cause and effect. This unit is filled with fun activities dealing with famous Americans and their journeys around the land. As this information is taught multiple ways, the students should take a look at themselves and try to discover their own strengths and abilities when dealing with these subjects. Students will continue their Reading Log to keep track of what books they have read during this course; continue their Reflection Journal to help them share thoughts and ideas about the story selections; and keep adding words to their Vocabulary Book, which will become a resource filled with new vocabulary introduced in the stories. The students will also learn a number of reading strategies and skills such as identifying casual relationships, comparing plays to tall tales, connotation and denotation, contractions and negatives, biographies, adverbs, narrative nonfiction, and comparing with adverbs. This unit will also have students learn to use word choice in writing a story, a play, and a tall tale.

Essential Content and Skills

The learner will:

- Identify casual relationships between and among literary elements.
- Read and understand a play.
- Learn to use contractions and negatives correctly.
- Use word choice in writing a story.
- Understand that words can connote "shades of meaning."
- Read and understand a biography.
- Learn how to use adverbs correctly.
- Use word choice in writing a play.
- Read and understand narrative nonfiction.
- Understand comparing with adverbs.
- Use word choice in writing a tall tale.

Math

Math 5 Part 1 will build a solid foundation in mathematics by exploring topics which include place value, addition, subtraction, multiplication, division, graphing, and probability. This course will introduce geometry, fractions, and measurement.

Course Overview

This unit will focus on learning place value, adding and subtracting of whole numbers, adding and subtracting of decimals, and multiplying of whole numbers.

Unit 1 Essential Content and Skills

The learner will:

	<p>Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers. Compare and order numbers through millions. Write decimals in standard, word, and expanded forms through thousandths, identify the value of digits in decimal numbers, and name equivalent decimals. Compare and order decimals through thousandths. Use place-value ideas to write multiples of 100, 1,000, and 10,000 in different ways. Tell in words what is known and what needs to be determined in given word problems. Compute sums and differences mentally using the Commutative, Associative, and Identity Properties of Addition, compatible numbers, and compensation. Round whole numbers through millions and decimals through thousandths. Use rounding, front-end estimation with adjusting to estimate sums and differences of whole numbers and decimals. Give appropriate strategies and alternate strategies for solving word problems. Mentally compute products of whole numbers using patterns and multiplication properties. Use rounding and compatible numbers to estimate products of whole numbers, and identify estimates as overestimates or underestimates. Mentally multiply numbers of up to three places by numbers of up to two places. Use the standard algorithm to multiply numbers by one- and two-digit numbers. For a variety of problems, state the computation method to be used and multiply using that method. Use organized lists to solve word problems, and write answers in complete sentences.</p>
<p>Unit 2</p>	<p>This unit will focus on multiplying whole numbers and decimals, variables and expressions, division number sense, dividing whole numbers, divisibility, and prime and composite numbers.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Mentally multiply any decimal by a power of ten. Use rounding and compatible numbers to estimate products of decimal numbers, and identify estimates as overestimates or underestimates. Use partial products and the standard algorithm to multiply whole numbers by decimals. Use grid models to find products of decimals. Use partial products and the standard algorithm to multiply decimals by decimals. Use variables to write algebraic expressions. Write number expressions for phrases. Identify patterns and find a rule for the pattern. Solve equations using mental mathematics and by guessing and testing values for the variable. Draw a picture or use objects to show a division situation and find quotients. Find the quotient of a division problem whose dividend is a multiple of 10, where the division involves a basic fact. Use rounding, compatible numbers, and multiplication to estimate quotients of whole numbers and money.

	<p>Give missing numbers or figures in a pattern. Find quotients using the model of sharing money. Divide three-digit whole numbers by one-digit divisors. Divide with zeros in the quotient. Find the quotients of four-digit whole numbers divided by one-digit divisors. Find quotients of money amounts divided by one-digit divisors. Determine if numbers are divisible by 2, 3, 4, 5, 6, 9, and 10. Identify numbers as prime or composite. Interpret remainders by giving total amounts needed to include remainders and amounts left over.</p>
<p>Unit 3</p>	<p>This unit will focus on algebra, division numbers sense, dividing whole numbers, and dividing decimals.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Evaluate expressions with three or more numbers and two or more operations. Plot ordered pairs on a coordinate grid, and identify the ordered pairs for plotted points. Create a table of values for a rule and a graph based on the table, and use the table or graph to give the output for an input. Find the quotients of division problems whose dividends and divisors are multiples of 10, where the division involves a basic fact. Estimate quotients with whole numbers, decimals, and money divided by 2-digit whole numbers. Solve problems using the Try, Check, and Revise strategy. Use the standard algorithm to divide three-digit whole numbers by two-digit divisors. Use the standard algorithm to find the quotient of four-digit whole numbers divided by two-digit divisors. State the computation method to be used and divide using that method. Divide numbers whose quotients include zeros. Solve multiple-step word problems. Divide decimal numbers by 10, 100, and 1,000. Use the standard algorithm to find quotients of money amounts divided by two-digit divisors. Use the standard algorithm to find quotients of two- and three-digit decimal numbers divided by two-digit divisors.
<p>Unit 4</p>	<p>This unit will focus on reading and making graphs, interpreting data, and probability.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify a statement as fact or opinion, interpret a line plot and a frequency table, and write survey questions. Make double bar graphs to represent data. Make line graphs to represent data, and read and interpret given line graphs. Complete, make, and interpret stem-and-leaf plots. Make a line plot and a double bar graph to solve problems.

Find the mean, median, mode, and range of a set of data, and choose the measure that best represents a given set of data.
 Complete circle graphs based on data given, and interpret given circle graphs.
 Choose the most appropriate type of graph to represent a given set of data.
 Interpret line and double bar graphs, describe the trends in data represented by line or double bar graphs.
 Identify events and favorable outcomes, and determine if an outcome is equally likely, impossible, less likely, more likely, or certain.
 Find all possible outcomes of an event by making a tree diagram or by multiplying.
 Use fractions to represent the probabilities of events, and use probability to decide if a game is fair or unfair.

Course Description

Math 5 Part 2 will build a solid foundation in mathematics by exploring topics which include place value, addition, subtraction, multiplication, division, graphing, and probability. This course will introduce geometry, fractions, and measurement.

Course Overview

<p>Unit 1</p>	<p>This unit will focus on lines, angles, circles, polygons, symmetry and transformations.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify important geometric terms relating to lines, parts of lines, angles, and planes. Measure and draw angles, and classify angles according to their measures. Identify relationships between parts of a circle such as center, radius, diameter, chord, and central angle. Identify and classify polygons. Identify and classify triangles. Identify and classify quadrilaterals. Understand when a problem can be broken apart into simpler problems and how this can help you solve some complex problems. Describe similarities and differences in geometric figures. Identify congruent figures and similar figures. Determine whether a pair of congruent figures are related by a slide, flip, or turn. Identify and make symmetrical figures and draw a line or lines of symmetry.
<p>Unit 2</p>	<p>This unit will focus on understanding fractions, fraction relationships, and fractions and decimals.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify and show fractional parts of regions and sets and locations on a number line. Learn how division can be used to divide objects into equal parts where the parts

	<p>are fractions of a whole. Express fractions greater than 1 as mixed numbers or improper fractions. Estimate fractional parts of regions. Identify and locate fractions and mixed numbers on a number line. Solve problems involving too much information by using only the information needed, and decide when there is not enough information to solve a problem. Identify and write equivalent fractions. Identify fractions that are equivalent and find fractions equivalent to a given fraction using models and/or a computational procedure. Determine common factors and the greatest common factor of numbers. Identify fractions that are in simplest form and find the simplest form of a fraction. Determine which of two fractions is greater or less and write a comparison. Compare and order fractions and mixed numbers. Represent decimals as fractions and simple fractions as decimals. Label a point on a number line using a fraction and a decimal, and write a fraction and decimal for a point on a number line. Use the information given in the problem to make conclusions.</p>
<p>Unit 3</p>	<p>This unit will focus on adding and subtracting fractions, adding and subtracting mixed numbers, and multiplying and dividing fractions.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Add and subtract fractions with like denominators. Find a common denominator for two fractions using fraction strips. Find a common denominator for two fractions. Add and subtract fractions with unlike denominators. Add and subtract mixed numbers with and without renaming. Estimate sums and differences of mixed numbers. Estimate sums and add mixed numbers. Estimate differences and subtract mixed numbers. Solve problems that require finding the original times, measurements, or quantities that led to a result that is given. Use models or mental math to find fractions of whole numbers. Use compatible numbers and mental math to estimate the product of a whole number and a fraction. Use models or paper and pencil to multiply fractions. Multiply mixed numbers. Use models or mental math to divide fractions. Solve a problem by choosing an operation.
<p>Unit 4</p>	<p>This unit will focus on linear measurement and perimeter, area, and time and temperature.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Change between one customary unit of length and another, and add and subtract customary units of length. Measure and draw lengths to the nearest inch, quarter inch, and eighth inch. Choose the most appropriate metric unit of length, and measure lengths to the

nearest centimeter and millimeter.
Change among measurements in metric units of length.
Find the perimeter of a polygon.
Find the circumference of a circle by using models and by using a formula.
Find the area of irregular shapes by counting square units.
Find the area of a rectangle or square by using a formula.
Find the area of a parallelogram by using a formula, and find the length when the area and other side length are known.
Find the area of a triangle by using a formula, and find a missing length when the area and other dimension are known.
Draw pictures that represent the information given in problems.
Change from one unit of time to another.
Find the third time when given any two of these times: elapsed time, starting time, or ending time.
Read temperatures in degrees Fahrenheit and in degrees Celsius on a thermometer with both scales, and give changes in temperature indicating the amount of increase or decrease.
Write to explain how a broken ruler can be used to measure.

Science, Grade 5 Part 1

Course Information

Science 5 will introduce students to the many fascinating and interesting aspects of middle school science. Students will learn about the processes of life, the interactions of living things, Earth systems, the atmosphere and solar system, the types of matter, and finally the different forms of energy through highly interactive and exciting lessons. The utilization of hands-on activities, videos, online games, and animations will further engage and challenge students into acquiring new heights of scientific knowledge of the growing world around them. Science 5 will build the foundation of scientific learning by introducing the main aspects of science for students that will be built upon in the future. Students will learn how to become science investigators as they take educational trips through the exciting world of science with the assistance of three fun-loving characters, Tiny the elephant, Doris the giraffe, and Chippie the Beaver.

Unit 1

This unit will introduce student to the smallest and most basic unit of life, the cell. Students will learn how cells live and are organized in order to better understand how they helped to create body systems, which will also be introduced within this unit.

Essential Content and Skills

The learner will:

Recognize and understand why cells are the basic structural and functional units of living things.

Identify the six kingdoms of living things along with their characteristics.

Describe the process of photosynthesis.

Unit 2

This unit will introduce students to the many ways of interaction among living things. Students will learn about biomes, the food web, habitats and niches, and also how humans can change the ecosystem and affect the lives of living organisms.

Essential Content and Skills

The learner will:

Recognize that a community is made up of populations of plants and animals that live and interact within an ecosystem.

Recognize the relationship between land biomes and climate.

Understand the flow of energy through a food web that is made up of interconnected food chains.

Unit 3

This unit will teach students about the structure of the Earth and introduce students to the causes and outcomes of some natural disasters such as earthquakes and volcanoes. Students will learn more about how the world and land around them were formed.

Essential Content and Skills

The learner will:

Recognize that constructive forces build up Earth's surface features.

Identify some features of the Earth's surface.

Recognize how the Earth's structure can cause events such as volcanic eruptions and earthquakes, which can then cause mountain-building processes.

Unit 4

This unit will educate students on how humans and our interactions affect the resources that the Earth provides. Students will learn how humans can use resources wisely so as to protect the Earth and all that it bears.

Essential Content and Skills

The learner will:

Recognize that conservation and alternate energy sources extend the life of non-renewable resources.

Recognize that the loss of topsoil greatly reduces the ability to support plants.

Identify reduce, reuse, and recycle as ways to conserve resources.

Science 5, Part 2

Course Information

Science 5 will introduce students to the many fascinating and interesting aspects of middle school science. Students will learn about the processes of life, the interactions of living things, Earth systems, the atmosphere and solar system, the types of matter, and finally the different forms of energy through highly interactive and exciting lessons. The utilization of hands-on activities, videos, online games, and animations will further engage and challenge students into acquiring new heights of scientific knowledge of the growing world around them. Science 5 will build the foundation of scientific learning by introducing the main aspects of science for students that will be built upon in the future. Students will learn how to become science investigators as they take educational trips through the exciting world of science with the assistance of three fun-loving characters, Tiny the elephant, Doris the giraffe, and Chippie the Beaver.

Unit 1

This unit will introduce student to the exciting aspects of our planet and the universe. Students will begin to understand what causes the changes in weather and how the alignment of the Earth, in comparison to its surroundings, creates fascinating effects here on the Earth.

Essential Content and Skills

The learner will:

Investigate the link between Earth's features and climates.

Discover how the relationship of Earth, Sun, and Moon cause day, night, and the seasons.

Explore the physical characteristics of the planets and stars in our solar system.

Unit 2

This unit will introduce students to the different stages of matter after presenting them with the periodic table. Students will understand the concepts of elements and how these elements make up much of the world around them!

Essential Content and Skills

The learner will:

Recognize that the atom is the basic unit of matter.
Understand that a chemical change causes a change in the characteristics of matter, while physical change does not.

Recognize that matter exists in three states: solids, liquids, and gases.

Unit 3

This unit will investigate the ideas of motion, force, and energy. Students will discover more about the world around them, like how sounds are made and the properties of light.

Essential Content and Skills

The learner will:

Observe the effects of forces and objects' motions.

Recognize magnetism as a force between magnets and magnetic objects.

Recognize that there are different forms of energy, that waves move energy forward and that light is formed through energy as well.

Unit 4

This unit will help students understand thermal energy and how electricity is produced. Students will investigate electric currents and the uses of electricity in today's world!

Essential Content and Skills

The learner will:

Recognize that thermal energy can be transferred through matter.

Compare different types of electricity.

Understand how often people use electricity and how important it is to human life.

Social Studies, Grade 5 Part 1

Course Information

Social Studies 5 part 1 will introduce you to the early settlers of United States including several Native American groups, European explorers, and the Spanish. Part 1 will also identify the hardships and journey of many Africans and the structure and civilization of early colonies. Social Studies 5 part 1 will conclude by describing early American wars including the French and Indian War, the American Revolution, and the War of 1812.

Unit 1:

The first unit of Social Studies 5 part 1 will introduce early Native American tribes as well as African dynasties. The Anasazi, Iroquois, and Hopis' culture will be introduced and the learner will identify how these groups built their land and culture. In addition, the trading habits of early cultures will be described and the learner will identify the strengths of the African trading posts including Ghana, Mali, and Songhai.

The learner will:

- Identify how early people migrated to the Americas.
- Compare and contrast how different groups settled in the Americas regarding temperature and land structure.
- Identify different land resources that were used by early Americans and how they were utilized.
- Describe various trade routes and identify Ghana, Mali, and Songhai as major trading kingdoms.

Unit 2:

Unit 2 will begin by identifying the voyages of Christopher Columbus and Spanish conquests in the New World. The unit will conclude by identifying the first colonies of the New World and their successes and failures. The 13 original colonies will be introduced and the learner will identify how these colonies strived during hardships such as lack of food and diseases.

The learner will:

- Identify the impact of the Christopher Columbus' journey to the New World.
- Identify and analyze the hardships encountered by early European settlers in the New World.
- Identify similarities and differences amongst the early settlers of the 13 original colonies.

Unit 3:

As colonists began to settle in the New World, Spanish and French explorers as well as the Native Americans began fighting over land and ownership. This unit introduces these battles including the French and Indian War and concludes by identifying the establishment of the 13 original colonies through the First and Second Continental Congress and the establishment of the Declaration of Independence.

The learner will:

- Describe the cause of conflicts between the British and French which led to the French and Indian War.
- Identify the different religions, foods, and types of schooling utilized by early settlers in the 13 original colonies.
- Compare slavery in different regions of the colonies.

Unit 4:

This unit concludes part 1 of Social Studies 5 part 1 by identifying all the struggles the first colonists had to overcome in establishing a government in the New World. It also introduces United States first President, George Washington and the beginning of the Industrial Revolution which changed the United States and its economy. Lastly, it will describe the implications of the American Revolution and how it divided a nation.

The learner will:

- List the main goals of the Articles of Confederation.
- Identify the weaknesses of the Articles of Confederation.
- Describe the causes of Shays' Rebellion.
- Explain the purpose of the Northwest Ordinance.
- Compare the competing plans for the Constitution.
- Describe the Great Compromise.
- List the goals of the Constitution.
- Compare the views of Federalists with those of Antifederalists.
- Describe the Bill of Rights.
- Describe the government created by the Constitution.
- Describe how President Washington organized the Executive Branch around the Cabinet.
- Explain how political parties emerged in the American government system.
- Describe how the location and design of the nation's capital was decided upon.
- Explain why and how the United States expanded westward.
- Describe the Louisiana Purchase, and tell what effect it had on the nation.
- Identify reasons for and findings of the Lewis and Clark Expedition.
- Identify reasons why the United States went to war a second time with Britain.
- Describe the main battles and the outcome of the War of 1812.
- Explain why and how "Star-Spangled Banner" was written.
- Describe the goal of the Monroe Doctrine.
- Explain how the United States changed politically in the 1820s.
- Describe the causes and effects of the Indian Removal Act of 1830.
- Explain how the Industrial Revolution changed the way goods were made.
- Describe how new inventions led to increased production of both manufactured and farm goods.
- Identify ways in which transportation changed in the United States in the early and middle 1800s.
- Describe the historical movements that influenced the development of the United States.
- Identify and analyze groups in the United States that have influenced patterns of national behavior.
- Identify groups that influenced early development of the United States.
- Identify and analyze individuals in the United States that have influenced patterns of national behavior.
- Describe characteristics of individuals that influenced early development of the United States.

Social Studies Grade 5, Part 2

Course Information

Social Studies 5 part 2 introduces the learner to the struggles in the United States related to the American Revolution. This part will describe the divide between the North and South including their differences related to slavery, government, and war. The Battle of Gettysburg will be introduced, ending the war, and Reconstruction as well as the 13th, 14th, and 15th amendments will highlight the end of slavery. This part will also highlight the main points, battles, and victories of World War I and World War II, as well as the Cold War. It will conclude by describing the current American government and the American people.

Unit 1:

The first unit of Social Studies 5 part 2 identifies the separation of the South from the North. The North and South had very different views on slavery, the government, and their economy which led to many battles between the Confederates (South) and Liberals (North) during the Civil War. Slavery was a huge issue during this era and the Confederates believed they had a right to own and manage slaves. The North disagreed and led many slaves away from slavery along the Underground Railroad.

The learner will:

- Explain how and why views about slavery differed in the North and South.

Explain how the Underground Railroad was used to free enslaved people.

Compare and contrast the strategies, resources, and early battles between the North and the South during the Civil War.

Unit 2:

This unit describes how life was during the Civil War for people living in both the North and South as well as some of the most significant battles during the war. The end of slavery and establishment of the 13th, 14th, and 15th amendment is reviewed and the transformation from life during the Pony Express to life during the Transcontinental Railroad is discussed.

The learner will:

Compare and contrast life for Northern and Southern soldiers.

Evaluate the impact of the 13th, 14th, and 15th amendments.

Explain how the transcontinental railroad changed the United States.

Unit 3:

In this unit you will learn about important inventions that have changed the world today. In addition, immigration will be discussed and its implications on American workers. The learner will also learn more about United States involvement in World War I and how they were drawn into World War II.

The learner will:

Identify and explain the significance of inventions by Alexander Graham Bell, Thomas Edison, and Henry Bessemer.

Describe several reasons why immigrants came to the United States.

Explain the role of United States in World War I.

Explain how the United States was drawn into World War II and how it prepared to fight the war.

Unit 4:

This unit will take a closer look at the Cold War and how this conflict led to the Cuban Missile Crisis. The Civil Rights Movement will be introduced and the learner will be introduced to black leaders such as Martin Luther King Jr., Rosa Parks, and Malcolm X. The unit will also describe tensions between the United States and the Soviet Union and identify how the Cold War ended. The unit will conclude by describing the current government of the United States and the American people.

The learner will:

Describe the beginning of the Cold War.

Describe the efforts of Martin Luther King Jr., Rosa Parks, and Malcolm X in the Civil Rights Movement.

Explain how the Cold War ended.

Identify the rights and responsibilities of Americans.

Middle School:

Grade 8

English 8, Part 1

English 8 Part 1 examines literary concepts through reading, interpreting, and writing about a variety of literature and other cultural texts. Students will survey a broad selection of readings while studying the structures of different literary genres, the elements of narratives and of characterization, literary devices and themes, and the concepts of style and grammar.

Unit 1 Description

In Unit 1, students explore the structure and purpose of short fiction and informational texts. This unit provides a foundation for the basic structural elements of plot, setting, and mood with a focus on how all of the pieces of these three important concepts fit together and influence one another. Students will practice grammatical skills with pronouns and adjectives as well as punctuating a series of verbs and correcting run-on sentences. Students will use analytic thinking skills as they read actively and examine two short stories for points of comparison and contrast, which they will then use to write a comparison-contrast essay in either point-by-point or block method. The unit concludes with students participating in writing as a process from planning through drafting, evaluation and revision, through creation of their own nonfiction personal narrative essays.

Essential Content and Skills

The learner will:

- Understand elements of plot.
- Understand internal and external conflict and resolution.
- Analyze a text to identify elements of plot.
- Understand concepts of setting.
- Analyze a text to identify elements of setting.
- Utilize new vocabulary words.
- Review and practice identification and use of nouns and pronouns.
- Understand concept of mood.
- Analyze a text to identify elements of mood.
- Discuss the role of mood and its effect on setting in the narrative.
- Review and practice identification and use of adjectives.
- Understand the characteristics of a summary.
- Create a story map to record the major plot events in a text.
- Interpret a photograph to tell a story.
- Understand and recognize subplots.
- Create a story map to record the major events of a subplot in a text.
- Utilize a chart to record the major conflicts in a text.
- Demonstrate reading comprehension by creating a summary.
- Recognize literary patterns and parallel episodes.
- Use a graphic organizer to note patterns and parallel episodes in two texts.
- Utilize new vocabulary words.
- Analyze differences and similarities between two works.
- Understand writing structures: the block method and the point-by-point method.
- Write a comparison-contrast essay.
- Understand the structure and purpose of a textbook.
- Understand the structure and use of a table of contents.
- Utilize new vocabulary.
- Create notes to enhance comprehension of a text.
- Understand the structure and purpose of a newspaper article.
- Utilize new vocabulary.
- Use prewriting to plan a cohesive, coherent personal narrative.
- Write a first draft of a personal narrative.
- Practice grammatical concept of punctuating a series of verbs.
- Evaluate and revise a personal narrative draft.

Unit 2 Description

In Unit 2, students develop the ability to use textual clues to make inferences about characters. They also make personal, comparative, and world connections with texts and characters. This unit provides a foundation for the basic elements of direct and indirect characterization and motivation. Students will practice grammatical skills with verbals and verbal phrases and active and passive voices. Students will use analytic thinking skills as they examine characters in short stories, and then examine treatment, scope, and organization of public documents, and a magazine article. The unit concludes with students participating in writing as a process from planning through drafting, evaluation and revision, through creation of their own fictional short story.

Essential Content and Skills:

The learner will:

- Use an author's treatment of a character's physical appearance, thoughts, dialog, and actions to interpret characterization.
 - Distinguish between direct and indirect characterization.
 - Identify clues and interpret characters' motivations.
 - Understand and make inferences about characters.
 - Understand and make personal connections to characters.
 - Use inferences and personal connections to make judgments about characters.
 - Recognize and analyze characterization in a text.
 - Make inferences, personal connections, and judgments about characters in a text.
 - Utilize new vocabulary
 - Understand and practice using present participles.
 - Understand the meaning of genre.
 - Recognize and analyze motivation of characters in a text.
 - Utilize new vocabulary.
 - Understand and practice using past participles.
 - Recognize and analyze motivation and characterization of characters in a text.
 - Utilize new vocabulary.
 - Understand and practice using gerunds.
 - Analyze the treatment, scope, and organization of informational texts.
 - Demonstrate understanding of the treatment, scope, and organization of informational texts.
 - Review infinitives.
 - Understand and practice using infinitives.
 - Analyze public documents to interpret treatment and scope.
 - Analyze public documents to describe their organization.
 - Utilize new vocabulary.
 - Recognize and identify verbal phrases.
 - Analyze a magazine article to interpret treatment and scope.
 - Analyze a magazine article to describe its organization.
 - Utilize new vocabulary.
 - Review the elements of a short story.
 - Practice grammatical concept of using active and passive voice.
 - Use prewriting to plan a cohesive, coherent piece of short fiction.
 - Write a first draft of a short story.
 - Understand the revision process.
 - Evaluate and revise a short story draft.
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Unit 3 Description

Welcome to Unit 3. In this unit, you will be studying the styles of literary works and determining what makes up an author's writing style. You will review a variety of literary devices, specifically analyzing the use of figurative language, while reading through several works of literature. You will also study technical writing and review simple and compound sentences in this unit. You will finish the unit by writing your own technical document.

Essential Content and Skills

The learner will:

- Review style and understand its impact on literature.
- Understand the elements that determine an author's style.
- Analyze how literary devices, including irony and figurative language, affect a writer's style.
- Analyze style in art.
- Utilize academic vocabulary to describe style. Identify literary devices that affect a writer's style. Recognize the reading skills needed to understand style.
- Review vocabulary terminology that will aid in reading comprehension.
- Understand and analyze irony.
- Paraphrase a text.
- Utilize academic vocabulary.
- Analyze sentence fragments.
- Analyze the importance of details in literature.
- Study dialect and the impact it has on a work.
- Understand the use of allusion in a literary work.
- Read aloud for comprehension.
- Review and identify types of sentences.
- Understand symbolism.
- Select an example for technical writing.
- Review and identify types of sentences.
- Understand and analyze a biographical approach to literary criticism.
- Draw conclusions during and after reading.
- Understand how to summarize.
- Evaluate a summary.
- Compare an original text to a summary.
- Identify the components of an effective technical document.
- Write technical documents.
- Use format to aid comprehension.
- Understand how to format the sequence of a technical document.
- Understand and analyze an author's style.
- Select a topic for a technical document.
- Create an outline for a technical document.
- Proofread one's own work.
- Write technical documents.
- Use format to aid comprehension.
- Utilize transitions when writing.
- Revise technical documents.
- Proofread one's own work in preparation for publication.
- Compare an original text to a summary.

Unit 4 Description

In Unit 4 students deal with Poetry in the Holt text. Poetry and its subtypes will be explored, Students will learn about various sound and literary devices authors use in poetry. Students will learn about the reading skills that can help them to understand works of poetry. Students will think about and reflect on works they have read in writing. At the end of Unit 4, students will complete a multimedia presentation.

Essential Content and Skills

The learner will:

- Understand the definition of poetry.
- Distinguish between the different forms of poetry.
- Understand the elements of poetry.
- Analyze art for poetic elements.
- Use strategies to read and analyze poetry.
- Paraphrase poetry.
- Use a poem's form to understand its meaning.
- Utilize academic vocabulary.
- Analyze symbolism and figures of speech.
- Use strategies to read, reread, and analyze a poem.
- Understand the difference between the connotation and denotation of words.
- Understand and analyze rhyme, rhythm, and meter.
- Analyze hyperbole and refrain.
- Analyze diction.
- Analyze repetition in poetry.
- Understand and analyze extended metaphor.
- Read poetry aloud.
- Create original poems that fit the conventions of three chosen poetry subgenres.
- Analyze a poem using a biographical approach to literary criticism.
- Make connections between texts.
- Create a multimedia poetry presentation.

English 8, Part 2

English 8 Part 2 will build upon concepts learned in English 8 Part 1 and explore new information. This course is comprised of different genres of literature, grammar, writing and vocabulary. The major topics of this course include: elements of nonfiction, reading for life (and real-world documents), theme, elements of drama, and research. The focus is on honing reading skills and understanding what has been read. Reading strategies appropriate to the different genres of literature are learned and applied to readings. Basic skills are emphasized in the context of literary pieces and are reinforced with practice and essay writing. Added to Part 2 is a research project that introduces students to the concepts of quality research, citations, and formal writing.

Unit 1 Description

Unit 1 will deal with Collection 5: Elements of Nonfiction in the Holt text. Nonfiction and its subtypes will be defined and examples will be explored. Students will learn about the reading skills that can help them understand nonfiction works. Grammatical concepts to be covered include transitional words, subject-verb agreement, verb tense, pronoun case, and modifiers. At the end of Unit 1, students will study and complete a five-paragraph persuasive essay.

Essential content and skills

The learner will:

Demonstrate recognition of nonfiction genres, nonfiction elements and qualities of nonfiction by completing an assessment.

"Read" a photograph in the textbook.

Review skills for reading non-fiction: find the main idea, analyze details, outline.

Use a graphic organizer to track facts and opinions while reading the essay "Americans All" by Michael Dorris.

Read with a purpose: What is the main idea of the essay?

Demonstrate understanding of a biography of Harriet Tubman by completing an assessment.

Use a chart to list details and find the main idea.

Become familiar with new vocabulary words: fugitives, incomprehensible, incentive, dispel, eloquence.

Review subject-verb agreement.

Use a chart to record and analyze details in an autobiography.

Review details to find the main idea of a work.

Create semantic maps for vocabulary words: tersely, breach, riveted, vigil.

Demonstrate understanding of correct verb tenses by completing assessment.

Preview structural patterns in a speech: repetition and parallelism.

Use a chart to track use of repetition in The Gettysburg Address.

Demonstrate use of the correct pronoun case by completing an assessment.

Create an outline to reveal logic and structure in an essay.

Become familiar with new vocabulary words: proximity, versatility, shunning, domination, insulated.

Demonstrate understanding of a personal essay by completing assessment.

Correct misplaced modifiers in sentences.

Use a graphic organizer to analyze and compare two kinds of historical nonfiction.

Create semantic maps and define meanings of vocabulary words: intensified, vital, immortality, legitimate, tremor.

Apply understanding by creating chart of setting, characters, and events for an original piece of historical fiction.

Use a chart to track propositions and support while reading three nonfiction selections. Preview

new vocabulary words: denounce, perpetuate, conceded, hypocrisy.

Compare three nonfiction selections using information from the chart.

Begin brainstorming ideas for a persuasive essay.

Review the components of writing a good persuasive essay.

Choose an appropriate persuasive issue and take a position.

Examine and practice the prewriting process.

Create a three-point thesis for submission.

Evaluate audience and purpose.

Develop support for your position.

Appeal to reason and emotion when writing.

Organize and draft a five-paragraph persuasive essay.

Use a rubric to revise the persuasive essay.

Demonstrate understanding by evaluating a sample persuasive essay.

Unit 2 Description

Unit 2 will cover Collection 6 from the Holt text: Reading for Life and Collection 3: Theme. In the first half of the Unit, students will read about "real-world" documents, what they are, and how to read them. The student will read with a purpose and read to solve problems when reading real world documents.

Students will create a business letter following the conventions of formal writing. In the second half of the

Unit, students will return to short stories while exploring theme. Students will read to find the theme and compare themes across genres and cultures. Grammatical concepts to be covered include run-on sentences, phrases, indirect and direct object, and subordinate and independent clauses.

Essential content and skills

The learner will:

Review skills for reading real-world documents: workplace, public, and consumer documents and informational materials.

Demonstrate ability to analyze visuals by analyzing an ad, by answering questions, and by checking answers.

Apply appropriate strategies for reading informational documents: previewing, skimming, and scanning a selection in the textbook.

Review vocabulary words: specify, sequence, fundamental, critical.

Create a preview chart while reading informational texts.

Create semantic maps for vocabulary words: potentially, proposal, hazards, empowered, ample.

Demonstrate comprehension of informational documents by completing assessment.

Demonstrate understanding of consumer documents by answering questions after reading.

Create a chart while reading to keep track of graphics while reading.

Demonstrate understanding of vocabulary words by matching synonyms and by completing sentences.

Review elements of a good business letter and memo.

Answer questions after reading to demonstrate understanding.

Choose a topic for a business letter.

Consider the audience of the letter.

Use a graphic organizer to help outline and format a business letter.

Demonstrate understanding of business letters and memos by completing assessment.

Write with a tone appropriate for the audience.

Using guidelines from the text, evaluate and revise your letter.

Examine the components of a model letter: draft and revision.

Review run-on sentences and proofread the letter for them.

Publish the letter for evaluation according to a rubric.

Review skills for recognizing themes and recurring or universal themes in literature.

Analyze the theme of a painting using guidelines from the text.

Use new vocabulary when discussing literature: convey, significant, indicate, consequence.

Review skills for finding theme: evaluating the title, the characters, the big moments, and the resolution.

Demonstrate ability to generalize, predict, and find theme by reading "The Cub" and completing an assessment.

Analyze theme and conflict while reading "Stop the Sun."

Write definitions for vocabulary terms: commotion, foundered, ruin, inert.

Demonstrate understanding of direct and indirect objects by completing assessment.

Self-question while reading to analyze characters and theme in "The Medicine Bag" by Virginia Driving Hawk Sneve.

Write definitions for vocabulary terms: authentic, procession, fatigue, frail, confines.

Demonstrate understanding of prepositional, participial, and appositive phrases by completing assessment.

Identify a recurring theme while reading "The Gentlemen of Rio en Medio."

Write definitions for vocabulary terms: negotiation, innumerable, boundaries, descendants.

Chart predictions while reading.

Demonstrate understanding of independent and subordinate clauses by completing assessment.

Use a graphic organizer to compare themes across genres while reading four selections.

Write definitions for vocabulary terms: mesmerized, impeccably, petrified, stoically, dissuade, chaotic.

Demonstrate understanding of themes by completing assessment.

Unit 3 Description

Unit 3 will be a writing workshop which will take students step-by-step through the process of writing a formal research paper, following all MLA standards and formatting. In this unit, students will learn what a research paper is, how to choose and narrow a topic, how to find sources, and how to evaluate sources for quality. Students will make and organize notes based on their research. A thesis statement will be created to provide a focus for the paper, and an outline will be created to shape the paper. Students will draft their essay using MLA-style in-text citations to credit outside sources, and relate those citations to their Works Cited page. Students will also proofread and polish their papers. The paper will take the place of the Unit Exam.

Essential content and skills

The learner will:

- Demonstrate understanding of the purpose and requirements of a research paper by completing assessment.
- Preview important criteria of a research paper.
- Understand plagiarism and how it relates to research papers.
- Identify a process for narrowing and focusing a topic for a research paper.
- Review requirements for a research paper.
- Submit your research paper topic for approval.
- Review ways to research a topic.
- Demonstrate ability to identify reliable resources for research by completing an assessment.
- Use a graphic organizer to keep track of and to evaluate sources for quality.
- Use self-questioning to help form a thesis statement.
- Identify good versus poor thesis statements.
- Submit a thesis statement for your research paper.
- Demonstrate ability to differentiate between independent ideas, direct quotes, paraphrased, and summarized information on an assessment.
- Take notes on potential research sources using note cards, notebooks, or a graphic organizer.
- Identify how outlines apply to research papers.
- Review MLA format as it applies to outlines.
- Create an MLA style outline based on research notes.
- Self-evaluate outline using rubric.
- Given choices, recognize proper use of MLA style parenthetical citation.
- Recognize citations requiring secondary sources and block quotations.
- Demonstrate understanding of the framework and organization of the research paper by completing an assessment.
- Draft the introduction, the body, and the conclusion of the research paper.
- Use transitional words and phrases appropriately when writing.
- Identify the purpose of the Works Cited page.
- Demonstrate in an assessment the ability to create citations in proper MLA format.
- Create a Works Cited page in MLA format for the research paper.
- Proofread and revise the research paper draft.
- Complete a final checklist for the research paper.

Unit 4 Description

Unit 4 will cover Collection 8: Drama. Students will be introduced to the various types of drama and read works of drama such as plays, comedies, and tragedies. Students will also learn to spot the different elements of drama within dramatic works. Important skills such as analyzing dialogue, visualizing,

understanding stage direction, reading aloud, and making inferences will be practiced throughout the unit. Students will read the complete text of the play *The Diary of Anne Frank* in addition to other dramatic works. Grammatical concepts to be covered include capitalization, ending punctuation, transitional words/phrases, and sentence structure.

Essential content and skills

The learner will:

Identify and analyze cause and effect organization in a magazine article.
Track cause-effect connections through the use of a graphic organizer.
Identify and analyze comparison-contrast organization: block method and point-by-point method.
Compare and contrast elements of an article through the use of a graphic organizer. Demonstrate understanding of cause and effect and compare and contrast by completing assessment.
Write definitions for vocabulary terms: commemorate, mimicking, resembles.
Identify types of drama: plays, tragedies, comedies.
Use a graphic organizer to track elements of humor in a passage: wordplay, misstatements, exaggeration, comic actions.
Recognize elements of drama: dramatic structure, dialogue, stage directions.
Identify types of dialogue: monologue, soliloquy, aside.
Demonstrate understanding of dramatic elements in photographs by analyzing, answering questions, and checking responses.
While reading a passage from “*The Diary of Anne Frank*,” apply skills for reading drama: visualizing, analyzing dialogue, reading aloud, making inferences.
Read drama aloud.
Review elements of comedy: wordplay, misstatements, exaggeration, comic actions.
Write definitions for vocabulary terms: tedious, merit, vile, amend.
Visualize and read aloud a play converted to a graphic story.
Identify inversion within sentences and rewrite sentences using standard structure.
Demonstrate understanding of elements of drama by completing an assessment.
Review the elements of drama: conflict, complications, climax, resolution.
Use a graphic organizer to log inferences about characters in the play, “*The Diary of Anne Frank*.”
Write definitions for vocabulary terms: conspicuous, indignantly, tyranny, ostentatiously, forlorn.
Visualize while reading the play aloud.
Analyze elements of drama while reading the play, “*The Diary of Anne Frank*.”
Use a graphic organizer to log inferences about characters in the play.
Visualize while reading the play aloud.
Analyze elements of drama while reading the play, “*The Diary of Anne Frank*.”
Use a graphic organizer to log inferences about characters in the play.
Visualize while reading the play aloud.
Reflect on and write about the importance of “*The Diary of Anne Frank*.”
Write definitions for vocabulary terms: liberation, cherished, invasion, reigns.
Use a graphic organizer to compare and contrast conflict and characters in two diaries.
Demonstrate understanding of the rules of capitalization and punctuation by correcting sentences.
Demonstrate comprehension of reading selections by completing an assessment.
Track structure and organization in nonfiction texts through use of a graphic organizer.
Write definitions for vocabulary terms: annihilation, inexplicable, premonition, emaciated, raucous, hysterically, barracks, compressed.
Track scope and treatment of nonfiction texts through use of a graphic organizer. Demonstrate understanding of structure, organization, scope and treatment in nonfiction texts by completing an assessment.
Review nonfiction genres: biography, autobiography, essay, speech.
Review structural patterns in nonfiction: chronological order, order of importance, logical order.
Review qualities of nonfiction: purpose, logic, unity, coherence.

Review nonfiction skills by answering questions and checking responses: literary, informational, vocabulary, writing skills.

Review skills for analyzing real-world documents: previewing, skimming, scanning, interpreting graphics.

Demonstrate comprehension of reviewed material by completing an assessment.

Review theme and recurring theme.

Practice theme, drama, and vocabulary skills by answering questions and checking responses.

Demonstrate comprehension of reviewed material by completing an assessment.

Math 8, Part 1

Pre-Algebra

Pre-Algebra Part 1 will teach students about expressions, integers, equations, inequalities, decimals, factors, fractions, exponents, ratios, proportions, and percents. This course will provide students with a solid foundation for Algebra I. Pre-Algebra Part 1 emphasizes the use of technology, problem solving, critical thinking, and reasoning.

Unit 1 Description

This unit will focus on variables, expressions, order of operations, integers, absolute value, and the coordinate plane.

Essential Content and Skills

The Learner will:

Identify variables, variable expressions, and numerical expressions.

Write variable expressions for word phrases.

Use the order of operations.

Evaluate variable expressions.

Find the opposite of a number.

Graph integers on a number line.

Compare two integers.

Find absolute value.

Add integers.

Subtract integers.

Make predictions and test conjectures.

Write rules for patterns.

Find patterns.

Multiply and divide integers.

Explore the coordinate plane.

Plot ordered pairs.

Unit 2 Description

This unit will focus on solving one-step equations and inequalities.

Essential Content and Skills

The Learner will:

Identify properties of addition and multiplication.

Use the distributive property.

Simplify variable expressions.
Check equations using substitution.
Solve equations by adding or subtracting.
Solve equations by multiplying or dividing.
Solve problems using the Guess, Check, Revise strategy.
Graph inequalities.
Solve one-step inequalities using addition and subtraction.
Solve one-step inequalities using multiplication and division.

Unit 3 Description

This unit will focus on decimals and equations.

Essential Content and Skills

The Learner will:

Round decimals.
Estimate sums and differences.
Estimate products and quotients.
Find the mean, median, mode, and range of a data set.
Use formulas to solve problems.
Solve equations by adding or subtracting decimals.
Solve decimal equations involving multiplication or division.
Identify appropriate metric measures.
Convert metric units.
Indicate the precision of a measurement.
Use significant digits.
Solve problems by acting them out.

Unit 4 Description

This unit will focus on factors, fractions, and exponents.

Essential Content and Skills

The Learner will:

Use divisibility tests to find factors.
Use exponents.
Find the prime factorization of a number.
Find the greatest common factor (GCF) of two or more numbers.
Find equivalent fractions.
Write fractions in simplest form.
Identify and graph rational numbers.
Multiply powers.
Divide powers.
Write and evaluate numbers in scientific notation.
Find the least common multiple (LCM).
Compare and order fractions.
Write fractions as decimals.
Write terminating and repeating decimals as fractions.

Pre-Algebra Part 2

Pre-Algebra Part 2 will teach students about solving equations and inequalities, linear functions and graphing, an introduction to geometry, data analysis and probability, and polynomials. This course will provide students with a solid foundation for Algebra I. Pre-Algebra Part 2 emphasizes the use of technology, problem solving, critical thinking, and reasoning.

Unit 1 Description

This unit will focus on fractions, mixed numbers, customary units, ratios, rates, proportions, similar figures, and probability.

Essential Content and Skill

The Learner will:

- Add and subtract fractions.
- Add and subtract mixed numbers.
- Multiply and divide fractions.
- Convert customary units.
- Solve equations by adding and subtracting fractions.
- Solve equations by multiplying fractions.
- Find powers of products and quotients.
- Write and simplify ratios.
- Find rates and unit rates.
- Solve proportions.
- Solve problems that involve similar figures.
- Solve problems that involve scale drawings.
- Explore probability.

Unit 2 Description

This unit will focus on percents, equations, inequalities, formulas, interest problems, relations, and functions.

Essential Content and Skill

The Learner will:

- Write percents as fractions and decimals.
- Explore proportions.
- Write and solve percent equations.
- Find percent of increase and percent of decrease.
- Find markups and discounts.
- Make a table.
- Solve two-step equations.
- Solve multi-step equations, including equations with fractions and decimals.
- Write an equation.
- Solve equations with variables on both sides.
- Solve inequalities involving more than one step.
- Solve compound inequalities.
- Transform formulas.
- Solve simple interest problems.

Solve compound interest problems.
Determine whether a relation is a function.
Graph relations and functions.

Unit 3 Description

This unit will focus on equations with two variables, slope, scatter plots, inequalities, geometric figures, angle relationships, circles, translations, reflections, and rotations.

Essential Content and Skill

The Learner will:

Find solutions of equations with two variables.
Graph linear equations with two variables.
Find the slope of a line.
Use slope-intercept form in graphing a linear equation.
Write rules for linear functions.
Interpret and draw scatter plots.
Solve problems by graphing.
Solve systems of linear equations.
Graph linear inequalities.
Graph systems of linear inequalities.
Name basic geometric figures.
Identify angle relationships.
Classify polygons.
Draw a diagram to solve a problem.
Identify corresponding parts of congruent triangles.
Explore circles.
Construct congruent segments and angles.
Explore translations, reflections, and rotations.
Identify a line of symmetry.

Unit 4 Description

This unit will focus on areas of geometric figures, surface areas of space figures, the Pythagorean Theorem, distance, midpoint, special right triangles, angles of elevation and depression, sequences, and polynomials.

Essential Content and Skill

The Learner will:

Find the areas of geometric figures.
Identify space figures.
Find surface areas of space figures.
Find volumes of three-dimensional figures.
Find square roots of numbers.
Use the Pythagorean Theorem.
Find the distance between two points.
Find the midpoint of a segment.
Explore special right triangles.

Find trigonometric ratios in right triangles.
Use trigonometry to find angles of elevation and depression.
Analyze ways to display data.
Describe number patterns with arithmetic sequences.
Describe number patterns with geometric sequences.
Identify and evaluate polynomials.

Science 8, Part 1

Course Description

Science 8 will introduce eighth-grade students to an integrated approach of physical, environmental and life sciences. The students will study science concepts, problem solving, and explore a wide variety of the living and non-living world of science around them. The students will be responsible for learning concepts in astronomy, histology (cells), heredity, chemistry, physics, and human biology. The Science 8 curriculum will transition the students to high school sciences and a higher order of science learning.

Course Overview

This unit will involve scientific measurement by using the Metric System and SI System of Measurement to measure volume, mass, length, time, and temperature. The SI units, liter, gram, meter, second, Celsius, and their symbols will be learned by the students. Also, the students will learn the skill of converting the measurements from larger to smaller and smaller to larger units of the same measurement. The introduction of basic Physical Sciences concepts to the students will be concentrated in the study of the atoms, elements, compounds, mixtures, periodic table, bonding, and chemical reactions. Physical and chemical changes and properties will be studied to define the differences. Included in the study of matter changes, the student must be studying the states of matter on the molecular level. To describe the chemical reactions that take place in the lab and nature, the students will be introduced to the process of balancing chemical equations. The integrity of the conservation of mass must be established during the balancing of chemical equations. Mixtures are explained through the study of solutions, colloids, and suspensions on the particles and molecular level. The study of acids and bases is introduced through the definition, properties, and characteristics of acids and bases. The properties of acids and bases are due to the ions that acids and bases produce in water solution. Further, the understanding of acids and bases in solutions will be established. The pH scale for acids and bases describes the range of acids and bases from strong acids and bases to weak acids and bases.

Unit 1

Essential Content and Skills

The learner will:

Work with the SI System of Measurement learning the units, definitions, symbols, and instruments used in the SI System Measurement.
Use the SI System of Measurement.
Study the atom, modern atomic model, atomic theory, elements, compounds, and mixtures.

	<p>Study the properties of elements and be introduced to the periodic table of elements.</p> <p>Understand the types of atomic bonds: ionic and covalent.</p> <p>Study Physical and Chemical Changes in reactions of matter.</p> <p>Understand the steps and procedures to practice Balancing Chemical Equations.</p> <p>Explain the differences and similarities of Solutions, Colloids, and Suspensions.</p> <p>Study of properties, characteristics, and examples of acids and bases.</p> <p>Understand and recognize acids and bases in solutions, and using the Acid and Base pH scale.</p>
<p>Unit 2</p>	<p>This unit will study pure carbon compounds, their properties, uses, and structure. After the introduction to the pure carbon compounds, the student is introduced to the world of organic chemistry. The information covering carbon compounds offers a summary of the study of the simplest of organic compounds, which is hydrocarbons. The student will be introduced to the math involved in science, writing formulas and equations to solve problems in all aspects of Physical Science. The unit on static electricity includes a link to lightning safety, the basic explanation of static electricity, how static electricity is produced, and how static electricity enters your lives.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <p>Understand the pure carbon compounds; diamonds, graphite, fullerene, and nanotubes.</p> <p>Study the world of hydrocarbons along with structure and properties of the hydrocarbons. The study will include the bonding patterns, examples, and chemical formulas of hydrocarbons. The most familiar of the hydrocarbons is gasoline.</p> <p>Explain and solve problems in the simplest math of science which includes area, volume, speed, and density.</p> <p>Understand the basic of static electricity, including electric charges, rules for charges, Law of the Conservation of Charges, contact static charge, induced static charge, and lightning.</p>
<p>Unit 3</p>	<p>This unit will teach the student to explain how rockets were developed over time. The student will also gain an understanding of the space race and the creation of the Apollo program. Space will be investigated by learning about the conditions in space as well as the planets that exist there. The student will then study stars and galaxies, including our galaxy, the Milky Way.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <p>Explain how rockets were developed.</p> <p>Discuss the Apollo program.</p>

	<p>Identify the geocentric and heliocentric systems. Describe the characteristics of the inner and outer planets. Describe the characteristics of comets, asteroids, and meteors.</p>
<p>Unit 4</p>	<p>This unit will allow the student to investigate the electromagnetic spectrum in order to better understand how telescopes work. Students will then describe the characteristics and lives of stars. From there, students will state the big bang theory and explain the formation of the solar system. For the last few lessons, students will begin the new book <i>Cells and Heredity</i>. You will be introduced to cells, including chemical compounds in cells and the cell's environment.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Explain how telescopes work. Explain how stars form and how they are classified. State the big bang theory. Tell what cells are. Describe the functions of cells.

Science 8, Part 2

Course Description

Science 8--Part 2 will begin with the discovery of cells. You will look inside cells, identify the chemical compounds in cells, and describe the cell in its environment. You will then examine different cell processes that lead to energy within the cell. From there genetics and heredity will be covered. You will identify the importance of Gregor Mendel and his work with heredity and study human inheritance and disorders. Finally, you will examine Charles Darwin's work with adaptations and evolution of organisms.

Course Overview

<p>Unit 1</p>	<p>Unit 1 will allow you to identify cells, identify the role of cell organelles, define elements and compounds, and explain how molecules cross the cell membrane.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell what cells are. Explain how the invention of the microscope contributed to scientists' understanding of living things. State the cell theory. Describe how microscopes produce magnified images.
<p>Unit 2</p>	<p>Unit 2 will allow you to define probability and describe how it helps explain the results of genetic crosses. You will then describe the role chromosomes play in inheritance and the DNA connection. From there you will look at human inheritance, genetic disorders, and advances in genetics. You will then move into the final book, <i>Human Biology and Health</i>. There, you will examine bones, muscles, and skin. You will then look at the body</p>

	<p>and its functions of digestion, circulation, respiration, and the nervous system.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Define probability and describe how it helps explain the results of genetic crosses. Describe the role chromosomes play in inheritance. Explain what forms the genetic code. Identify some patterns of inheritance in humans. Identify two major causes of genetic disorders in humans. Identify the levels of organization in the body. Identify the functions of the skeleton. Describe some injuries of the skeletal system and how they can be identified. Identify the types of muscles found in the body. Describe the functions and the structures of skin.
<p>Unit 3</p>	<p>This unit will allow you to understand the necessity of food and energy. You will examine the point of healthy eating along with the digestive process. You will then examine how the body transports materials through the body along with cardiovascular health. Finally, you will examine the respiratory and excretory systems and their functions.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Describe the functions and the structures of the skin. Explain why the body needs food. Explain how the Food Guide Pyramid can help in planning a healthy diet. Describe the functions carried out in the digestive system. Describe the digestive process. Explain the functions of the cardiovascular system. Describe the structures and functions of the arteries and capillaries. Describe the components of the blood. Identify some diseases of the cardiovascular system. Describe the functions of the respiratory system.
<p>Unit 4</p>	<p>This unit will allow you to examine the effects of smoking and your health. You will also identify the structures and functions of the excretory system. You will then explain the relationship between pathogens and infectious disease, along with the body's defense to disease and prevention. Finally, you will examine the structure and functions of the nervous system.</p> <p>Essential Content and Skills</p> <p>The learner will:</p> <ul style="list-style-type: none"> Explain how tobacco smoke affects a person's health. Identify the structures and functions of the excretory system. Explain the relationship between pathogens and infectious disease. Explain how the body's first line of defense guards against pathogens. Describe how the body acquires active immunity.

Identify the cause of allergies.
Explain how people's environments affect their risk of cancer.

Social Studies 8, Part 1

This course covers American history and society from the first human migrations to the Americas, to the European colonization of the Americas and the founding of the United States, through to the end of the Reconstruction period. The course will cover major historical events and how those events have shaped American society. Most lessons in this course will feature a notebook writing activity designed to stimulate critical thinking about the topics covered in that lesson. Some of the writing activities are designed to help the student make connections between the historical events in that particular lesson and events that take place in the student's life. Each lesson will also contain a variety of exercises to enrich and reinforce the main points of the lesson.

Unit 1 Description

This unit begins with a discussion of the first humans to arrive in the Americas and includes information on the various Native American societies that existed before the arrival of European explorers in the 1400s. Unit 1 also details the reasons why Europeans sought to explore the world. The Renaissance, the Age of Discovery, and the Reformation, and the influence of these events on the colonization of the Americas are considered in this unit. The competition among the various European powers for dominance in the Americas is another key subject that is covered in this unit. Finally, Unit 1 covers the English colonies in what is now the United States, and how society developed in the colonial period.

Essential Content and Skills

The learner will:

- Chart the prehistoric migrations to the Americas.
- Identify the ways in which religion and trade have shaped the history of Europe.
- Summarize the religious conflict in England and explain the relationship between that conflict and the colonization of North America.
- Identify the geography and climate of the New England, Middle, and Southern Colonies.
- Identify English political traditions and the influence of those traditions on the 13 colonies.
- Summarize the roles of men, women, and children in colonial America.
- Define the institution of slavery and summarize its history as it developed in the colonies.

Unit 2 Description

This unit begins with the French and Indian War. It analyzes the causes of the war and its impact on the English colonies, particularly the taxes that resulted from the war. Unit 2 then goes into the causes of the American Revolution, the First Continental Congress and the Declaration of Independence, and then the Revolutionary War. The challenges of governing the new nation are discussed in this unit, as is the Constitution. Unit 2 concludes with the presidencies of George Washington and John Adams, and the election of Thomas Jefferson in 1800.

Essential Content and Skills

The learner will:

Summarize the results of the French and Indian War.
Summarize the cycle of taxation and protest in the colonies.
Summarize the meaning, structure, and impact of the Declaration of Independence.
Summarize the reasons why the American Revolution succeeded, and the effects of that victory.
Outline the weaknesses of the Articles of Confederation.
Summarize the proceedings of the Constitutional Convention and the drafting of the new constitution.
Outline the Bill of Rights and its protections of individual rights.
Outline the issues that caused conflict between the Federalists and the Republicans.

Unit 3 Description

Unit 3 focuses on the continued growth of the United States, including government institutions like the Supreme Court, as well as the territorial expansion of the nation. The importance of the Louisiana Purchase is discussed in this unit, as is the political landscape of the United States in the early 1800s and interactions between the United States and other nations. This discussion will also include information on the War of 1812. The presidencies of James Monroe and Andrew Jackson will be covered in this unit. Most importantly, Unit 3 covers the issues of slavery, territorial expansion, and the conflict that those two issues caused.

Essential Content and Skills

The learner will:

Identify the importance of the Louisiana Purchase.
Summarize the War of 1812.
Identify the Era of Good Feelings and its impact on American politics.
Outline American foreign relations in the years after the War of 1812.
Outline the developments in the American political system in the Age of Jackson.
Summarize the growth of industry and important developments in factories in the United States after 1812.
Outline the growth of American cities in the early 1800s.
Summarize the debate over slavery and the Missouri Compromise.

Unit 4 Description

Unit 4 covers the continued expansion of the United States, the events that led up to the Civil War, the fighting of the Civil War, and the period of Reconstruction after the war. The concept of Manifest Destiny, and its relation to expansion and the Mexican-American War will be explored. Unit 4 will also consider the attempts to reconcile the issues of slavery and expansion, and the conflicts that arose. The unit will then focus on how those conflicts led to the Civil War. Finally, the Civil War and the Reconstruction will be explored in depth.

Essential Content and Skills

The learner will:

Define the term Manifest Destiny.
Identify the relationship between the Mexican-American War and the idea of Manifest Destiny.
Outline the conflict over the issue of slavery in the territories after 1848.
Summarize the main points of the Compromise of 1850.
Identify the Kansas-Nebraska Act and Bleeding Kansas.

Summarize the events that led to the outbreak of the Civil War.
Compare and contrast the strengths, weaknesses, and strategies of the Union and the Confederacy.
Outline the events of the Civil War.
Outline the Reconstruction.
Summarize political and economic changes in the South after the Reconstruction.

Social Studies 8, Part 2

Course Description

This course covers American history and society from the end of the Reconstruction to the present day. The course will cover major historical events and how those events have shaped American society. Most lessons in this course will feature a notebook writing activity designed to stimulate critical thinking about the topics covered in that lesson. Some of the writing activities are designed to help the student make connections between the historical events in that particular lesson and events that take place in the student's life. Each lesson will also contain a variety of exercises to enrich and reinforce the main points of the lesson.

Unit 1 Description

Unit 1 begins with an analysis of the Old West, particularly the mining and railroad industries. This unit also looks at the settlement of the Great Plains, the ranching industry, and conflict between white settlers and Native Americans. The unit then explores the growth of industry, cities, and immigration in the late 1800s. Finally, Unit 1 discusses the reforms of the Progressive Era, including the presidencies of Theodore Roosevelt and William H. Taft, and the 19th Amendment, which extended full voting rights to women.

Essential Content and skills

The learner will:

Summarize the growth and impact of railroads in the West.
Summarize the conflict between Native Americans and settlers.
Identify the factors that led to the settlement of the Great Plains.
List reasons why industry grew rapidly after the Civil War.
Identify factors that led to the growth of cities in the late 1800s.
Outline the immigrant experience in the late 1800s.
Summarize the political reforms that Progressives supported.
Identify the Nineteenth Amendment.

Unit 2 Description

Much of Unit 2 deals with the growth of the United States as a world power. It explores American expansion into the Pacific, the Spanish-American War, the Philippine War, and the building of the Panama Canal. U.S. relations with Latin America and the Caribbean are also discussed in this unit. Unit 2 also focuses on World War I: the causes of the war, American participation in the war, the outcomes of the war, and the Versailles Treaty. The unit goes on to look at several cultural trends in the United States before and after the First World War. These trends include the temperance movement and Prohibition, the Jazz Age, and the growth of commercial media such as movies and radio. Finally, Unit 2 looks at changes in the economic structures of the U.S. and

the rapid rise of the stock market throughout the 1920s.

Essential Content and skills:

The learner will:

- Summarize early attempts by the United States to expand in the Pacific.
- Summarize the causes and outcomes of the Spanish-American War.
- Identify the reasons for building the Panama Canal.
- Identify the factors that led to World War I.
- Outline the Treaty of Versailles.
- Identify Prohibition.
- Outline the changes in American culture that are associated with the automobile, radio, and movies.

Unit 3 Description

Unit 3 begins with the stock market crash of 1929 and the Great Depression. The factors that contributed to the Great Depression are analyzed in detail. The role of President Franklin Roosevelt and the New Deal are also explored in great detail. Unit 3 then looks at the rise of fascism, militarism, and the conditions that led to World War II. The events of World War II and the role of the United States in the war are discussed, as is the Holocaust. This unit concludes with analyses of trends in American society after the Second World War, the Korean War, and the Cold War.

Essential Content and skills

The learner will:

- Outline the economic problems that led to the Great Depression.
- Summarize the 1932 presidential election.
- Summarize the legacy of the New Deal.
- Outline the military aggression of Germany, Italy, and Japan.
- Summarize the steps the United States took to prepare for war.
- Summarize the Holocaust.
- Outline the changes in American society that began after World War II.
- Outline the Korean War.
- Identify the Cold War.

Unit 4 Description

Unit 4 begins with the civil rights movement and continues through to the present day. Coverage of the civil rights movement begins with the Supreme Court decision in *Brown v. Board of Education*. The domestic policies Presidents Kennedy and Johnson are covered at the beginning of this unit, as are the causes of the Vietnam War. The events of that war, and its impact on American society are also an important feature of this unit. President Nixon's foreign policy successes and the Watergate scandal are covered in this unit. Then the end of the Cold War and the role of President Reagan in those events are considered. The last lessons of Unit 4 look at how American society and foreign policy have changed since the end of the Cold War, and the factors that have led to those changes, including terrorism, technology, globalization, and environmentalism. and progresses through the 1960s and 1970s.

Essential Content and skills

The learner will:

- Identify Brown v. Board of Education.
- Summarize the Civil Rights movement.
- Summarize the domestic policies of Presidents Kennedy and Johnson.
- Identify the domino theory.
- Outline the conflicts in American society that were created by the Vietnam War.
- Summarize the foreign policy successes of President Nixon.
- Identify the Watergate scandal.
- Summarize the presidency of Ronald Reagan and the end of the Cold War.
- Outline U.S. foreign policy after the Cold War.
- Identify the terrorist attacks of September 11, 2001 and the impact of those attacks.
- Summarize the role of the United States in the global economy.
- Identify recent patterns of change in American society.

High School:

English 10, Part 1

This course continues to build on the skills learned in English 9 through literature, grammar, and composition. Students will begin by examining the parts of a story, including plot, setting, character, narrator, and voice. To understand these concepts, students will read a variety of works from the *Elements of Literature* book, including “By Any Other Name,” “Typhoid Fever,” “The Storyteller,” and “The Cold Equations.” Throughout the course, time is also spent studying various parts of speech and grammar, reading and comprehension, and poetry. Some of the poetic works students will review include “Grape Sherbert,” “The Legend,” “since feeling is first”, and “Heart! We Will Forget Him!” Students will demonstrate their writing abilities as well by completing a literary analysis paper after reading a selection of stories from the book. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, writing, and journals.

Unit 1 Description

This introductory unit begins by building on the skills learned in English 9 through the continued study of literature, grammar, and composition. Students will begin by examining the parts of a story, including plot, setting, character, narrator, and voice. To understand these concepts, students will read a variety of works from the *Elements of Literature* book, including “By Any Other Name,” “Typhoid Fever,” “The Storyteller,” and “The Cold Equations.”

Students will demonstrate their writing abilities as well by completing an autobiographical narrative. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, writing, and journals. The unit will end with students reading an autobiography while researching a selected culture of their choice.

Essential Content and Skills

The learner will:

Recall the elements of plot.
Analyze the impact of time and sequence on the plot.
Identify the use of cause and effect in a reading.
Synthesize the content from several works on a single issue.
Understand the structure of informational materials by identifying how authors use these to achieve their purposes.
Analyze the development of time and sequence, including the use of foreshadowing and flashback, and identify how these events help to advance the plot.
Recall the characteristics of personal pronouns and identify examples.
Recognize the importance of setting within a story and describe the author's use of setting in "The Pedestrian."
Review the elements that make up an autobiographical narrative.
Complete prewriting strategies to prepare writing an autobiographical narrative.
Review the importance of characterization and its impact on a story.
Make inferences about characters based on the reading.
Make inferences while reading prose poetry.
Reflect on the elements that make up a dramatic monologue.
Recognize the importance of context clues and apply them while reading.
Analyze ideas presented in primary and secondary sources.
Analyze influences on characters (such as internal and external conflict and motivation) and the way those influences affect the plot.
Make inferences about motivation.
Review the characteristics of an autobiography.
Compare and contrast cultural elements within a story

Unit 2 Description

This unit starts by reviewing the elements of point of view, characterization, and plot. To understand these concepts, students will read a variety of works from the Elements of Literature book, including "The Waters of Babylon," "The Storyteller," and "The Cold Equations." Students will demonstrate their understanding of multiple meaning words and analyze the importance of context clues as well. Strategies for strengthening sentence structure will be analyzed and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, and journals. The unit will end with students comparing and contrasting the texts of "Typhoid Fever" and "The Education of Frank McCourt."

Essential Content and Skills

The learner will:

Analyze the way point of view affects characterization and plot.
Identify and/or apply meaning of multiple-meaning words used in the text.
Understand the importance of context clues.
Analyze the way first-person point of view affects a story.
Analyze the importance of setting to the mood of the text.
Understand the way omniscient point of view affects characterization and plot.
Understand and analyze satire.
Analyze the way the third-person-limited point of view affects characterization and plot.
Review how to combine sentences together in order to create more advanced sentence structure.
Revise writing to improve style, word choice, and sentence variety.
Analyze the main idea while reading.
Understand the meaning of and apply key vocabulary from the text while reading.
Analyze the way voice, diction, tone, and choice of narrator affect characterization and plot.
Identify and revise sentence fragments.

Identify and revise run-on sentences.
Demonstrate an understanding of how to connect and compare texts.

Unit 3 Description

This unit starts by discussing theme. Students will then analyze the theme of a work by reading “Catch the Moon”, which begins on page 234 of the Elements of Literature book. Then, students will analyze generalizations and make and support their own generalizations. Students will then analyze conflict and make inferences about character motivation after reading “The Bass, the River, and Sheila Mant”, which begins on page 244 of the Elements of Literature book. Next, students will review the differences between fiction and nonfiction and analyze an example of each by reading the fiction work “And of Clay Are We Created” and the nonfiction work “Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Colombian Town.” Students will then review the characteristics of a personal essay and read “The Man in the Water” on pages 273-277 in the Elements of Literature book. Next, students will analyze the elements that comprise an argument. Students will also evaluate the credibility of arguments by reading “If Decency Doesn’t, Law Should Make Us Samaritans” and “Good Samaritans U.S.A Are Afraid to Act”, which begins on page 286 of Elements of Literature book. Students will then review how to eliminate wordiness from their written work. Then, students will identify ironies in texts and make predictions while reading “Lamb to the Slaughter” on pages 317-324 in the Elements of Literature book and “R.M.S. Titanic” on pages 330-343. Finally the unit will end with the students prewriting, outlining, drafting, and revising a persuasive essay.

Essential Content and Skills

The learner will:

- Understand theme and understand how to identify themes as conveyed through characters, actions, and images.
- Analyze theme and character.
- Make and support generalizations.
- Analyze theme and conflict.
- Make inferences about character motivation.
- Analyze fiction and nonfiction genres.
- Analyze theme and purpose and determine an author’s purpose.
- Analyze personal essays and summarize the main idea.
- Evaluate the elements that make up an argument.
- Analyze the credibility of an author’s argument.
- Understand how to eliminate wordiness when writing sentences.
- Understand the element of irony.
- Identify ironies in the texts and make predictions.
- Review the importance of prewriting.
- Begin the prewriting process for a persuasive essay.
- Review the elements that make up a persuasive essay and construct the rough draft of a persuasive essay.
- Understand the revision process and revise the persuasive essay.

Unit 4 Description

This unit starts by discussing irony and ambiguity. Students will read “Into Thin Air” on pages 352 – 362 of the Elements of Literature book to gain a better understanding of these literary concepts. Then, students will identify ambiguities and subtleties in a text while reading “Notes from a Bottle” on pages

375-377 of the Elements of Literature book. Next, students will look for symbols while reading “Through the Tunnel” on pages 401 – 408 of the Elements of Literature book. Students will then review biographical information on author Edgar Allan Poe and connect this with his works, specifically “Annabel Lee.” Next, students will review the works of Robert Frost and this author’s use of symbolism. They will read “Stopping by Woods on a Snowy Evening” on page 434 of the Elements of Literature book and “After Apple-Picking” on pages 435-436 of the Elements of Literature book.

The last half of Unit 4 will be spent studying poetry. Students will begin by identifying an author’s use of imagery and allusion in “A Storm in the Mountains”, “Same Song,” “Eating Together,” and “Grape Sherbet.” Students will then study an author’s use of tone and diction while reading “The Legend” on pages 472-473 of the Elements of Literature book and “Simile” on page 479 of the Elements of Literature book. Then, the students will finish their study of poetry by reading the works of E. E. Cummings and William Shakespeare. Finally the unit will end with the students completing an exam review and a Unit 4 Exam before taking the final exam for English 10 Part 1.

Essential Content and Skills

The learner will:

- Identify contradictions and ironies in a text.
- Analyze cause and effect.
- Identify ambiguities and subtleties in a text.
- Make inferences while reading.
- Analyze literary devices, including symbolism.
- Analyze biographical information and analyze its impact on an author’s work.
- Analyze various literary devices, including imagery and allusion.
- Analyze characteristics of different forms of poetry, including a prose poem.
- Identify and analyze the speaker in a poem.
- Analyze the impact of imagery.
- Understand tone and diction.
- Analyze the use of figurative language, such as simile, metaphor, and personification.
- Understand metaphor.
- Understand the characteristics of an English sonnet.
- Understand the characteristics of an ode.
- Analyze various poetic devices, including repetition and refrain.

English 10, Part 2

English 10 Part 2 picks up where Part 1 leaves off. It continues to enhance and refine the skills learned in English 10 Part 1 and English 9. The students will study classic literature such as Shakespeare and become familiar with historical fiction while reading *To Kill a Mockingbird*. Throughout the course, time is spent on a research paper, various parts of speech and grammar, reading and comprehension, and poetry. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Unit 1 Description

In this unit the students will be reading the novel *To Kill a Mockingbird*. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an in-depth look at the time period in which the story takes place. The student will research The Great Depression and The Dust Bowl in order to gain an understanding of the setting and characters in the novel *To Kill a Mockingbird*. In this unit the students will demonstrate their understanding of the time period by creating their own brief narrative of what life was like during The Great Depression. They will

further develop their ability to read for comprehension as they define words that may be unfamiliar to them by using context clues. Finally, the he understanding of theme as the students explore the many themes presented in *To Kill a Mockingbird*.

Essential Content and Skills

The Learner will:

- Analyze various themes.
- Recognize symbols and their meaning.
- Write definitions vocabulary terms.
- Read historical information.
- Read online articles.
- Read non-fiction articles.
- Identify and define elements of a plot diagram.
- Identify main characters in *To Kill a Mockingbird*.
- Examine character traits.
- Identify characterization techniques. Demonstrate an understanding of characters. Review and research the time period of the 1930s. Incorporate sensory details into a creative narrative. Write an extended piece about an event in the story. View video clips of the movie.

Unit 2 Description

In this unit the students will analysis elements of a writer's style such as: diction, sentence structure, figures of speech, tone, mood, and magic realism. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an explanation of the elements of style. The students will read "Geraldo No Last Name," "Night Calls," and "A Very Old Man with Enormous Wings." These short stories demonstrate distinctive writing styles. The second part of this unit will explore the biographical and historical aspects of text; analyze historical context, a writer's background, Arthurian literature and myths. They will demonstrate their understanding of plot development by creating their own short story. Finally, the student will begin to recognize primary and secondary sources in preparation for unit 3.

Essential Content and Skills

The Learner will:

- Analyze various elements of a writer's style.
- Recognize symbols and their meaning.
- Read historical information.
- Read online articles.
- Read non-fiction articles.
- Identify and define elements of a plot diagram.
- Examine character traits.
- Identify characterization techniques. Demonstrate an understanding of characters. Incorporate sensory details into a creative short story.
- Write an original short story.

Unit 3 Description

In this unit the students will analyze primary and secondary sources in order to create a Career Research paper. They will conduct a job shadow and interview a professional in the career field that they are researching. The students will synthesize the information gathered from printed material, online sources and personal interviews to write an informational research paper. We will reinforce elements such as: citing sources (both parenthetically and on the Works Cited page) that were learned in English 10 Part 1. This unit begins with an explanation of the key elements of a research paper. The students will locate and evaluate resource materials and conduct a job shadow as part of his/her research. The second part of this unit will focus on organizing notes and the writing process. The unit exam will be the culmination of the student's work A Career Research paper.

Essential Content and Skills

The learner will:

- Locate information using appropriate sources and strategies.
- Organize, summarize, and present the main ideas from the research.
- Analyze various research materials.
- Recognize reliable sources.
- Read historical information.
- Read online articles.
- Read non-fiction articles.
- Identify and define primary and secondary sources.
- Examine character traits.
- Identify characterization techniques. Demonstrate an understanding of characters. Incorporate sensory details into a creative short story.
- Write an research paper.

Unit 4 Description

In this unit the students will be reading the Shakespeare Tragedy *The Tragedy of Julius Caesar*. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an in-depth look at the time period in which the story takes place. The student will research Elizabethan England and Ancient Rome in order to gain an understanding of the setting and characters in the play *The Tragedy of Julius Caesar*. The students will learn the structure of a Shakespearean Tragedy and the characteristics of a tragic hero. The students will demonstrate an understanding of persuasive speech, by evaluating two persuasive speeches and speakers.

Essential Content and Skills

The learner will:

- Analyze various themes.
- Recognize symbols and their meaning.
- Read historical information.
- Read online articles.
- Read non-fiction articles.
- Identify and define elements of a five act play.
- Identify main characters in *The Tragedy of Julius Caesar*.
- Examine character traits.
- Identify characterization techniques.

Demonstrate an understanding of characters.
Review and research the Ancient Rome, Elizabethan England, Julius Caesar, and William Shakespeare.

Geometry, Part 1

Geometry is the mathematical study of the patterns, shapes, and designs that make up our world. We will be learning how to find the area of two-dimensional plane figures, including polygons and circles. During this course, right triangle trigonometry is introduced. Properties of shapes, location, measurement, and algebra are used to justify reasoning in a logical argument. Students will continue to use algebra skills while exploring geometry.

Unit 1 Description

This unit will focus on the foundation blocks for the structure of geometry. These foundations will provide students with ways to measure segments and angles, constructions, and the use of the coordinate plane to represent geometric figures.

Essential Content and Skills

The learner will:

- Use inductive reasoning to make conjectures. Make isometric and orthographic drawings. Understand basic terms and postulates of geometry. Identify segments and rays.
- Recognize parallel lines.
- Find the length of segments.
- Find the measures of angles.
- Identify special angle pairs.
- Use a compass and a straightedge to construct congruent segments and congruent angles.
- Use a compass and a straightedge to bisect segments and angles.
- Find the distance between two points in the coordinate plane.
- Find the coordinates of the midpoint of a segment in the coordinate plane.
- Find perimeters of geometric figures.
- Find the areas of geometric figures.

Unit 2 Description

In this unit, students will learn how to write special types of statements known as conditionals, biconditionals, and definitions. Deductive reasoning will be used to conclude that statements are true and to make conclusions about parallel and perpendicular lines.

Essential Content and Skills

The learner will:

- Recognize conditional statements.
- Write converses of conditional statements.
- Write biconditionals and definitions.
- Use the Law of Detachment.
- Use the Law of Syllogism.

Connect reasoning in algebra to geometry.
Prove and apply theorems about angles.
Prove and use properties of parallel lines.
Explore parallel and perpendicular lines.
Classify triangles and find the measures of their angles.
Classify polygons.
Find the sums of the measures of the interior and exterior angles of polygons.
Write equations of lines.
Graph lines given their equations.

Unit 3 Description

This unit will focus on the meaning of congruent polygons. Students will learn how to prove two triangles congruent by five different methods. By learning how to prove triangles congruent, students will discover properties of an isosceles triangle.

Essential Content and Skills

The learner will:

Construct parallel lines.
Construct perpendicular lines.
Recognize congruent figures and their corresponding parts.
Prove two triangles congruent using the SSS and SAS Postulates.
Prove two triangles congruent using the ASA Postulate and the AAS Theorem.
Use triangle congruence and CPCTC to prove that parts of two triangles are congruent.
Use and apply properties of isosceles triangles.
Prove triangles congruent using the HL Theorem.
Explore congruent overlapping triangles.
Use properties of mid-segments to solve problems.

Unit 4 Description

This unit will focus on polynomials and polynomial functions.

Essential Content and Skills

The learner will:

Use properties of perpendicular bisectors and angle bisectors.
Identify properties of perpendicular bisectors and angle bisectors.
Identify properties of medians and altitudes of a triangle.
Write the negation of a statement and the inverse and contrapositive of a conditional statement.
Use inequalities involving angles and sides of triangles.
Define and classify special types of quadrilaterals.
Use relationships among sides and among angles of parallelograms.
Determine whether a quadrilateral is a parallelogram.
Use properties of diagonals of rhombuses and rectangles.
Determine whether a parallelogram is a rhombus or rectangle.
Verify and use properties of trapezoids and kites.
Name coordinates of special figures by using their properties.

Geometry, Part 2

Geometry is the mathematical study of the patterns, shapes, and designs that make up our world. We will be learning how to find the area of two-dimensional plane figures, including polygons and circles. During this course, right triangle trigonometry is introduced. Properties of shapes, location, measurement and algebra are used to justify reasoning in a logical argument. Students will continue to use algebra skills while exploring geometry.

Unit 1 Description

This unit will focus on similarity, right triangles, and trigonometry.

Essential Content and Skills

The learner will:

- Write ratios and solve proportions.
- Use AA, SAS, and SSS similarity statements.
- Find and use relationships in similar right triangles.
- Use the Side-Splitter Theorem.
- Use the Triangle-Angle-Bisector Theorem.
- Use the properties of 45°-45°-90° triangles.
- Use the properties of 30°-60°-90° triangles.
- Use tangent ratios to determine side lengths in triangles.
- Use sine and cosine to determine side lengths in triangles.
- Use angles of elevation and depression to solve problems.
- Describe vectors.
- Solve problems that involve vector addition.

Unit 2 Description

This unit will focus on transformations, areas of parallelograms, triangles, trapezoids, rhombuses, and kites.

Essential Content and Skills

The learner will:

- Identify isometries.
- Find translation images of figures.
- Find reflection images of figures.
- Draw and identify rotation images of figures.
- Identify the type of symmetry in a figure.
- Locate dilation images of figures.
- Use a composition of reflections.
- Identify transformations in tessellations and figures that will tessellate.
- Find the area of a parallelogram.
- Find the area of a triangle.
- Find the area of a trapezoid.
- Find the area of a rhombus or a kite.
- Find the area of a regular polygon.

Unit 3 Description

This unit will focus on circles, geometric probability, space figures, and cross sections.

Essential Content and Skills

The learner will:

- Find the perimeters and areas of similar figures.
- Find the area of polygons using trigonometry.
- Use the Law of Sines.
- Use the Law of Cosines.
- Find the measures of central angles and arcs.
- Find circumference and arc length.
- Find the areas of circles, sectors, and segments of circles.
- Find the probability of events.
- Explore space figures and cross sections.
- Find the surface area of a prism.
- Find the surface area of a cylinder.
- Find the surface area of a pyramid.
- Find the surface area of a cone.

Unit 4 Description

This unit will focus on volumes of prisms, cylinders, pyramids, cones, and spheres.

Essential Content and Skills

The learner will:

- Find the volume of a prism.
- Find the volume of a cylinder.
- Find the volume of a pyramid and a cone.
- Find the surface area and volume of a sphere.
- Find relationships between the ratios of the areas and volumes of similar solids.
- Use the relationship between a radius and a tangent.
- Use the relationship between two tangents from one point.
- Use congruent chords, arcs, and central angles.
- Find the measure of an inscribed angle.
- Find the measure of an angle formed by a tangent and a chord.
- Find the measures of angles formed by chords, secants, and tangents.
- Find the lengths of segments associated with circles.
- Write an equation of a circle.
- Find the center and radius of a circle.
- Draw and describe a locus.

Biology, Part 1

General Biology Part 1 will allow the student to experience the pleasure of learning about the world of living things. Through the study of biology, the student will come to appreciate the great diversity of life on Earth and the way all living organisms fit into the dynamic pattern of life on our planet. One of the most fundamental principles of biology is that living things, including human beings, do not exist in isolation; they are all functioning parts in the delicate balance of nature.

Unit 1 Description

This unit will introduce the student to the science of biology through an understanding of its scope and the processes used to make biological discoveries. The learner will investigate the chemical basis of life and discover the importance and function of chemical reactions in living things.

Essential Content and Skills

The learner will:

- Identify organizational levels of life.
- Understand the basic strategy the biologist uses in classifying organisms.
- Identify the characteristic that separates the three major domains.
- Identify ten themes of biology.
- Describe the nature of scientific discovery.
- Learn how both genes and environment affect behavior.
- Learn about the chemical nature of life.
- Gain a basic understanding of the structure of atoms, molecules, and chemical bonds.
- Realize the importance of water in living organisms.
- Study the chemical nature of carbon and understand its importance in all organic molecules.

Unit 2 Description

This unit will explore cell structures and how they function. The student will learn to compare and contrast cells of plants and animals. The function of each part of the organelles that make up cells will be discussed in detail. Students will also learn how organisms release energy stored in food.

Essential Content and Skills

The learner will:

- Explore the main ideas of the cell theory. Describe how microscopes aid the study of cells. Compare and contrast animal and plant cells. Distinguish between prokaryotic and eukaryotic cells.
- Describe the structure and function of various parts and organelles of the cell.
- Describe the movement of materials through cells.
- Compare and contrast how autotrophs and heterotrophs obtain food.
- Describe the energy cycle in cells.

Unit 3 Description

This unit will explore how the process of photosynthesis converts the energy of sunlight to chemical energy stored in organic molecules. An emphasis will be placed on the impact that photosynthesis has on all global life. Upon completion of our study of photosynthesis, the student will learn about the cellular basis of inheritance. How did the union of a unique sperm cell and a unique egg cell give rise to the trillion of cells that make up the human body? How are these cells related to the cells of your parents? The answers to these questions can be found in the process of cell reproduction.

Essential Content and Skills

The learner will:

Describe the structure of a chloroplast.
Identify the overall reactants and products of photosynthesis.
Explain how light interacts with pigments.
Describe how photosynthesis helps harvest light energy.
Identify the chemical products of the light reaction.
Explain how the Calvin Cycle makes sugar.
Summarize the overall process of photosynthesis.
Describe the path of carbon in the carbon cycle.
Explain how photosynthesis is related to climate.
Describe how cell reproduction contributes to repair and to growth.
Contrast the two ways that organisms reproduce.
Describe the structure of a chromosome.
Name the stages of the cell cycle and explain what happens during each stage.
Summarize the major events that occur during each phase of mitosis.
Explain how cytokinesis differs in plant and animal cells.
Compare benign and malignant tumors.
Explain how cancer treatments work at the cellular level.
Describe how homologous chromosomes are alike and how they differ.
Contrast haploid and diploid cells.
Summarize the process of meiosis.

Unit 4 Description

This unit will investigate how genetic traits are passed on from one generation to another. The student will learn the historical background to the discovery of genetic traits and understand the link between Mendel's work and chromosome replication and genetic transfer of traits. The DNA molecule will be investigated as the building block of genetic information.

Essential Content and Skills

The learner will:

Describe the methods that Mendel used in his plant breeding experiments.
Describe how alleles interact in intermediate inheritance.
Describe inheritance patterns in multiple alleles.
Summarize the chromosome theory of inheritance.
Explain how genetic linkage provides exceptions to Mendel's principle of independent assortment.
Explain how sex-linked genes produce different inheritance patterns in males and females.
Explain why sex-linked disorders are common in males.
Explain how chromosomes behave during non-disjunction.
Explain mutations and gene therapy.
Describe Griffith's and Avery's experiments.
Identify the building blocks of DNA.
Describe DNA's structure and the rules for base pairing.
Describe the process of DNA replication.
Explain how the template mechanism is important in DNA replication.
Describe how DNA and RNA affect heredity.
Describe the types of mutations that affect genes.
Explain the significance of the human genome project.

Describe how it is possible to predict genetic disorders.
Explain how mutations to genes that play a role in regulating the cell cycle can lead to cancer.
Describe how inheriting certain mutations can increase a person's risk for cancer.
Describe how biologists genetically modify plants and animals.
Explain the technique used to clone animals.
Summarize the GMO controversy.
Describe a technique used to compare DNA samples.

Biology, Part 2

General Biology 2 will begin by discussing the microscopic forms of life known as viruses, bacteria, and fungi. After gaining an understanding of the simpler forms of life, we will move on to discuss the higher forms of life represented by the plants and animals. We will begin with the simplest forms of each kingdom and move on to the more complex.

Unit 1 Description

This unit will deal with the invisible world of microbes. For the most part, these organisms are invisible to the naked eye. The prokaryotes that we will be studying include the bacteria viruses and the protists. These organisms can be considered to be the simplest of living things, yet they exhibit all the functions of far more complex organisms

Essential Content and Skills

The learner will:

Identify the two domains of prokaryotes.
Describe the three physical features that are used to classify prokaryotes. Describe the four modes of nutrition and identify which one cyanobacteria use. Explain how prokaryotes recycle chemicals between organic matter and the nonliving environment.
Describe the ways prokaryotes are helpful to humans.
Describe the ways in which bacteria cause illness.
Identify the way humans defend against bacterial diseases.
Describe the structure and reproduction of viruses.
Explain how viruses cause diseases.
Explain how humans defend against viral diseases.
Describe the life cycle of a retrovirus.
Describe the characteristics that all protists have in common.
Explain why certain unicellular protists can be considered the most complex of all cells.
Identify three types of nutrition among protists.
Study the means of locomotion in common protists.
Describe the life cycle of protists lacking the ability to move. Distinguish the yeasts from other groups of fungi.
Describe the general characteristics of plasmodial slime molds.
Summarize the life cycle of a slime mold.
Describe the characteristics of water molds and downy mildews.
Describe the characteristics of euglenoids and dinoflagellates.
Distinguish diatoms from other photosynthetic protists.
Compare and contrast the three types of seaweed.
Describe the basic structure of fungi.
Explain the function of spores in fungal reproduction.
Compare and contrast the zygote fungi, sac fungi, and club fungi.

Explain how molds differ in lifestyle from other fungi.
Describe two examples of symbiotic fungi.
Identify some fungal diseases of plants and of humans.
Describe some human uses of fungi.

Unit 2 Description

This unit will deal with the plant kingdom. We will learn about the diversity of the members of this kingdom and then concentrate on the most successful members of this group, the flowering plants. We will study the adaptations that all plants have made to exist in the varying environments of our Earth.

Essential Content and Skills

The learner will:

Describe four challenges to plants living on land.
Identify the four major groups of plants.
Explain the phrase "alternation of generations."
Contrast the two generations of a bryophyte.
Describe three groups of bryophytes.
Describe the characteristics of a pteridophyte.
Name the three groups of pteridophytes.
Describe three plant adaptations that evolved in gymnosperms.
List the four major groups of gymnosperms.
Describe three plant adaptations that evolved in gymnosperms.
List the four major groups of gymnosperms.
Describe two unique features of angiosperms.
Describe ways that humans depend on angiosperms.
Relate the structures of a flower to their reproductive functions.
Describe various means of seed dispersal.
Contrast mechanisms of seed germination.
List three types of life expectancies for plants.
Describe root and shoot structures and functions.
Describe three main plant tissue systems.
Identify the locations of meristematic tissue in a plant.
Compare primary growth in a root and a shoot.
Identify the two meristematic tissues.
Describe how tree rings form.
List the three sources of a plant's mass.
List some mineral nutrients important to plants.
Trace the path of nitrogen from the atmosphere to a plant's roots.
List the typical contents of fertilizers.
Explain how water and minerals from the soil reach the xylem of a root.
Describe how water moves through the xylem to leaves.
Explain how water loss from a plant is regulated.
Trace the path of sugar movement in phloem.

Unit 3 Description

This unit will explore the animal kingdom. Starting with the simplest of invertebrates, the sponges, and ending with the most complex vertebrates, the mammals, we will investigate the grand diversity that exists

in the animal kingdom. You will understand how all animals can be so different but yet so closely dependent upon each other for their very existence.

Essential Content and Skills

The learner will:

- List four general characteristics of animals.
- Compare and contrast vertebrates and invertebrates.
- Describe the general characteristics of sponges.
- Identify characteristics that vary among diverse sponges.
- Describe the general characteristics of cnidarians.
- Compare and contrast the body structure of a hydra with that of a marine jelly.
- Describe the general characteristics of flatworms.
- Describe three classes of flatworms.
- Describe the digestive system of a roundworm.
- List the diverse habitats of roundworms.
- Compare roundworms and rotifers.
- Describe body segmentation in annelids.
- Identify three classes of annelids.
- Describe the characteristics common to mollusks.
- Describe the three largest classes of mollusks.
- Describe the characteristics of echinoderms.
- Compare and contrast three different classes of echinoderms.
- Describe the geologic time scale.
- Explain the meaning of the phrase "Cambrian explosion."
- List the general characteristics of arthropods.
- Name the main groups of arthropods, both living and extinct.
- List the general characteristics of arachnids.
- Compare and contrast the three main groups of arachnids.
- List the characteristics of decapods.
- Contrast the habitats of barnacles, copepods, and isopods.
- Summarize the general characteristics of insects.
- List eight major insect orders.
- Explain some positive and negative impacts of insects on human populations.
- Describe four unique characteristics of chordates.
- Distinguish invertebrate chordates from other invertebrates.
- Describe the general characteristics of vertebrates.
- Identify the main groups of vertebrates.
- Compare and contrast cartilaginous and bony fishes.
- Describe some adaptations of sharks and rays. Describe the "double life" of frogs.
- Describe the general characteristics of bony fishes.
- Compare and contrast three groups of bony fishes.
- Describe the diet and habitat of salamanders.

Unit 4 Description

This unit will discuss the reptiles, birds, and mammals. The course will conclude with the study of ecology and the intertwining relationship of all life.

Essential Content and Skills

The learner will:

- Identify three main characteristics of amniotes.

Describe the general characteristics of reptiles.
Describe the reptiles that dominated the Mesozoic Era.
Name and describe three groups of modern reptiles.
List some general characteristics of birds.
Describe the most widely accepted hypothesis of the origin of birds.
Describe various bird adaptations.
Describe the general characteristics of mammals.
Explain the most widely accepted hypothesis for the origin of mammals.
Describe the key characteristics of the three main groups of mammals.
Describe some general characteristics of primates.
Describe the five levels of ecological study.
Explain how the patchiness of the biosphere creates different habitats.
Identify key abiotic factors.
Explain how the sun heats Earth's surface unevenly.
Describe global patterns of wind, precipitation, and ocean currents.
Distinguish between local climates and microclimates.
Describe what defines a biome.
List and describe eight major terrestrial biomes.
Compare and contrast ponds, streams, and estuaries.
Compare conditions and typical organisms in the intertidal, neritic, and oceanic zones.
Describe the abiotic and biotic factors that characterize coral reefs and hydrothermal vent communities.

World History, Part 1

World History Part 1 is a standards-based course focusing on the study of the History of the World, from the beginnings of civilization in the Fertile Crescent, up to and including the French Revolution. Students will be provided with multiple materials and multimedia to aid in learning, including audio, video, images, and documents. A focus on causes and effects will be used to teach students a tried and tested way of studying past events.

Unit 1 Description

Unit 1 of World History Part 1 will focus on the beginnings of civilization, with a brief study of history, archaeology, and anthropology. The unit will cover events beginning with the Neolithic revolution and moving on to civilizations of the Middle East, Egypt, India, China, Greece, and Rome. The unit will conclude with a study of the cultures of Mesoamerica, as well as those of North and South America.

Essential Content and Skills

The learner will:

Study how geography affected the formation of civilizations, from the first civilizations to the Mesoamerican civilizations.
Discover the beginnings of civilization by studying the peoples of Sumeria and Mesopotamia.
Gain knowledge of the people and kingdoms of the Nile and Egypt.
Study the peoples of ancient India and Pakistan.
Understand the beginnings of several world religions, including Hinduism, Buddhism, Judaism, and Christianity.
Discover the people of the Aegean, including the Greeks.
Study the beginnings of Rome and the start of the massive Roman Empire.
Understand the beginnings of civilization in the Americas.

Unit 2 Description

Unit 2 of World History Part 1 will begin with the collapse of the Western Roman Empire and the effect this collapse had on Western Europe. The unit will move on to the Middle Ages and its people and places. The church's role in medieval Europe will be explored as well, including its impact on the people of the Middle Ages. The unit will explain the struggle for power between monarchs and popes. The Black Plague will be introduced, before focus is shifted to Eastern Europe and the people, nations, and religions of this region. Finally, Unit 2 will provide a study of the religion of Islam and its followers, Muslims, concluding with a look at the people and governments of India and the Ottoman Empire.

Essential Content and Skills

The learner will:

- Explore the geography of Western and Eastern Europe.
- Understand the beginnings of religions such as Christianity, Orthodox Christianity, Hinduism, and Islam.
- Examine the struggle for power between the church and monarchs.
- Explore events of the Middle Ages, including the Black Death.
- Discover Russia and Eastern Europe.
- Comprehend the basics of the religion of Islam, along with its followers, Muslims.
- Understand how Muslims conquered lands and how they imposed their religion.
- Gain knowledge of the Delhi Sultanate.
- Explore the Ottoman and Safavid Empires.

Unit 3 Description

In Unit 3 of World History Part 1, students will be introduced to the kingdoms of early Africa, examining how they developed and how they impacted later cultures. Students will shift focus to the dynasties of China, and understand how an ordered society was built there. The cultures of Japan and Southeast Asia will be explored as well. Students will study the Italian Renaissance, including the artists, writers, and technology of this period. The Protestant Reformation will be analyzed, as well as the Scientific Revolution. Unit 3 will conclude with an introduction to the Atlantic slave trade and the trading empires of Portugal.

Essential Content and Skills

The learner will:

- Discover the geography of Africa, China, Southeast Asia, and Japan, and understand how geography affected events in these areas.
- Explore the first kingdoms in Africa.
- Discover the dynasties of China and their methods of unifying the country.
- Gain knowledge of Mongol rule in China.
- Discover the Renaissance in Italy.
- Understand new technologies, including the printing press, and their impact on society.
- Study the Protestant Reformation and its impact on the Catholic Church.
- Explore the Scientific Revolution and the discoveries and learning that came from this period.
- Gain understanding of the Atlantic slave trade.
- Explore trading empires built by Portugal.
- Discover European influence in China, Japan, and Korea.

Unit 4 Description

Unit 4 of World History Part 1 will take students on a journey starting with the confrontations that arose between Spanish explorers and the peoples of the Americas. Students will examine how invading peoples can affect existing cultures. The unit will also detail the beginnings of the slave trade and its lasting effects. Students will gain understanding of America's beginnings and of the battles for new lands that were fought between the nations of Europe. Finally, Unit 4 will conclude with an analysis of the Enlightenment and the revolutions in England, America, and France.

Essential Content and Skills

The learner will:

- Explore the interactions between Europeans and the peoples of the Americas.
- Comprehend the beginnings and effects of the Atlantic slave trade.
- Understand the power struggle between European nations.
- Explore the advances pushed forward in Russia.
- Understand the events of the Enlightenment.
- Analyze the American Revolution and its lasting effects.
- Discover the events leading up to the French Revolution.
- Explore the outcome of the French Revolution.
- Examine Napoleon's rise to power and eventual downfall.

World History, Part 2

World History Part 2 covers the history of the world from 1750 to present day. The key themes throughout this course are the role of nationalism, the problems of developing nations, conflict around the world, and globalization. This second part of World History contains all the major world conflicts in the past 260 years including both World Wars, the Korean War, the Vietnam War, and the Persian Gulf wars. Regional conflicts from this time period are also covered. World History Part 2 will examine the contributions to history of political and military leaders, key innovators and reformers, as well as cultural figures. Learners will develop their skills in historical analysis and be able to evaluate historical interpretation and understand historical research. Learners will understand the context of the time and place as they apply historical thinking skills.

Unit 1 Description

The time period covered by Unit 1 includes 1750 to 1914. In addition to learning about the key politicians and leaders during this time, students will learn about many inventors, thinkers, artists, writers, and composers. The spread of industry and nationalism are two important developments that Unit 1 will cover. Key events in Unit 1 include the revolutions in Europe and Latin America and the American Civil War.

Essential Content and Skills

The learner will:

- Describe and sequence events in the Industrial Revolution.
- Recall key inventors and thinkers.
- Sequence revolutionary events in Europe and Latin America.
- Give examples of artists, writers, and composers from this period.
- Compare and contrast leadership styles of the individuals studied.

Unit 2 Description

Unit 2 spans the timeframe of 1815-1924. Unit 2 focuses on the growth of western democracies and the rise of imperial powers. Resistance of imperial powers in the colonies is also covered. Key events discussed in Unit 2 include World War I and the Russian Revolution. Important figures such as politicians and leaders, reformists, and social activists are studied.

Essential Content and Skills

The learner will:

- Summarize and sequence key events in the 1800s through the early 1900s.
- Recall key politicians and leaders from this time period.
- Give examples of reformists and social activists studied.
- Understand why and how people resisted Western Imperialism.
- Describe the causes and effects of World War I.

Unit 3 Description

Events from 1910 to 1990 around the world are discussed in Unit 3. Nationalism continues to be an important force in world events in this Unit. Unit 3 starts with revolutions and nationalism in Latin America, Africa, Asia, and the Middle East. Discussions then move to the rise of totalitarianism, focusing on Mussolini in Italy, Stalin in the Soviet Union, and Hitler in Germany. Important events covered in Unit 3 include the Great Depression, the Spanish Civil War, World War II, The Cold War, the Korean War, and the Vietnam War. In Unit 3, students will learn about key political figures around the world and postwar cultural figures who developed new styles and ideas in reaction to the first World War.

Essential Content and Skills

The learner will:

- Summarize and sequence key events studied from 1910-1991.
- Recall key politicians and leaders from this time period.
- Give examples of cultural figures from the Jazz Age and Harlem Renaissance.
- Understand the causes and effects of Nationalism.
- Describe the causes and effects of World War II, the Korean War, and the Vietnam War.
- Recall the Cold War era.

Unit 4 Description

Unit 4 covers current events from 1945 to the present day. It begins with the study of how many colonies in Asia, Africa, and the Middle East achieved independence and also covers the new nations formed from the collapse of the Soviet Union. Unit 4 is about challenges of development and the hard road to democracy that some of these countries have taken. It is also about conflict between groups of different ethnicities, nationalities, and religions. Unit 4 discusses challenges to society, like ensuring human rights and security, and to the environment, including pollution caused from the spread of industry. Unit 4 brings up the challenges of globalization, like the spread of disease and terrorism, but it also talks about the advantages of globalization, including the collaboration of nations in the areas of science and technology to help fix the problems and provide a quick response to aid natural disaster victims.

Essential Content and Skills

The learner will:

- Summarize and sequence key events studied from 1945 to the present.
- Recall key politicians and leaders from this time period.
- Understand the causes and effects of independence on new nations.
- Explain the causes and effects of global poverty.
- Describe ways in which scientific advances have affected people's standard of living.
- Describe some of the obstacles faced by developing nations.

Graduation Requirements

IN Cyber will ensure that all students comply with the Indiana Department of Education's graduation policies.

The Indiana State Board of Education has adopted new course and credit requirements for earning a high school diploma. These new requirements go into effect for students entering high school in fall 2006. With these changes, students will have the option of earning four diploma types:

- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also makes Core 40 a minimum college admission requirement for the state's public four-year universities beginning in fall 2011.

Effective beginning with students who enter high school 2006-07

English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits
	2 credits: Algebra I
	2 credits: Geometry
	2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> All students must complete a math or physics course in the junior or senior year.
Science	6 credits
	2 credits: Biology I
	2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics
	2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History
	1 credit: U.S. Government
	1 credit: Economics
	2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages
	Fine Arts
	Career-Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many

more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

(Minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams
 - B. Complete IB courses (4 credits) and corresponding IB exams
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - D. Score a 26 or higher composite on the ACT
 - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
 - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
 - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
 - E. Earn a state-approved, industry-recognized certification

Attachment 6

School Calendar and Schedule

IN Cyber will operate year round, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster or as determined by the governing board and school administrators. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her SLA, teachers, and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Thus if a student contacts the SLA on Friday afternoon at 4:00, that SLA would be required to return the call or email prior to Monday at 4:00. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed in 18 weeks, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total in excess of 900 hours of instructional time per 180 days. The students will be in attendance in conformity with the requirements set forth in IC 20-24-3-5(b)(3)(R).

A schedule/school calendar for each month of the year (7/1 – 6/31), beginning with July 2012, will be posted on the school's website. Information included will be enrollment dates, all school activities, Governing Board meetings, and any other pertinent information.

Sample school calendar:

December 2011						
Sunday	Monday	Tuesday	Wedn-asday	Thursday	Friday	Saturday
				■	2	3
4	5 10:00 am - 12:00 pm Vituai School Swim 3:00 pm IegoCb	6 3:00 pm Club eur.narv	7	8 6:30 pm - 7:00 pm VIVL School Bo3rd Planning Session 7:00 pm VIVL School Bo3rd Meeting	9	10
■	12 10:00 am - 12:00 pm Vituai School Swim	13	14 10:00 am - 2:00 pm A Cl-Gtmas lee Caroland Skating	15 3:00 pm OramaCb	16	17
18	19 10:00 am - 12:00 pm Vituai School Swim 3:00 pm VIVL Cl-Gtmas Program	20	21 3:00 pm Twa; the Nlght Before Cl-istmas	22	23 AI Day No School	24
25	26 AI Day No School	27 AI Day No School	28 AI Day No School	29 AI Day No School	30 AI Day No School	31

Attachment 7

Enrollment Policy

Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The school will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Parents and prospective students may contact the school via the school's web site or by phone, or attend an informational session to receive additional information about the school. Once the decision to enroll has been made, the student and parents/guardians will be asked to a face-to-face meeting at the school's offices or a convenient location to complete the enrollment forms. This face-to-face meeting is the beginning of a crucial educational partnership between student, parent, and teacher that requires each party to take ownership of his or her part in the educational process. During this initial meeting, an outline of the duties, responsibilities, and expectations of each member of this important partnership is reviewed. In addition to the general enrollment forms, parents/guardians will be asked to provide the school with the following documents:

- transcript from the last school attended - the Admissions Coordinator will send for permanent record;
- verification of address or parents' address by one of the following:
 - current utility bill;
 - tax receipt;
 - contract for purchase of home;
- authenticated birth date;
- social security card
- immunization records showing proof of proper immunizations
- copy of the student's current IEP and ER, if applicable
- state or federal photo ID of parent or guardian

If coming from a public school outside Indiana or from ANY private school, the following are required:

- report card or transcript from the last school attended; the school's Admissions Coordinator will send for permanent record;
- verification of address of parents' address by one of the following:
 - current utility bill;
 - tax receipt or homestead exemption card;
 - contract for purchase of home;

Authenticated birth date can be verified by one of the following:

- Certified copy of birth certificate/State Birth Registration Card;

- Baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit;
- Insurance policy on the student in force for at least two years;
- Bible record of child's birth accompanied by parents' sworn affidavit;
- Passport or certificate of arrival in the United States showing age of child (view only)
- School record at least four years prior, showing date of birth;
- Parent's sworn affidavit accompanied by a certificate of examination from a health officer or physician verifying the student's age.
- Immunization records showing proof of proper immunization.

At this face-to-face meeting, the student and parents will receive a copy of the student/parent handbook, and will be required to sign the following forms: Academic Honesty Policy, Acceptable Use of Technology Contract, and IN Cyber Student/Parent Agreement. Copies of these forms can be found in Attachment 8.

Families will be afforded the opportunity to discuss their student's needs, skills, and abilities at length, and every effort will be made to ensure that the parents and students are choosing an appropriate school. IN Cyber recognizes that online learning is not the best choice for every student, so the Admissions staff will receive extensive training from NNDS in how to counsel families to select the best option for the students' education.

As soon as all of the documents have been received by the admissions department and the folder is complete, the student will be enrolled in the school's SIS, Backpack™, the student will be assigned to a Student Learning Advocate, and the SLA will contact the student and parent as quickly as possible to discuss course selection, and complete the duties outlined in the SLA manual (Appendix A), so that the student can begin his or her classes. This process can be completed in as little as one day after the student's enrollment folder is complete.

Enrollment information, including a list of required documents and a copy of the enrollment form will be posted on the school's web site.

If applications exceed the number of available seats, a public lottery will be held following the regularly scheduled governing board meetings. All student applicant names exceeding the enrollment limits will be collected and placed in a container that permits a random draw and further ensures fairness to all applicants. The lottery will be utilized each month on or before the month end throughout the entire school year. The successful applicants and their parent or guardian, if applicable, will be notified within 2 business days of the completion of the lottery to confirm their acceptance.

Attachment 8

Student Discipline Policies

All parents/guardians and students will be asked to sign the following three documents at the time of enrollment: Student/Parent Contract, Academic Honesty Policy, and Acceptable Use of Technology Policy. Consequences for infractions to any and all policies are clearly delineated.

National Network of Digital Schools STUDENT/ PARENT AGREEMENT

Congratulations and welcome to your new school. We ask that you read the following agreement carefully, then sign and return it to the school.

1. I understand that I am responsible for my student adhering to the academic honesty policy as defined in the Student Handbook and in the Lincoln Interactive Course Guides.
2. I agree to maintain regular contact with my student's Student Learning Advocate.
3. I understand that participation in standardized tests is mandatory and failure to comply with this requirement may result in my student's dismissal from the school.
4. I understand that a parent or guardian must be available to the student while he or she is working on school assignments.
5. I understand that my student must log attendance 180 days each year, between the first day of the academic calendar and the last weekday in June of the following year.

All of the information I have provided in the enrollment forms or otherwise is true and accurate to the best of my knowledge.

I understand that failure to comply with any and all of the parts of the Parent Agreement may result in disciplinary actions and/or my child's dismissal from the school.

Signature of Parent or Guardian

Date

Signature of Student

Date

Signature of School Representative

Date



Students enrolled in Lincoln Interactive courses are expected to do their own work. Any actions from students, parents, staff, or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any student, teacher, or associate, or threaten the integrity and stability of the Lincoln Interactive course administration will not be tolerated.

The following are examples of infractions of the Academic Honor Code that may subject the student to disciplinary actions that could include or result in suspension or expulsion from the coursework if the action(s) occur during any learning opportunity:

- **Cheating** – *Acting dishonestly, copying, or using someone else’s work is an unacceptable educational practice.*
- **Plagiarism** – *The act of taking someone else’s ideas, words, or writing, and attempting to pass them off as your own or using them in any way without permission is an unacceptable educational practice.*

Academic Honor Code Instances of Violations

If any student is caught cheating or plagiarizing, at any time, the following actions may be taken:

Academic Referral Violation would be provided with first offense. The student will earn a failing grade (0%) for the assignment in which the cheating occurred, and a written warning (Academic Referral) will be documented. To earn up to half credit (50%), a student will be given the opportunity to resubmit the work (with directions from the Teacher Facilitator for the first offense). If the work is not submitted within the required time frame designated by the Teacher Facilitator, a zero (0%) will be awarded.

- **Assignment Violation:** *If two assignments (anything other than Mid Unit Quizzes, Exams, Final, and/or Major Course Requirements) are in violation of Academic Honor Code, then this would be counted as an **Academic Referral Violation** and an Academic Referral will be submitted. An Academic Referral will be filed for each and any Assignment Violation. The first Assignment Violation will be considered an **Academic Referral Warning**.*

Note: *If an Exam Violation is issued after a Warning Violation is filed, a student may immediately be considered for an Academic Referral Removal, rather than a second Assignment Violation being filed.*

Academic Referral Violation would be submitted when two assignments are in violation Academic Honor Code Policy.

- **Exam Violation:** *If Mid Unit Quizzes, Exams, or Finals and/or Major Course Requirements (this is including, but not limited to term papers, major projects/written assignments, etc.) are in violation of Academic Honor Code, then this would be*

*considered an **Academic Referral Violation** and an Academic Referral will be submitted.*

***Academic Referral Violation** would be submitted when exams are in violation of Academic Honor Code Policy.*

***Academic Referral Removal** from a course would occur if a student violates the Academic Honor Code after an Academic Referral Violation has already been issued.*

- *When two separate instances of violation (this includes, but is not limited to, one Assignment Violation and one Exam Violation) of the Academic Honor Code have been completed by a student, the situation will be reviewed by the Teacher Facilitator, Department Chair, and a Lincoln Interactive Supervisor/Director, and further action will determine if the student will be removed from course.*

Insubordination – *Not accepting directions or refusing to cooperate with Lincoln Interactive course administration is an unacceptable educational practice. Any student participating in a Lincoln Interactive course who has posted in an assignment, discussion board forum, emailed, or verbally communicated in a disrespectful tone or threatening manner to a Teacher Facilitator or student may immediately result in parents being contacted. The dialogue will be removed from any public forum and this may result in an Academic Referral Violation and an Academic Referral may be filed. Any second offense will result in permanent removal from the discussion board, email, and any other communication tool used or another Academic Referral may be filed.*

We are an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, gender, sexual orientation, and/or handicap in our activities, programs, or employment practices.

Sample report of Academic Honesty Infraction:



Student Name:

Student Id:

Course Name (including Part 1 or 2):

Assessment Name:

Infraction of Academic Honor Code: (see attachment for additional details)

Violation (please highlight one of the following)

1st Assignment Violation - Academic Referral Warning

2nd Assignment Violation – Academic Referral Violation

Exam Violation – Academic Referral Violation

Course Requirement Violation – Academic Referral Violation

2nd Instance of Violation to the Academic Honor Code – Possible Removal from Course

Action Taken by Lincoln Interactive:

Teacher Facilitator Signature:

Student Signature:

Representative Signature:

Academic Honor Code Highlights

Academic Referral Warning

1st Assignment Violation = Academic Referral Warning

Academic Referral Violation

1st Assignment Violation + 2nd Assignment Violation = Academic Referral Violation

Exam Violation = Academic Referral Violation

Course Requirement Violation = Academic Referral Violation

Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + 3rd Assignment Violation = Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + Exam Violation = Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + Course Requirement Violation = Possible Removal from Course

1st Assignment Violation + Exam Violation = Possible Removal from Course

1st Assignment Violation + Course Requirement Violation = Possible Removal from Course

Exam Violation + 1st Assignment Violation = Possible Removal from Course

Course Requirement Violation + 1st Assignment Violation = Possible Removal from Course

Exam Violation + Course Requirement Violation = Possible Removal from Course

Course Requirement Violation + Exam Violation = Possible Removal from Course

Exam Violation + Exam Violation = Possible Removal from Course

Course Requirement Violation + Course Requirement Violation = Possible Removal from Course

I have read all of the above information, and I agree to comply with these policies and regulations. I understand that failure to do so may result in disciplinary measures by the school against the student as described herein, and may include suspension or expulsion.

Parent/Guardian

Date

Student

Date

School Representative

Date

Acceptable Use of Technology Policy

Students are responsible for appropriate behavior on the school's computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

The use of the computer is a privilege, not a right. The school may suspend Internet reimbursement or deny the use of school computer equipment to any student who abuses that privilege.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources.

Students are advised never to access, keep, or send anything they would not want

their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the "traditional" school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that

passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should never download or install any commercial software, shareware, or freeware onto their computers unless they have written permission from the technical support staff at the school.

Students should not use profane, abusive, or impolite language when communicating online.

Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact the school with this information.

The school expects students to observe the following rules of online behavior:

= Students will only access the Internet for educational purposes

= Students will restrict their access to material deemed appropriate by staff and parents

= Students will use appropriate conduct toward others

- = Students will observe and respect license and copyright agreements
- = Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

The Pennsylvania Cyber Charter School

COMPUTER ACCEPTABLE USE POLICY

The following types of access are considered to be inappropriate uses:

- = Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- = Using the access for illegal acts
- = Attempts to access any resources that are restricted, confidential or privileged
- = Posting chain letters
- = Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- = Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password
- = Posting personal contact information
- = Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult
- = Attempts to disrupt access
- = Causing damage to, or changing function, operation or design of, the technology
- = Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- = Harassing another person
- = Posting false or defamatory information
- = Plagiarizing information found on the Internet

- = Disregarding the rights of copyright owners on the Internet
- = Posting web pages without the consent of a teacher or authorized adult
- = Buying or selling any products or services

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with teachers, Instructional Supervisors and any other staff.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

I have read all of the above information, and I agree to comply with these polices and regulations. I understand that failure to do so may result in disciplinary measures by the school against the student, and may include suspension or expulsion.

Parent/Guardian

Date

Student

Date

School Representative

Date

Grievance Process

The Executive Director will be an experienced school leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the SLA, and the appropriate Director of Instruction, the Executive Director is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may request an appearance before the school Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable school law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

Additional policies for students with disabilities:

Special Education students are expected to adhere to the same rules as other students. A special education student shall not receive disciplinary suspensions because of their disability. The flexibility of administrator discretion especially applies in judging appropriate consequences for these students' misbehavior.

- The school will follow the “Behavioral Support Guidelines For Addressing Severe Crisis Behaviors Of Students With Disabilities”
- Suspensions and/or expulsions of students with disabilities who commit acts defined in the Code of Student Conduct as suspendable or expellable acts shall be governed by this policy;
- Federal law does not permit school districts to cease all educational services to students with disabilities as defined in IDEA;
- Suspension from a student's current educational placement that cumulatively totals more than 10 school days in a school year constitutes a change in placement and requires an IEP meeting;
- Implementation of the 1-10 day suspension requires that written Notice of Suspension be sent within twenty-four hours by certified or registered mail;
- The school will input the required suspension data for the district.

Attachment 9

Articles of Incorporation, Board By-Laws and Policies



**CERTIFICATE OF ASSUMED BUSINESS NAME
 (All Entities)**

State Form 30353 (R12 / 10-06)

Approved by State Board of Accounts 2002

TODD ROKITA
 SECRETARY OF STATE
 CORPORATIONS DIVISION
 302 W. Washington St., Rm. E018
 Indianapolis, IN 46204
 Telephone: (317) 232-6576

INSTRUCTIONS:

Use an 8 1/2" x 11" sheet of white paper for attachments.

Present original and one (1) copy to address in upper right corner of this form.

Please TYPE or PRINT.

Please visit our office on the web at www.sos.in.gov.

FILING FEES PER CERTIFICATE:

**For-Profit Corporation, Limited Liability
 Company, Limited Partnership \$30.00**
Not-For-Profit Corporation \$26.00

1. Name of entity Indiana Cyber Charter School, Inc.		2. Date of incorporation / admission / organization April 23, 2012	
3. Address at which the entity will do business or have an office in Indiana. If no office in Indiana, then state current registered address (<i>street address</i>) 251 East Ohio Street, Suite 1100			
City, state and ZIP code Indianapolis, Indiana 46204			
4. Assumed business name(s) The Indiana Cyber Charter School; Indiana Cyber Charter School; IN Cyber			
5. Principal office address of the entity (<i>street address</i>)			
City, state and ZIP code			
6. Signature of officer or other authorized party		7. Printed name and title	

This instrument was prepared by:
 Christopher P. Felts, Esq.

**WRITTEN CONSENT IN LIEU OF
THE ORGANIZATIONAL MEETING OF
THE BOARD OF DIRECTORS OF
INDIANA CYBER CHARTER SCHOOL, INC.**

The undersigned, being all of the members of the Board of Directors of INDIANA CYBER CHARTER SCHOOL, INC., an Indiana nonprofit corporation (the “**Corporation**”), hereby consent to the following actions without a meeting pursuant to IND. CODE § 23-17-15-2:

ACCEPTANCE OF POSITION OF DIRECTORS

WHEREAS, the incorporator of the Corporation designated the undersigned as the initial members of the Board of Directors of the Corporation pursuant to IND. CODE § 23-17-3-7(a)(2)(B), therefore it is:

RESOLVED, that each of the undersigned hereby accepts a position as a member of the Board of Directors of the Corporation as evidenced by his or her signature herein.

ACCEPTANCE OF ARTICLES OF INCORPORATION

WHEREAS, the Articles of Incorporation of the Corporation have been filed with the Office of the Secretary of State of the State of Indiana as evidenced by the file-stamp of the Secretary of State thereon; and

WHEREAS, the Secretary of State has caused a Certificate of Incorporation for the Corporation to be issued, therefore it is:

RESOLVED, that the Articles of Incorporation of the Corporation, as filed with the Indiana Secretary of State are hereby approved, ratified and accepted as the Articles of Incorporation of the Corporation, and a file-stamped copy of such Articles of Incorporation, together with the Certificate of Incorporation, shall be inserted in the minute book of the Corporation.

ADOPTION OF CODE OF BY-LAWS

WHEREAS, the directors desire to adopt a Code of By-Laws for the Corporation, therefore it is:

RESOLVED, that the Code of By-Laws, in the form attached hereto as **EXHIBIT A**, be, and hereby is, adopted as the Code of By-Laws of the Corporation.

BANKING ACCOUNT

WHEREAS, it is necessary for the Corporation to establish a banking account for the funds of the Corporation, therefore, it is:

RESOLVED, that the resolutions in the form provided by the Corporation's banking institution(s) which deal with the establishment of corporate bank accounts, the authorization, if any, by the Corporation to officers of the Corporation to borrow money from such institution(s), the certification by officers of the Corporation with respect to the adoption of those, and the signatures of the officers and employees authorized to act in the premises, are hereby authorized.

501(C)(3)

WHEREAS, the Corporation desires to become an entity exempt from Federal taxation under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), therefore, it is:

RESOLVED, that the appropriate officers of the Corporation are hereby authorized to complete or arrange for the completion of, execute and file or arrange for the filing of a Form 1023 (Application for Recognition of Exemption Under Section 501(c)(3) of the Code) on behalf of the Corporation, and to execute any other documents and perform any other act(s) necessary or related to the Form 1023 application or the Corporation's recognition as a 501(c)(3) exempt organization.

PAYMENT OF ORGANIZATIONAL EXPENSES

WHEREAS, certain organizational expenses have been incurred by or on behalf of the Corporation, therefore, it is:

RESOLVED, that the appropriate officers of the Corporation shall pay from the funds of the Corporation the cost of incorporating the Corporation, the cost of securing its corporate seal (if any), record book and share certificates, all attorneys' fees, all accounting fees, all recording fees, all filing fees, and all other proper charges incident to the organization of the Corporation, and shall reimburse the incorporator for any of the aforementioned expenses advanced to the Corporation by such incorporator.

RESOLVED, FURTHER, that the appropriate officers of the Corporation are hereby authorized to amortize all such organizational expenses as are properly amortizable under the provisions of Section 248 of the Code, over a period of sixty (60) months beginning with the month in which the Corporation shall be considered to have begun business, by an appropriate election attached to the federal income tax return of the Corporation for its first taxable year, if, in the

judgment of said officers, the election to amortize such expenses shall be beneficial to the Corporation.

MINUTE BOOK

RESOLVED, that this Written Consent shall be filed in the minute book of the Corporation with the minutes of the directors' meetings.

OTHER ACTIONS

WHEREAS, the directors desire to ratify the actions taken by persons on behalf of the Corporation prior to the execution of this Written Consent and to authorize the officers to take any other actions to complete the organization of the Corporation, therefore, it is:

RESOLVED, that the actions of the incorporator, officers and other agents of the Corporation, acting for and on behalf of the Corporation, which have been taken to date in organizing the Corporation, be and hereby are, ratified and approved.

RESOLVED, FURTHER, that the officers of the Corporation, and each of them, are hereby authorized and directed to execute such other documents and take such other actions which they consider necessary or advisable to fully and expeditiously complete the organization of the Corporation.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the undersigned directors have executed this Written Consent as of this ___ day of _____, 2012.

_____, Director

_____, Director

_____, Director

EXHIBIT A
Code of By-Laws

CODE OF BY-LAWS
OF
INDIANA CYBER CHARTER SCHOOL, INC.

Adopted May 2, 2012

ARTICLE 1
Identification

Section 1.1 **Name.** The name of the nonprofit corporation is INDIANA CYBER CHARTER SCHOOL, INC. (the “**Corporation**”).

ARTICLE 2
Membership

Section 2.1 **Member.** The Corporation shall not have members.

ARTICLE 3
Board of Directors

Section 3.1 **Functions.** The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors, as from time to time constituted.

Section 3.2 **Number.** The number of directors shall be not less than three (3) and not more than nine (9), the exact number to be fixed from time to time by resolution adopted by the Board of Directors.

Section 3.3 **Election.** Directors shall be elected from time to time by the Board of Directors of the Corporation. At the annual meeting of the Board of Directors immediately preceding the expiration of the term of any elected director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term is set to expire or has expired.

Section 3.4 **Classes.** The members of the Board of Directors shall be divided into three (3) classes as nearly equal in number as possible. The terms of directors in the first group shall expire at the first annual meeting after their election, the terms of directors in the second group shall expire at the second annual meeting after their election, and the terms of directors in the third group shall expire at the third annual meeting after their election. At each annual meeting held thereafter, directors shall be elected for a term of three (3) years to succeed those whose term expires.

Section 3.5 **Term.** Except as otherwise provided in this Code of By-Laws and except in the case of a director appointed to fill a vacancy, the term of each director shall be three (3) years. Incumbent directors shall be eligible for re-election and the number of years a person may serve as a director is not limited.

Section 3.6 **Vacancies.** Any vacancy among the directors caused by death, resignation, removal or otherwise, may be filled by the Board of Directors. A director elected to fill a vacancy shall hold office until the expiration of the term of the director causing the vacancy and until a successor shall be elected and qualified.

Section 3.7 **Resignation.** Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairperson or the Secretary of the Corporation. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.8 **Removal.** Any director may be removed, with or without cause, by a majority of the directors then in office.

Section 3.9 **Annual Meetings.** The Board of Directors shall hold an annual meeting at a time and place to be established by resolution of the Board of Directors. The annual meeting shall be for the purpose of organization, election of directors and officers, and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers thereof. If such meeting is not held as above provided, the election of directors and officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional regular meetings of the board without other notice than such resolution.

Section 3.10 **Special Meetings.** Special meetings of the Board of Directors may be called by the Chairperson, and shall be called by order thereof upon the written request of at least twenty percent (20%) of the directors then in office, which request shall set forth the business to be conducted at such meeting.

Section 3.11 **Notice and Conduct of Meetings.** Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with Indiana Code (“**IC**”) 5-14-1.5-1, *et seq.*, and any corresponding provisions of subsequent Indiana law (the “**Indiana Open Door Law**”).

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly to the address listed in the most current records of the Corporation.

Notice of a special meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Notwithstanding any other provision of these By-Laws, the Corporation shall comply in all respects with the Indiana Open Door Law in connection with notices and conduct of all annual, regular, or special meetings of the Board of Directors.

Section 3.12 Quorum and Approval of Actions. A majority of the actual number of directors shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of the directors present at any meeting at which a quorum is present shall be the act of the Board of Directors unless the act of a greater number is required by law, the Articles of Incorporation, or this Code of By-Laws.

Section 3.13 Committees. The Board of Directors, by resolution adopted by a majority of the entire board, may designate an executive committee consisting of two (2) or more directors, which committee, to the extent provided in said resolution and consistent with applicable law, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Board of Directors. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed by law.

Section 3.14 Action Without Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if the action is taken by all members of the Board of Directors or of such committee. The action must be evidenced by a written consent describing the action taken, signed by each member of the Board of Directors or of such committee, and included in the minutes or filed with the corporate records reflecting the action taken.

Section 3.15 Meeting by Telephone, etc. Any or all of the members of the Board of Directors or of any committee designated by the board may participate in a meeting by or through the use of any means of communication by which all persons participating may

simultaneously communicate with each other during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting.

ARTICLE 4

Officers

Section 4.1 **Officers and Agents.** The officers of the Corporation shall consist of a Chairperson, Vice Chairperson, Chief Executive Officer, Secretary, and Treasurer, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person, except the offices of Chairperson and Secretary (or Assistant Secretary, if one is designated). An officer may, but need not, be a member of the Board of Directors.

Section 4.2 **Election, Term of Office and Qualification.** All officers shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Such election shall be by a majority vote of the directors present at a meeting at which a quorum exists. Each elected officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Section 4.3 **Vacancies.** In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy by a majority vote of the directors present at a meeting at which a quorum exists, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors or until a successor is elected and qualified, or until the officer's death, resignation or removal.

Section 4.4 **Chairperson.** The Chairperson shall preside at all meetings of the Board of Directors. The Chairperson shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Section 4.5 **Vice Chairperson.** The Vice Chairperson shall exercise and perform all powers of, and perform duties incumbent upon, the Chairperson during the absence or disability of the Chairperson, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors or the Chairperson.

Section 4.6 **Chief Executive Officer.** The Chief Executive Officer (the "CEO") shall manage and supervise all the affairs and personnel of the Corporation and shall discharge all the usual functions of the chief executive officer of a corporation. In addition, the CEO shall discharge all of the usual functions of the chief academic officer of a school. The CEO shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors or the Chairperson.

Section 4.7 **Secretary.** The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation.

The Secretary shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by this Code of By-Laws or as may be prescribed by the Board of Directors or the Chairperson.

Section 4.8 **Treasurer.** The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall be the legal custodian of all monies, notes, securities and other valuables which may from time to time come into the possession of the Corporation. The Treasurer shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation and shall perform such other duties as may be required by this Code of By-Laws or as may be prescribed by the Board of Directors or the Chairperson.

Section 4.9 **Assistant Officers.** The Board of Directors may from time to time designate other assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by this Code of By-Laws, the Board of Directors or the Chairperson.

Section 4.10 **Removal.** Any officer may be removed from office, with or without cause, by a majority vote of the directors present at a meeting at which a quorum exists.

Section 4.11 **Resignations.** Any officer may resign at any time by delivering notice to the Board of Directors, the Chairperson or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

ARTICLE 5

Loans to Officers and Directors

Section 5.1 **Prohibition.** The Corporation shall not lend money to or guarantee the obligations of any officer or director of the Corporation.

ARTICLE 6

Financial Affairs

Section 6.1 **Contracts.** Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation may be executed on behalf of the Corporation by the Chairperson or, in his or her absence, by the CEO or any other officer or agent so authorized by the Board of Directors. Such authority may be general or confined to a specific instance.

Section 6.2 **Checks, etc.** All checks, drafts, notes, bonds, bills of exchange, and orders for the payment of money and other evidences of indebtedness (each, a “**Payment**”) in an amount equal to or less than Five Thousand Dollars (\$5,000) shall, unless otherwise directed by the Board of Directors or required by law, be signed by the Chairperson, CEO, Secretary, Treasurer, or any other officer, agent, or employee of the Corporation so designated and authorized by the Board of Directors. Any Payment in an amount greater than Five

Thousand Dollars (\$5,000) shall require the signatures of two (2) or more of the aforementioned officers, agents, or employees.

Section 6.3 Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Section 6.4 Conflicts of Interest. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director or relative of a director, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board of Directors) a disclosure statement regarding any actual or potential conflict of interest described in these By-Laws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible

for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these By-Laws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE 7
Fiscal Year

Section 7.1 **Fiscal Year.** The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of the following year.

ARTICLE 8
Corporate Indemnification

Section 8.1 **Corporate Indemnification.** To the extent not inconsistent with the laws of the State of Indiana, every person (and the heirs, estate, executors, administrators and personal representatives of such person) who is or was a director or officer of the Corporation shall be indemnified by the Corporation as provided in the Act.

ARTICLE 9
Amendments to By-Laws

Section 9.1 **Amendments.** The power to make, alter, amend or repeal this Code of By-Laws is vested in the Board of Directors; provided, however, that any proposed substantive alteration, amendment, or repeal of these By-Laws must be approved in writing by the sponsor of the charter school operated by the Corporation (as the term “**Sponsor**” is defined in IC 20-24-1-9 and IC 20-24-3-14(c)) prior to the Board of Directors of the Corporation taking any action thereon, which approval shall not be unreasonably withheld; and provided, further, that the proposed amendment shall be included in the notice of a meeting of the Board of Directors to consider such proposed amendment.

WRITTEN CONSENT IN LIEU OF
THE ORGANIZATIONAL MEETING OF
THE SOLE INCORPORATOR OF
INDIANA CYBER CHARTER SCHOOL, INC.

The undersigned, being the sole incorporator of INDIANA CYBER CHARTER SCHOOL, INC., an Indiana nonprofit corporation (the “**Corporation**”), hereby consents to the following actions without a meeting pursuant to IND. CODE § 23-17-15-2:

ELECTION OF DIRECTORS

WHEREAS, the Articles of Incorporation of the Corporation are silent as to the identity of the initial members of the Board of Directors of the Corporation, therefore it is:

RESOLVED, that the following named individuals are hereby elected as the initial members of the Board of Directors of the Corporation, to serve in such capacity for the term contemplated by the Code of By-Laws of the Corporation or until his or her respective successor has been duly chosen and qualified:

Janet Myers
Jennifer Danic
Kimberley Goodin

COMPLETION OF ORGANIZATION

WHEREAS, pursuant to IND. CODE § 23-17-3-7(a)(2)(B) and the terms of this Written Consent, the sole incorporator has elected the initial members of the Board of Directors of the Corporation, therefore, it is:

RESOLVED, that the Board of Directors of the Corporation shall complete the remaining tasks to effectuate the organization of the Corporation.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the undersigned sole incorporator has executed this Written Consent as of this ____ day of _____, 2012.

Janet A. Myers, Incorporator

Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

1. A resolution or motion ^{will be} has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or

damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Print Name and Sign

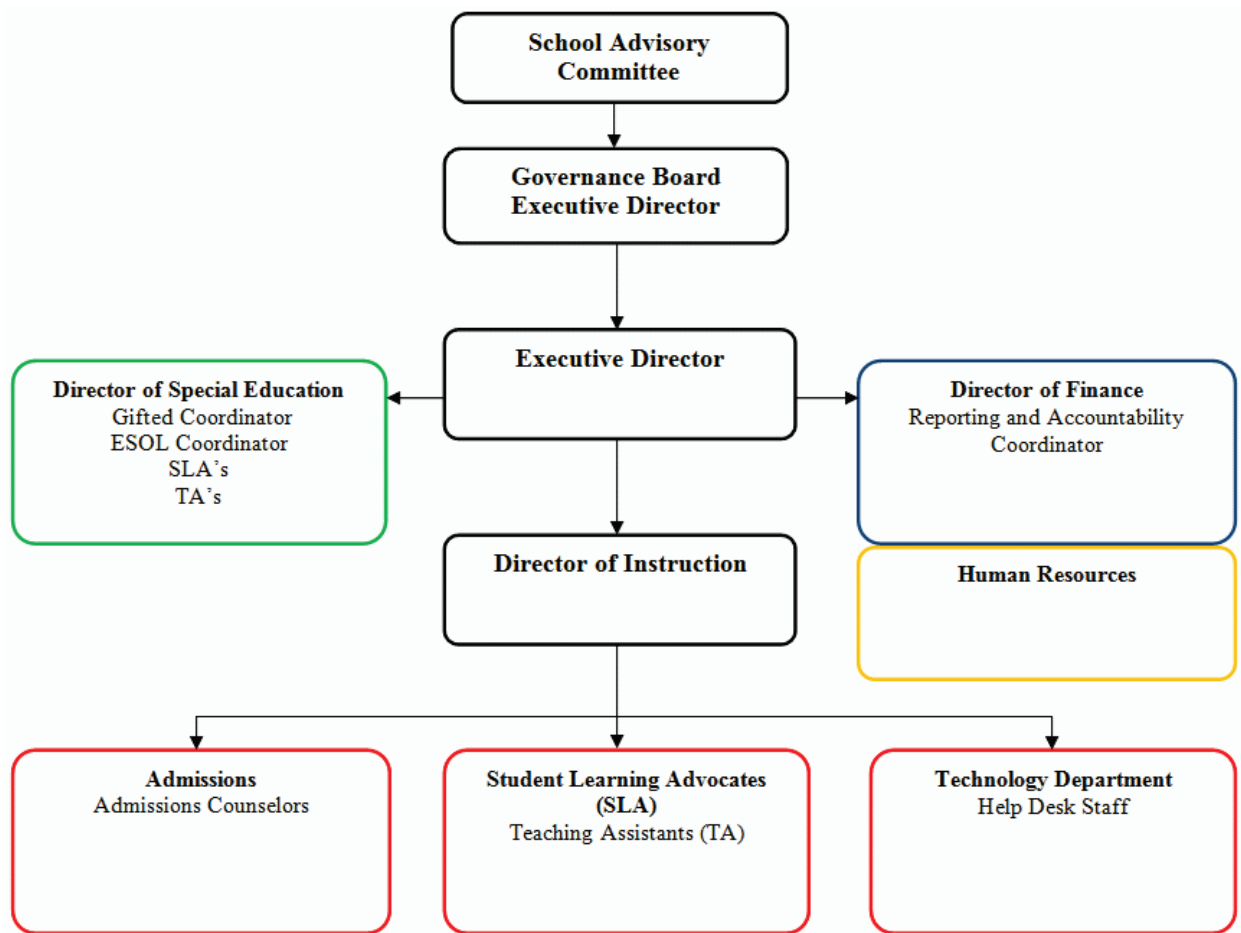
Jean P. Aldrich, PhD
Jean P. Aldrich, PhD

Date

9 January 2019

Attachment 11

Organizational Chart



The Executive Director will report directly to the Governance Board. In turn, the Director of Special Education, Finance, Human resources, and Instruction will report to the Executive Director. The Admissions Department, SLAs, and Technology will report to the Director of Instruction.

The School Advisory Committee will be comprised of parents and individuals from the community who express a sincere desire to promote the mission and vision of the school. They will be asked to attend all Governance Board meetings and trainings, as well as attending schools events, including graduation.

Following the first year of operation, if enrollment increases, the number of SLAs both in regular education and special education will increase. Special Education SLAs will be assigned up to 25 students, and regular education SLAs will be assigned up to 125 students. A description of the SLA's duties may be found in the application narrative.

Attachment 12

Board Member Information

Charter School Board Information Form

All members of the governing board will be required to complete this form.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name:

Business Name and

Address: Telephone No.:

E-mail address:

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?
7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contact with an education service provider or school management organization.
I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist

should you serve on the school's board. None. Yes

**Certificat
ion**

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.

Signature

Date

Background Check Authorization Form

All members of the governing board and all employees of the charter school will be required to complete this form and supply the school with the required clearances.

BACKGROUND CHECK AUTHORIZATION FORM

I, _____, submit this background check authorization as part of the proposal from _____ [name of school] for a charter pursuant to IC § 20-24-2.1 from the Indiana Charter School Board.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	
Have you ever been convicted of a criminal offense?	
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indiana Charter School Board Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of the Indiana Charter School Board and the Indiana Department of Education as is necessary to evaluate the proposal submitted by (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Indiana Charter School Board staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Indiana Charter School Board.

Signature

Social Security Number

Date of Birth

Date

Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

Janet Myers

4380 W County Road 171 S
Danville, IN 46122
317-313-1777
JMyers@hrciweb.com

Objective: To obtain a position on the School Board of the Indiana Cyber Charter School, Inc.

HIGHLIGHTS OF QUALIFICATIONS

- Track record of responsibility for excellently managing all ARNG Programs for Family Programs throughout the State of Alaska
- Conceptual talent for seeing “the big picture,” pinpointing an organizational objective and setting goals and priorities to achieve it
- Excellent skills in facilitation, communication, presentation

Experience

February 2012 – Present
Human Resources Consulting, Inc.
Woodbridge, VA
Assistant Program Manager

- Oversee ARNG Family Assistance Centers (FAC) throughout the United States
- Manage all services provided under the Family Assistance contract for the States
- Ensure a continuity of services for military members and their Families within the United States, resulting in a high quality of life for members and their families
- Execute the management of the Family Assistance Program ensuring the program has integrated and standardized across the United States
- Manage and direct all FAC contract personnel ensuring services exceed standard requirements as outlined in ARNG guidance

August 2011 – February 2012
Military Personnel Services Corporation
Falls Church, VA
Research and Development Program

- Assisted ARNG Soldier and Family Support Services Division
- Provided outstanding support and to the National Guard Bureau Family Program
- Ensured continuity of services for the State Family Program Managers
- Developed a Resiliency Handbook for Family Members of the National Guard

June 2000 – June 2011
Alaska National Guard
Anchorage, AK
State Family Program Director

- Oversaw all ARNG Programs for Family Programs throughout the State of Alaska
- Ensured a continuity of services for military members and their Families within the State of Alaska, resulting in a high quality of life for members and their families
- Executed the management of the Family Readiness Program ensuring the program was integrated and standardized across the State of Alaska
- Oversaw the Annual Military Job Fair conducted at our facility. This included over 90 local businesses and over 800 military members and families in attendance
- Expertly facilitated the training calendars for Trained Crisis Responders, Critical Incident Stress Management, Applied Suicide Intervention Skills Training, and Prevention and Relationship Enhancement Programs
- Regularly attended Family Programs National Conference, other National conferences, regional Family Programs conferences, local conferences, trainings, and briefings, facilitated by both government and non-government agencies
- Assured Youth Coordinator provided Youth Training at all appropriate Unit/Family trainings and funded the training of Youth Volunteers to various national events, such as leadership conferences. Coordinated facilitation each month of Family Film Night to include a break-out
- Identified Family Readiness issues needing more appropriate pro-active actions, created appropriate program policy and training to meet needs of Family Readiness, and implemented appropriate actions to address Family Readiness issues. Provided, as needed, Family Program briefs regarding policy requirement and benefits to any internal or outside agency

Military & Federal Service

Air Force (April 1979 – April 1983)
Air Force Reserves (June 1986 – July 1991)
Alaska Air National Guard (July 1991 – August 2006)
Retired Honorably, E-8, twenty-four years of dedicated service
Retired Civil Servant, twenty-five years of devoted service

Education

Community College of the Air Force Associate in Applied Science 1996
Army Family Team Building Program Master Trainer Course 1997
Joint Family Support Director's Course 2001
International Critical Incident Stress Management 2002
GFAP Program Manager Training Course 2004
Applied Suicide Intervention Skills Registered Trainer 2005

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
IN Cyber Charter School, Inc.

2. Full name: Janet Ann Myers

Business Name and Address: Human Resources Consulting, Inc
2106 Abbottsbury Way, Woodbridge, VA 22191
Telephone No.: 317-313-1777
E-mail address: Jmyers@hrciweb.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?
I have spent the last 21 years in Alaska and know first hand the benefit of online schools. I want to help kids get the education they want and need to be successful in our world today.

6. What is your understanding of the appropriate role of a public charter school board member?
We are the policy-makers and the authority over the school.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been on a couple different boards over the years in Alaska. I was a member of the ASYMCA Board and secretary for the Friends of Guard and Reserve Board.

8. Describe the specific knowledge and experience that you would bring to the board.

I have spent the last 11 years building and managing a successful Family Program for the Alaska National Guard.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide learning opportunities to empower students to succeed with their education.

2. What is your understanding of the school's proposed educational program?

That it is the best program and has a proven track record.

3. What do you believe to be the characteristics of a successful school?

Trained and committed staff and quality curriculum.

4. How will you know that the school is succeeding (or not) in its mission?

Tracking benchmarks and school enrollments by being very involved in management and holding everyone accountable.

Governance

1. Describe the role that the board will play in the school's operation.

We are the policy-makers and the authority over the school.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

Our goal is 200 students enrolled the first year and 1000 in 4 years.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hiring the right Executive Director.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Take appropriate action to include termination.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Janet Myers, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for IN Cyber Charter School is true and correct in every respect.

James A. Myro
Signature

20 Apr 2012
Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Janet Myers, submit this background check authorization as part of the proposal from IN Cyber Charter School, Inc [name of school] for a charter pursuant to IC § 20-24-2.1 from the Indiana Charter School Board.

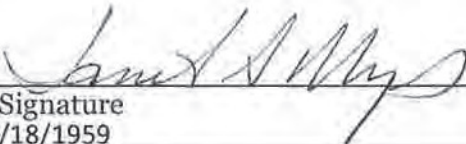
I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	Janet Moore, Janet Garner, Janet Myers(Maiden)
Have you ever been convicted of a criminal offense?	No
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	Danville, Hendricks, Indiana; Anchorage, Alaska

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indiana Charter School Board Executive Director or the Executive Director’s representatives, and understand and agree that any such information may be disclosed to representatives of the Indiana Charter School Board and the Indiana Department of Education as is necessary to evaluate the proposal submitted by (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Indiana Charter School Board staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Indiana Charter School Board.

	8729
Signature	Social Security Number
06/18/1959	20 April 2012
Date of Birth	Date
President of School Board	
Position with proposed school (e.g., school leader, board member, chief operating office, etc.)	

KIMBERLY GOODIN

317-979-1508-CELL

kimberly.goodin@us.army.mil

Job Objective

To continue with the creation, enhancement, and training of Family Readiness Groups in conjunction with the Family Program Office.

Work History

MPSC Contractor, August 2006-Present

Provide the Indiana National Guard quality programming, training, and leadership to the Indiana National Guard Command Teams and their Family Readiness Group Volunteers

La Raza Pizza, Inc., January 2006-August 2006

Mystery Caller-Ensure appropriate phone customer service and provide feedback

Marion Superior Court, Juvenile Division, May 1994-December 2005:

Probation Officer May 1994-September 2003: -Intake, report writing, and monitoring of juveniles coming through the court system

Director of Hiring and Training September 2003-Summer of 2005-Hire staff; Train new and existing staff; review and revise policy and procedures.

Human Resource Coordinator Summer 2005-December 2005 Assist in the hiring and training of new staff; benefits for staff including insurance and FMLA.

Educational Background

Purdue University-BA in 1994

West Lafayette, Indiana

Volunteer Experience

2-150 FA

Battalion Chairperson Family Readiness Group- 2005-2006.

Alpha Battery-3-139 FA

Chairperson Family Readiness Group- 2004

Vice- Chairperson 2001-2004

Family Readiness Group Member and Volunteer 1994-Present:

References Available Upon Request

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Cyber Charter School
2. Full name: Kimberly A Goodin

Business Name and Address:

Telephone No.: 317-247-3300 x 85458
E-mail address: kimberly.goodin@us.army.mil
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?
To provide an educational alternative to students and their families.
6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that all legal, financial, educational obligations are being met.
7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Juvenile Probation Officer---Speciality in Truancy

8. Describe the specific knowledge and experience that you would bring to the board.
Working closely with diverse families for many years. As a Juvenile Probation Officer I was able to see the struggles that many families face.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Provide high quality education to students seeking an alternative to the classroom.
2. What is your understanding of the school's proposed educational program?
Curriculum will be provided on-line with the support of a Student Learning Advocate
3. What do you believe to be the characteristics of a successful school?
Quality teachers, staff, students, and families who are dedicated to the quality of education for our students.
4. How will you know that the school is succeeding (or not) in its mission?
Enrollment, test scores, feedback from the students and parents, and community involvement.

Governance

1. Describe the role that the board will play in the school's operation.
As dictated in the by-laws
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
They will functioning in their target markets within the first year and continuing to grow. In the next 4-5 years I see this spreading in to other markets of Indiana.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Regular and open communication and data.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Talk with the person directly first in hopes the issue will be resolved. If there are still issues or concerns then take to the Board President.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an

entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Kimberly Goodin, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Indiana Cyber Charter School is true and correct in every respect.

Kimberly Goodin
Signature

4/20/12
Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Kimberly Goodin submit this background check authorization as part of the proposal from Indiana Cyber Charter School for a charter pursuant to IC § 20-24-2.1 from the Indiana Charter School Board.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	Kimberly A Goodin; Kim Goodin; Kimberly Sipe; Kim Sipe
Have you ever been convicted of a criminal offense?	No
If yes, please indicate date, charge and city where convicted:	N/A
Please list all of your residences (by city, county and state) during the past ten (10) years:	1832 Emerald Leaf Ct, Indianapolis, IN 46229

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indiana Charter School Board Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of the Indiana Charter School Board and the Indiana Department of Education as is necessary to evaluate the proposal submitted by (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Indiana Charter School Board staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Indiana Charter School Board.

Kimberly Goodin 6588
Signature Social Security Number
11/17/71 4/20/12
Date of Birth Date
Board member
Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

Jennifer Danic

jennifer.danic@gmail.com

260-687-8676

Steuben County Community Foundation, President & CEO, (2011 - Present)

Provide professional leadership and assistance to the Officers and Board of Directors; administer the implementation of Board policies and plans toward the accomplishment of goals; and, responsible for the entire operation, growth and development as well as donor development of the Foundation with \$16.2 million in assets.

Goodwill Industries Foundation of Central Indiana, Development Manager, (2007 - 2011)

Raised \$1.5 million+ from more than 600 donors a year working closely with the Director of Development; responsible for portions of Goodwill's individual giving program including the annual fund and program-specific fundraising

- Planned, designed, wrote, and managed segmented mailing process of monthly direct mail pieces sent to 5,000+ donors in central Indiana; responsible for securing \$300,000 in unrestricted dollars each year
- Cultivated and stewarded 350 donors through personal visits, phone calls, targeted mailings and giving societies based on annual giving patterns; initiate planned giving conversations as necessary
- Managed website, email marketing and social media activities for the Foundation
- Represented the Foundation in cross-departmental Goodwill activities including organization-wide strategic plan and technology planning, among others

North United Methodist Church, Capital Campaign Coordinator, (2009 - 2011)

- Organized activities to fulfill church's \$8 million capital and endowment campaign; facilitated transition from private to public phase
- Chaired 2010 Stewardship Campaign which secured \$1.3 million in pledges to support 2011 budget

Greater Education Opportunities Foundation, Manager of Advancement, (2005-2007)

Oversaw all facets of the development program (grants, special events, direct mail, prospect research, and corporate/foundation relations) for four charter schools, a statewide service center and two statewide tutoring programs

- Received nearly \$500,000 in new private and state grant dollars
- Launched a corporate sponsorship initiative that raised \$200,000 through events and naming opportunities
- Grew donor database by 300% and designed a direct mail campaign to achieve a response rate of nearly 10%
- Created a quarterly donor newsletter; authored column in *Indiana Charter Schools Today* (distribution 20,000+ nationwide)

Awards, Leadership and Volunteer Experiences

- Received 2009 **Indiana Governor's Award for Tomorrow's Leaders**; one of 12 recipients
- Board Member, **Association of Fundraising Professionals** of Central Indiana (2011); affinity group leader 2008 – 2011; active chapter member since 2006
- President of the Board, Indiana University **Center on Philanthropy Alumni Association** (2008-2010)
- Board Member, Founding Member & Operations Team Leader, **Giving + Sum** (young professional giving circle); co-lead 100 members through \$50,000 grant process (2008 & 2009); chair of nominating committee (2010)

Education and Certification

Certified Fundraising Executive (CFRE); successfully passed exam and completed years of employment requirement in June 2011

Master of Arts in Philanthropic Studies; Center on Philanthropy at Indiana University

Certificate in Nonprofit Management; School of Public and Environmental Affairs, Indiana University – Purdue University Indianapolis

Certificate in Fund Raising Management from The Fund Raising School at Indiana University; Completed courses: *Principles and Techniques of Fundraising, Interpersonal Communication for Fundraising, Developing Major Gifts, and Planned Giving: Getting the Proper Start*

Bachelor of Arts; Hillsdale College – Major: French; Minor: Business Administration

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Indiana Cyber Charter School
2. Full name: Jennifer L. Danic

Business Name and Address: Steuben County Community Foundation
1701 N Wayne St
Telephone No.: 260-665-6656 (work); 260-687-8676 (cell)
E-mail address: jdanic@steubenfoundation.org

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?
I wish to help provide an educational alternative to students underserved in traditional public schools. As a resident of Steuben County, I understand the asset Trine University is to the community, state, and region and believe this charter school will be a benefit both to the students enrolled in the charter school and to the University. Additionally, I have worked closely with three different types of charter schools in Indianapolis through graduate school and work experience, and have seen first hand their successes (and struggles).
6. What is your understanding of the appropriate role of a public charter school board member?
I understand public charter school board members are fully responsible for the fiscal, legal and educational obligations of the school, and that they must work closely with their authorizer to ensure all fiscal, legal, and educational requirements are met in a timely and ethical manner.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of two 501c3 organizations and one advisory council. I have the capability to be an effective board member because as the CEO of a community foundation I work closely with a board of 14 diverse members. Also, in my past professional experiences I worked in nonprofit organizations (Goodwill Industries and the Greater Educational Opportunities Foundation) that operated charter schools. In those capacities I worked with the school board members to raise money for school programs and assisted with public relations - in good times and in trying times.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring extensive fundraising and strategic planning knowledge; I am capable of developing grant applications to private and state institutions, coordinating an integrated annual campaign, planning and implementing a multi-year capital campaign and strategizing with a board to develop long-range plans. I have experience working with print, radio and electronic media sources and enjoy being a community spokesman(woman).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand The Indiana Cyber Charter School will promote intellectual and personal development by providing student-centered services and utilizing individualized educational strategies by delivering content online from the student's home.

2. What is your understanding of the school's proposed educational program?

I understand it is a curriculum that is delivered online, with on-site tutoring provided at Trine University learning centers throughout the state.

3. What do you believe to be the characteristics of a successful school?

A healthy and two-way relationship between the board and the hired executive (principal), regular evaluation of outcomes compared to goals, a clear focus of where the board want the organization to be in 1, 3, 5, 10 and 20 years, mixed in with a little flexibility to capitalize on opportunities as they arise.

4. How will you know that the school is succeeding (or not) in its mission?

The students will be progressing at/above rates expected in traditional public schools, enrollment numbers increase on pace with expectations and recruitment strategies, students are empowered to succeed as measured by pre and post tests, interest in the school has increased via public media requests and private donations.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will hire a principal and ensure s/he is properly trained, then leave the day-to-day academic instruction up to him/her, leaving the board to be responsible for the fiscal health of the school, and ensuring state and other regulatory filings are met. Guidance will be provided to the principal as needed.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

I see the school with students concentrated in its target markets (Schereville, Indianapolis, Angola (?)) after the first year, but after four years to have a presence in all corners of Indiana. I predict it will double in size over those four years.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Regular meetings, regular communication, consistent evaluation and benchmarking, feedback from all involved, willingness to admit we do not know everything, seeking solutions from others.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would first talk with the board President to make sure s/he is aware of the situation. After communicating with him/her I would talk with the member of the school board in question in a private manner to make him/her aware of what I believe is an ethical conflict or not in the best interest of the school and hear if s/he has any clarifications or responses. In the case of a severe ethical conflict, if all other options are exhausted, I would remove myself from the board so as not to be associated with a compromising situation.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jennifer L. Danic, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Indiana Cyber Charter School is true and correct in every respect.

Signature

Date

Attachment 13

Governing Board Code of Ethics

Members of the Governing Board will not engage in any activity that conflicts, or raises a reasonable question of conflict, with their responsibilities to the school. More specifically, Members will not:

- Use the school privileges for private gain.
- Solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This precludes, among other things, acceptance of any gratuities, gifts, or favors that might impair or appear to impair professional judgment; and any personal dealings with any individual or entity with whom he/she, on behalf of the school, has any direct or indirect contact for purposes of obtaining from such individual or entity, noncompetitive contacts, services, or materials.
- Knowingly authorize or employ the authority or influence of his/her office to secure authorization of any contract in which he/she, a member of his/her family, or any of his/her business associates has an interest.
- Offer any favor, service, or thing of value to obtain special advantage.
- Permit commercial exploitation of his/her professional position.

Governing Board Conflict of Interest

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest will be specifically addressed during the Board's training and orientation. Each Governing Board member will sign a Conflict of Interest Policy.

SAMPLE CONFLICT OF INTEREST POLICY

Drafted July 2011

Article I

Purpose

The purpose of the conflict of interest policy is to protect the interest of _____ when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations in the State of Indiana

Article II

Definitions

1. Interested Person

Any director, officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family—

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon.

The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.
 - b. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
4. Violation of the Conflicts of Interest Policy
- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

Article V

Compensation

1. In general it is the policy of the Corporation that all directors shall serve without compensation. However, if a voting member of the board of directors receives compensation, directly or indirectly, from the Corporation for services then that voting member of the Board of Directors is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
3. Any individual who receives compensation, directly or indirectly, from the Corporation, whether as an employee or an independent contractor, is precluded from membership on any committee whose jurisdiction includes compensation matters.
4. All compensation paid to executive employees, if any, of the Corporation shall be paid at Fair Market Value in _____ and based on an independent compensation survey.

Article VI

Annual Statements

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person—

1. has received a copy of the conflicts of interest policy,
2. has read and understands the policy,
3. has agreed to comply with the policy, and
4. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of the Committee for delegated power, hereby affirms the following:

1. I have received a copy of the Conflict of Interest Policy.
2. I have read and understand the Conflict of Interest Policy.
3. I agree to comply with the Conflict of Interest Policy.

I understand that _____ is a charitable organization and that in order to maintain its Federal tax exemption must engage primarily activities, which accomplish one or more of its tax exempt purposes.

Signed this ____ day of _____, 20__.

[PRINT NAME]

Attachment 14

ESP Documentation

a. An explanation of how and why the ESP or CMO was selected

NNDS was selected because of its reputation for managing high-performing virtual charter schools, its high-quality proprietary curriculum, extensive experience with virtual/online learning, and the range of services it can provide.

b. A term sheet setting forth the proposed duration of the contract; role and responsibilities of the school governing board, the school staff, and service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract

The initial term of the management agreement will be for a term consistent with the term of the charter granted by the sponsor. See the Management Contract for details.

c. A draft of the proposed management contract detailing all of the above terms

d. Explanation of the relationship between the school governing board and the ESP or CMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations

IN Cyber shall be governed by a Governing Board, which will set all policies, assume responsibility for compliance with the charter contract and applicable laws and regulations, and set the tone for ensuring adherence to the vision and mission of the school. To assure sound management and successful operation of the school, the Board will delegate some school operations. In this instance, the Board will delegate such management to a contracted Education Service Provider, National Network of Digital Schools that has had significant experience and success in operating charter schools.

As provided for in the proposed Management Agreement, NNDS will be responsible and fully accountable to the Governance Board for the administration, operation, and performance of the

school in compliance with the school's Charter Contract, the Statement of Mission and Purpose of the School, and all applicable laws and regulations.

e. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities

NA

f. Evidence that the service provider is authorized to do business in Indiana



Name Searched On:

NATIONAL NETWORK OF (Legal)

Current Information

Entity Legal Name:

NATIONAL NETWORK OF DIGITAL SCHOOLS MANAGEMENT FOUNDATION, INC.

Entity Fictitious Name:

Entity Address:

1000 THIRD ST, STE 2, BEAVER, PA 15009

General Entity Information:

Control Number: **2008122900348**

Status: **Active**

Entity Type: **Non-Profit Foreign Corporation**

Entity Creation Date: **12/24/2008**

Entity Date to Expire:

Entity Inactive Date:

Original Creation Date: **8/11/2005**

Original Creation State: **PA**

This entity is current with Business Entity Report(s).

There are no other names on file for this Entity.

Additional Services Available:

GO	View additional information for the entity , including transaction history, merger information, registered agent, principals and corporate report information (years paid and years due).
GO	Generate an official Certificate of Existence/Authorization. There is a total fee of \$20.00 for <i>IN.gov</i> subscribers and a fee of \$21.42 for credit card users. Example Certificate . Please note that when an entity has a past due business entity report, the Certificate of Existence will indicate that the entity is not current. An entity is current if no reports are past due.
GO	Generate Copies of Business Entity Documents.
GO	Request Information Printouts or Certificates. There is no fee to place an order; however, you will be billed for any statutory fees associated with your order. View fee schedule View turn around time

Attachment 15

Staffing Chart

Title	Job Description	Roles and Responsibilities	Accountability
Executive Director	Head of School	Oversees all day-to-day operations of school, responsible for all Directors	Reports to Governance Board
Director of Special Education	Head of all special ed services and instructional personnel	Oversees all day-to-day operations and programs for all students with an IEP or GIEP, oversees all special education personnel	Reports to Executive Director
Director of Instruction	Head of all SLAs, TAs and regular ed programs	Oversees all day-to-day operations and programs for all regular education students, RtI programs, and any other ancillary programs	Reports to Executive Director
Director of Finance	In charge of all financial processes, records, and reports	Oversees all day-to-day financial transactions, prepares all financial reports for Executive Director, Board, District, State	Reports to Executive Director
Human Resources	Responsible for all hiring, personnel records, clearances, enforcement of HR policies	Oversees all HR functions, including all personnel matters, insurance, enforcement of HR policies	Reports to Executive Director, Board
Technology	Help Desk functions	Staff help desk, address any and all technology issues, including hardware, software, and connectivity	Reports to Executive Director, Dir. of Special Ed., Dir. of Instruction

Student Learning Advocate	Academic advisor and mentor	Provides all services to students including ordering courses, monitoring progress, and all guidance duties	Reports to Director of Instruction or Director if Special Education
Teacher Assistant	SLA Support Person	Provides any and all support needed by SLA	Reports to SLA
Admissions Coordinator	Admissions counselor, enrollment specialist	Perform all duties necessary to enroll students	Reports to Director of Instruction

All of the above positions will be filled prior to the school's opening. As enrollment increases, additional personnel will be hired. Special Education SLAs will be assigned up to 25 students, and regular education SLAs will be assigned up to 125 students. Teacher Assistants will be assigned to groups of SLAs to perform support functions, such as monitoring and reporting attendance to the SLAs, sending general information emails, and the like.

Technical Support personnel can typically accommodate 30 calls per day. Staffing levels will be based on enrollment.

Attachment 16

Personnel Policies, Employee Manual

IN Cyber proposes to use the NNDS Employee Manual. A copy of this manual is available by request but cannot be included here due to size.

Notice of policy, adopted 10/1/2009

This shall serve to confirm that The National Network of Digital Schools is non-sectarian in its programs, admissions policies, employment practices, and operations. The National Network of Digital Schools does not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against any employee or student.

Attachment 17

Head of School/Principal and Faculty Evaluation Tools

IN Cyber, in cooperation with NNDS, has constructed the following evaluation process to look at all elements that are reflected within the school's model in order to accurately determine the effectiveness of the Executive Director. Elements in the assessment model may include:

- Determination of clear standards for the Executive Director's performance;
- Identification of specific, measurable goals;
- Agreement on measures/data to assess them;
- Provisions for Executive Director's development level and experience;
- Regular meetings to track and encourage progress;
- Training, support, and authority provided for the Executive Director;
- Executive Director's self-evaluation and personal growth planning; and
- Use of assessment data to plan next steps in growth and development of the Executive Director

Prior to the opening of the school, NNDS will assist IN Cyber in developing evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person's supervisor.

The following is an example of an evaluation tool used by The Pennsylvania Cyber Charter School, which is managed by NNDS.

THE PENNSYLVANIA CYBER CHARTER SCHOOL EMPLOYEE EVALUATION

Employee's Name:
(Last, First)

Position(s):

Evaluator:

Evaluation Date:

School Year: 2011/2012

SCALE

5 - Outstanding - This describes someone who consistently goes above and beyond the expectations. The top 1% in the organization

4 - Good - This is someone who always meets the expectations. They are satisfactory.

3 - Fair - This is someone who meets the expectations most of the time. They are average and adequate.

2 - Poor - This is someone who is inconsistent in meeting expectations. They need improvement.

1 - Unsatisfactory - This person consistently fails to meet expectations.

DOMAINS

PROFESSIONALISM- Adheres to PA Cyber's policies and employee handbook; adheres to professional code of conduct; maintains accurate records and communication with families; participates in professional growth and development opportunities.

Notes:

TEAMWORK- Supportive of team/departmental goals; willing to help others by providing information, or work assistance; demonstrates flexibility in responding to changing work conditions, or unexpected situations that may arise.

Notes:

SERVICE ORIENTATION- Consistently demonstrates concern/courtesy to coworkers and families; follows through on commitments to families; works to improve level of service.

Notes:

COMMUNICATION- Listens effectively; responds clearly and directly; prepares clear and concise reports, records, or documentation; gives or explains instructions or ideas to others effectively.

Notes:

Attachment 18

Evidence of Support from Community Partners

As of this writing, IN Cyber has received support from Trine University for its creation, mission, and vision. After the charter is approved, IN Cyber will begin its community outreach program, including hosting several informational sessions across the state. Additionally, after the school's Board is selected, the process of creating the Advisory Board will begin.

As stated in the charter application:

This school will hold informational sessions open to the public and located across the state at the various student support centers to inform parents, students, and members of the community about IN Cyber, its programs, opportunities, and vision for the students of Indiana. Advertising for these sessions and for the school will occur via radio, internet, print media, and social media. Prior to the opening of the school, a parent advisory committee will be formed to provide input and insight to the Governance Board and the school administration. Community involvement will be a priority of the school, which will seek to become an integral part of the communities it serves.

Attachment 19

IN Cyber Start-up Plan

Action	Responsibility	Timing
Discussions, planning sessions	NNDS	November December 2011
Submit charter application to Education One Attorney retained	NNDS & Board	April 2012
Form IN Cyber Governing Board Finalize contracts with Board & NNDS Begin search for key personnel	NNDS & Board	May 2012
Submit charter and all necessary documents to Education One Revise charter application, if necessary Hire CEO and key staff, revise budget	Education One NNDS & Board	May 2012
Apply for grants	NNDS	June 2012
Begin marketing plan, community outreach launch website begin student recruitment secure vendors	NNDS	May 2012
Finalize school plan, academic calendar, board policies	NNDS & Board	April, May 2012
Identify learning centers, prepare for opening secure all required occupancy and insurance documents and coverages	NNDS Trine	May 2012
hire any ancillary personnel	NNDS	June, July 2012
begin enrollment, informational sessions	NNDS	June 2012
begin personnel training, professional development revise marketing plans, if needed assess progress Open Support Centers	NNDS & Board	July 2012
Implement strategic initiatives for enrollment Complete Board, personnel training Assess learning centers	NNDS & Board, Administrators	July 2012
Finish all training, staff orientation Continue recruitment efforts Assess all sites, complete all necessary preparations for opening of school	NNDS & Board, Administrators	July, August 2012
Student/Parent Orientation Open IN Cyber	NNDS, Administrators, Board	August 2012

Attachment 20
Insurance Coverage

906 SEVENTH AVENUE
P.O. BOX 160
BEAVER FALLS, PA 15010
(724) 846-2626

1231 PENNSYLVANIA AVENUE
P.O. BOX 210
MONACA, PA 15061
(724) 774-2580

PEOPLESINSURANCEAGENCY
3021 WILMINGTON ROAD
NEW CASTLE, PA 16105
(724) 654-5547

THE YORHE AGENCY, INC.

FAX (724) 846-0994

January 25, 2012

Mr. Mark E. Elder
Director of Operations
National Network of Digital Schools
1000 Third St., Suite 2
Beaver, PA 15009

RE: State of Indiana "Application"
Insurance Coverage/Requirements

Gentleman:

Following is an overview/schedule of insurance recommended, including a description of limits and coverage:

Property Coverage	Special Coverage at necessary limits For Buildings & Business Personal Property, Including Equipment Breakdown.
Inland Marine	EDP, Computers
Crime Coverage	Employee Dishonesty- Per Statue

General Liability Coverage

Specific Coverage	
General Aggregate	\$2,000,000
Products/Completed Operations Aggregate	\$2,000,000
Personal & Advertising	\$1,000,000
Each Occurrence	\$1,000,000
Fire Damage Liability	\$ 300,000
Medical Payments (excluding students)	\$ 1,500
School Amendatory Endorsement 17-20 School Amendatory Endorsement	

Employee Benefits Liability	Each Employee
Retroactive Date TBD	Aggregate

Sexual Misconduct & Molestation Liability	Occurrence	\$1,000,000
	Aggregate	\$1,000,000
	Innocent Party Defense	\$ 300,000
Law Enforcement	Occurrence	\$1,000,000
Retroactive Date TBD	Aggregate	\$1,000,000
	Non-Monetary Relief Defense	\$ 100,000
School Leaders Errors & Omissions Liability	Occurrence	\$1,000,000
Retroactive Date TBD	Aggregate	\$1,000,000
	Non-Monetary Relief Defense	\$ 100,000
Violent Event Response Coverage		\$1,000,000

Liability Coverage Options/Notes:

*School Leader's E&O Non-Monetary Deductible = \$10,000

**Above includes Corporal Punishment

Automobile Coverage

Non-Owned & Hired Liability \$1,000,000

Workers Compensation Coverage

Statutory for State Requirements

Umbrella Coverage

Specific Coverage

Limits of Liability – Each Occurrence \$2,000,000

Limits of Liability – Aggregate \$2,000,000

*Excess Over Underlying Liability Coverages

We will assist in acquiring insurance coverage.

Brian O. Yorke
President/Broker of

Attachment 21

Year One	Year Two	Year Three	Year Four
Average Per Pupil Funding Enrollment	Average Per Pupil Funding Enrollment \$ 5,800.00 400	Average Per Pupil Funding Enrollment \$ 5,800.00 800	Average Per Pupil Funding Enrollment \$ 5,800.00 1000
Total State Revenue =	Total State Revenue = \$ 2,320,000.00	Total State Revenue = \$ 4,640,000.00	Total State Revenue = \$ 5,800,000.00
# of Online Credits Per Yr. =	# of Online Credits Per Yr. = 5	# of Online Credits Per Yr. = 5	# of Online Credits Per Yr. = 5
Cost Per Credit =	Cost Per Credit = \$ 480.00	Cost Per Credit = \$ 480.00	Cost Per Credit = \$ 480.00
LI Cost Per Student Per Yr. =	LI Cost Per Student Per Yr. = \$ 2,400.00	LI Cost Per Student Per Yr. = \$ 2,400.00	LI Cost Per Student Per Yr. = \$ 2,400.00
Tech Support Per Student =	Tech Support Per Student = \$ 500.00	Tech Support Per Student = \$ 500.00	Tech Support Per Student = \$ 500.00
# Teachers Employed =	# Teachers Employed = 6	# Teachers Employed = 12	# Teachers Employed = 14
Cost Per Teacher =	Cost Per Teacher = \$ 53,560.00	Cost Per Teacher = \$ 55,166.80	Cost Per Teacher = \$ 56,821.80
NNDS Management Fee	NNDS Management Fee 12%	NNDS Management Fee 12%	NNDS Management Fee 12%
Trine Authorizer Fee	Trine Authorizer Fee 3%	Trine Authorizer Fee 3%	Trine Authorizer Fee 3%
Revenue less Expenditures =	Revenue less Expenditures = \$ (38,760.00)	Revenue less Expenditures = \$ 228,108.40	Revenue less Expenditures = \$ 199,222.04
Expenditures	Expenditures	Expenditures	Expenditures
LI Curriculum	LI Curriculum \$ 960,000.00	LI Curriculum \$ 1,920,000.00	LI Curriculum \$ 2,400,000.00
Student Support (Technology)	Student Support (Technology) \$ 200,000.00	Student Support (Technology) \$ 400,000.00	Student Support (Technology) \$ 500,000.00
SIS (Back Pack)	SIS (Back Pack) \$ 30,000.00	SIS (Back Pack) \$ 45,000.00	SIS (Back Pack) \$ 60,000.00
Marketing/Recruitment	Marketing/Recruitment \$ 120,000.00	Marketing/Recruitment \$ 120,000.00	Marketing/Recruitment \$ 120,000.00
Total Teacher Cost	Total Teacher Cost \$ 321,360.00	Total Teacher Cost \$ 662,001.60	Total Teacher Cost \$ 795,505.26
Administration (CEO)	Administration (CEO) \$ 103,000.00	Administration (CEO) \$ 106,090.00	Administration (CEO) \$ 109,272.70
Admin. Support (Secretary)	Admin. Support (Secretary) \$ 50,000.00	Admin. Support (Secretary) \$ 50,000.00	Admin. Support (Secretary) \$ 50,000.00
Facility Fee	Facility Fee \$ 120,000.00	Facility Fee \$ 240,000.00	Facility Fee \$ 480,000.00
Legal Fees	Legal Fees \$ 30,000.00	Legal Fees \$ 40,000.00	Legal Fees \$ 50,000.00
Board Insurances/Liability	Board Insurances/Liability \$ 30,000.00	Board Insurances/Liability \$ 40,000.00	Board Insurances/Liability \$ 50,000.00
Authorizer Fee	Authorizer Fee \$ 69,600.00	Authorizer Fee \$ 139,200.00	Authorizer Fee \$ 174,000.00
NNDS Management Fee	NNDS Management Fee \$ 278,400.00	NNDS Management Fee \$ 556,800.00	NNDS Management Fee \$ 696,000.00
Misc Costs =	Misc Costs = \$ 46,400.00	Misc Costs = \$ 92,800.00	Misc Costs = \$ 116,000.00
Total Expenditures =	Total Expenditures = \$ 2,358,760.00	Total Expenditures = \$ 4,411,891.60	Total Expenditures = \$ 5,600,777.96
Revenue - Expenditures =	Revenue - Expenditures = \$ (38,760.00)	Revenue - Expenditures = \$ 228,108.40	Revenue - Expenditures = \$ 199,222.04

Attachment 22 – Budget Narrative

Per student revenue is based on an average of per student reimbursement rates across the state.

The budget has not taken into consideration any state or federal startup grants.

In year one, NNDS will charge a 3% management fee. That number will grow to 10% in years 2 through 4 to adjust for the increasing services of NNDS.

Teacher costs are based on a beginning salary of \$35k plus \$15k for benefits

Admin cost is based on a salary of \$80K-\$85k with \$15k for benefits.

The financials of the school will be subject to an annual audit. NNDS will provide fiscal services that will adhere to all state and federal requirements. The annual audit will be completed by an independent accounting firm. All financials will be open to state audits.

Attachment 23

Portfolio Summary

NNDS Client List 2011

Customer Name	City	State
Douglas Unified Ray Borane Middle School	Douglas	AZ
Huber Middle School (Douglas Unified)	Douglas	AZ
Cripple Creek School District	Cripple Creek	CO
Douglas County School District (eDCSD: The Colorado Cyber School)	Castle Rock	CO
East Grand School District	Granby	CO
Lake George Charter School	Lake George	CO
Manitou Springs School District	Manitou Springs	CO
South Park High School	Fairplay	CO
Woodland Park School District	Woodland Park	CO
Daycroft Online Learning Community	Stamford	CT
Academica Virtual Education	Miami	FL
Gateway Charter School	Fort Myers	FL
Hollywood Academy of Arts and Sciences	Hollywood	FL
Imagine Schools at Lakewood Ranch	Bradenton	FL
Keys Gate Charter School	Homestead	FL
Keys Learning Center	Sugarloaf Key	FL
Mavericks High of Homestead	Homestead	FL
Mavericks High of Largo	Largo	FL
Mavericks High of North Miami	Miami	FL
Mavericks High of Osceola	Kissimmee	FL
Mavericks High of Palm Beach	Palm Springs	FL
Mavericks High of Pompano	Pompano Beach	FL
Mavericks High of St. Pete	St. Petersburg	FL
Mavericks High of Sunrise	Fort Lauderdale	FL
North Broward Academy of Excellence	North Lauderdale	FL
One on One Learning	Miami	FL
Pasco County Schools	New Port Richey	FL
Six Mile Charter Academy	Fort Myers	FL
Steering Partners Academy	Martin	GA
USDLC	Flowery Branch	GA
Academy YOU	Little River	KS
Andover Public Schools/Andover eCademy	Andover	KS
Kansas Online Learning Program	Lost Springs	KS
Oakley Senior High School	Oakley	KS
Chandler Park Academy	Harper Woods	MI
Genesee Intermediate School District	Flint	MI
Roseville Community Schools	Roseville	MI
Houston Public Schools	Houston	MN
Madelia Public School District	Madelia	MN

Animas Public Schools	Animas	NM
Cottonwood Classical Preparatory	Los Ranchos de Albuquerque	NM
Deming Cesar Chavez Charter High	Deming	NM
Hatch Valley Public Schools	Hatch	NM
Taos Pueblo Cyber Magnet School	Taos	NM
Allen County ESC	Lima	OH
American Spirit Academy	East Liverpool	OH
Ashland County Community Academy	Ashland	OH
Ashtabula County Educational Service Center	Jefferson	OH
Athens-Meigs Educational Service Center	Athens	OH
Bay Village School District	Bay Village	OH
Buckeye Online School for Success	East Liverpool	OH
Carrollton Exempted Village School District	Carrollton	OH
Columbiana County Educational Service Center	Lisbon	OH
Danbury Local School District	Marblehead	OH
East Central Ohio Educational Service Center	St. Clairsville	OH
East Liverpool Christian School	East Liverpool	OH
Edon High School	Edon	OH
Educational Service Center of Central Ohio	Columbus	OH
Educational Service Center of Cuyahoga County	Valley View	OH
Geauga County Educational Service Center	Chardon	OH
GOAL Digital Academy	Mansfield	OH
Graham Digital Academy/Graham Digital A. B. Academy	St. Paris	OH
Greene County Educational Service Center	Yellow Springs	OH
Hardin County Educational Service Center	Kenton	OH
Howland Local School District	Warren	OH
Independence High School	Independence	OH
Kenston School District	Chagrin Falls	OH
Knox County ESC	Mount Vernon	OH
Lawrence County Educational Service Center	Ironton	OH
Logan County Educational Service Center	Bellefontaine	OH
Lucas County Educational Service Center	Toledo	OH
Madison-Champaign Educational Service Center	Urbana	OH
Mahoning County Educational Service Center	Youngstown	OH
Mahoning Unlimited Classroom	Youngstown	OH
Manchester Local School District	Manchester	OH
Mercer County Educational Service Center	Celina	OH
Miami Valley Career Technology Center	Clayton	OH
Montgomery County Educational Service Center	Dayton	OH
New London Local School District	New London	OH
Niles City School District	Niles	OH
North Central Ohio ESC	Tiffin	OH
North Point ESC	Sandusky	OH
Northwest Ohio Educational Service Center	Archbold	OH
Ohio Valley Educational Service Center	Cambridge	OH
Olentangy Local School District	Lewis Center	OH
Paint Valley Local School District	Bainbridge	OH
Pandora-Gilboa School District	Pandora	OH

Perry-Hocking Educational Service Center	New Lexington	OH
Pickerington Local School District	Pickerington	OH
Port Clinton City School District	Port Clinton	OH
Portage County Educational Service Center	Ravenna	OH
Putnam County Educational Service Center	Ottawa	OH
Quaker Digital Academy	New Philadelphia	OH
Ross-Pike Educational Service District	Chillicothe	OH
Sandusky City School District	Sandusky	OH
Shelby County Educational Service Center	Sidney	OH
South Central Ohio ESC	Portsmouth	OH
Steubenville Catholic Central	Steubenville	OH
TechCon Institute	Trotwood	OH
TRECA Digital Academy	Marion	OH
Tri-County Educational Service Center	Wooster	OH
Union Local School District	Morristown	OH
Upper Scioto Valley Wind/Energy Academy	McGuffey	OH
West Muskingum Local School District	Zanesville	OH
Western Reserve High School	Collins	OH
Wood County ESC	Bowling Green	OH
WVIZ Ideastream	Cleveland	OH
Abington Heights School District	Clarks Summit	PA
Adelphoi Village	Latrobe	PA
Albert Gallatin Area School District	Uniontown	PA
Aliquippa School District	Aliquippa	PA
Allegheny-Clarion Valley High School	Foxburg	PA
Antietam School District	Reading	PA
Apollo Ridge School District	Spring Church	PA
Armstrong School District	Ford City	PA
Avella Area School District	Avella	PA
Bald Eagle	Wingate	PA
Beaver Area Cyber Program	Beaver	PA
Beaver Valley Intermediate Unit	Monaca	PA
Bedford Area School District	Bedford	PA
Bellefonte Area School District	Bellefonte	PA
Bellwood-Antis School District	Bellwood	PA
Berks County Intermediate Unit 14	Reading	PA
Berwick Area School District	Berwick	PA
Big Beaver Falls Area School District	Beaver Falls	PA
Blackhawk School District	Beaver Falls	PA
Blairsville-Saltsburg School District	Blairsville	PA
BLaST Intermediate Unit 17	Williamsport	PA
Boyertown Area School District	Boyertown	PA
Brockway Area Junior/Senior High School	Broclway	PA
Burgettstown Area School District	Burgettstown	PA
Career Connections Charter School	Pittsburgh	PA
Carlisle Christian Academy	Carlisle	PA
Chartiers Valley School District	Bridgeville	PA
City Charter High School	Pittsburgh	PA

Clearfield Area School District	Clearfield	PA
Conestoga Christian School	Morgantown	PA
Connellsville Area Senior High School	Connellsville	PA
Dallastown Area School District	Dallastown	PA
East Allegheny School District	North Versailles	PA
Esperanza Academy	Philadelphia	PA
Everett Area School District	Everett	PA
Forest Area School District	Tionesta	PA
Frazier School District	Perryopolis	PA
Freeport Area School District	Freeport	PA
Intermediate Unit #1	Coal Center	PA
Intermediate Unit #19	Archbald	PA
Juniata Valley School District	Alexandria	PA
Leechburg Area School District	Leechburg	PA
Lenape Technical School	Ford City	PA
Lincoln Leadership Academy Charter School	Allentown	PA
Lincoln Park Performing Arts Charter School	Midland	PA
Littlestown Area School District	Littlestown	PA
Manchester Academic Charter School	Pittsburgh	PA
Marion Center Area School District	Marion Center	PA
Mastery Charter School	Philadelphia	PA
Meyersdale Area School District	Meyersdale	PA
Midland Borough School District	Midland	PA
Midwestern Intermediate Unit IV	Grove City	PA
Millville Area School District	Millville	PA
Montoursville Area High School	Montoursville	PA
Mother of Sorrows School	Murrysville	PA
Mt. Lebanon High School	Mt. Lebanon	PA
Muhlenberg High School	Laureldale	PA
Neel Alternative	Midland	PA
New Day Charter School	Huntingdon	PA
North Hills Senior High School	Pittsburgh	PA
Northern Cambria School District	Northern Cambria	PA
Northwest Tri-County Intermediate Unit 5	Edinboro	PA
Northwestern Lehigh School District	New Tripoli	PA
Oley Valley School District	Oley	PA
Penn-Cambria School District	Cresson	PA
Philadelphia Electrical & Technology Charter H.S.	Philadelphia	PA
Pine-Richland School District	Gibsonia	PA
Plumstead Christian School	Plumsteadville	PA
Punxsutawney School District	Punxsutawney	PA
Renaissance Academy	Phoenixville	PA
Shippensburg Area School District	Shippensburg	PA
Somerset Area School District	Somerset	PA
South Allegheny School District	McKeesport	PA
Southeastern Greene School District	Greensboro	PA
St. John Neumann Regional Academy	Williamsport	PA

Steel Valley High School	Munhall	PA
Sto-Rox High School	McKees Rocks	PA
The Hope Learning Center	Wexford	PA
The Pennsylvania Cyber Charter School	Midland	PA
The Whizdom Group	Concordville	PA
Titusville Area School District	Titusville	PA
Troy Area School District	Troy	PA
Union School District	Rimersburg	PA
Washington School District	Washington	PA
West Greene School District	Waynesburg	PA
York Suburban High School	York	PA
Conewago Valley School District	New Oxford	PA
Carolina School for Inquiry	Columbia	SC
The Bridge School	Houston	TX
Advanced Learning Academy of Wisconsin	Barron	WI
Northern Ozaukee School District	Fredonia	WI
Oregon School District	Oregon	WI
Sparta Area School District	Sparta	WI
Wisconsin Virtual Learning	Fredonia	WI
Mountaineer Virtual	Chester	WV

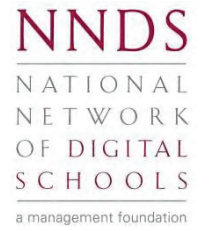
Specific references:

Name of School	Contact Person/Phone Number	Length of Contract	Services provided
The Pennsylvania Cyber Charter School	Mr. Bill Price 724-643-1180	2005- Ongoing	Full management, including marketing, recruitment, finance, curriculum, professional development, HR, technical support, SIS
Taos Pueblo Magnet School	Ms. Alexis Blake 575-770-9799	2006- Ongoing	Curriculum, administrative and faculty training, technical support, curriculum, professional development

Lincoln Park Performing Arts Charter School	Rebecca Manning 724-643-9004	2006- Ongoing	Full management, including marketing, recruitment, finance, curriculum, professional development, HR, technical support, SIS
Kansas Online Learning Program	Ms. Jeri Kimble 785-983-4321	2009- Ongoing	Curriculum, professional development, marketing, admissions and recruitment, SIS
Quaker Digital Academy	Dr. Richard Varrati 330-364-0600	2006- Ongoing	Curriculum, special education support, marketing, admissions and recruitment, professional development, SIS
Andover eCademy	Mr. Mark Evans 316-218-4660	2010- Ongoing	Curriculum, marketing, admissions and recruitment

Attachment 24

Indiana School Financials



The National Network of Digital Schools does not operate any schools in the state of Indiana.

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PRENCE LLC

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
National Network of Digital Schools Management Foundation
Beaver, PA

We have audited the accompanying consolidated statement of financial position of National Network of Digital Schools Management Foundation (a nonprofit organization) and subsidiary as of June 30, 2010, and the related consolidated statements of activities and changes in net assets, and cash flows for the year then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of National Network of Digital Schools Management Foundation and subsidiary as of June 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.



Koppel, PA
February 24, 2011

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Financial Position

June 30, 2010

ASSETS

Current Assets

Cash and cash equivalents - Note 2	\$ 2,308,875
Accounts receivable - Net	1,711,162
Inventories - Note 3	7,579,767
Other current assets	<u>694,447</u>

Total Current Assets	<u>12,294,251</u>
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Property and Equipment

Leasehold improvements	137,778
Building & building improvements	5,184,683
Furniture and equipment	524,137
Computer hardware and software	<u>4,955,865</u>

10,802,463

Less accumulated depreciation	<u>(1,217,740)</u>
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Net depreciable property and equipment	9,584,723
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Construction in progress	1,811,457
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Land	<u>1,477,041</u>
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Total Net Property and Equipment	<u>12,873,221</u>
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Other Assets

Curriculum developments costs - Note 1	1,180,170
Other long-term assets	371,050
Investment	<u>703,955</u>

Total Other Assets	<u>2,255,175</u>
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Total Assets	<u><u>\$ 27,422,647</u></u>
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See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Financial Position (Continued)

June 30, 2010

LIABILITIES AND NET ASSETS

Current Liabilities

Current portion of note payable - Note 5	\$ 998,181
Current portion of leases payable - Note 6	80,000
Line-of-credit - Note 4	1,000,000
Accounts payable	4,342,822
Other accrued liabilities	<u>189,112</u>

Total Current Liabilities 6,610,115

Long-Term Liabilities

Notes payable - net of current portion - Note 5	3,035,427
Leases payable - net of current portion - Note 6	<u>703,733</u>

Total Long-Term Liabilities 3,739,160

Total Liabilities 10,349,275

Net Assets

Unrestricted	<u>17,073,372</u>
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Total Liabilities and Net Assets \$ 27,422,647

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Activities and Changes in Net Assets

Year Ended June 30, 2010

	<u>Unrestricted</u>
Operating Revenues	
Curriculum revenues - Net of cost of goods sold of \$14,932,480	\$ 8,789,294
Management fees	12,247,636
Rental income	665,395
Other	<u>136,171</u>
Total Operating Revenues	<u>21,838,496</u>
Operating Expenses	
Program services	14,826,054
Management and general	<u>6,308,273</u>
Total Operating Expenses	<u>21,134,327</u>
Change in Unrestricted Net Assets	704,169
Unrestricted Net Assets - Beginning of Year - Note 10	<u>16,369,203</u>
Unrestricted Net Assets - Ended of Year	<u><u>\$ 17,073,372</u></u>

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Cash Flows

Year Ended June 30, 2010

Cash Flows From Operating Activities	
Receipts from customers	\$ 42,329,950
Other operating cash receipts	125,435
Cash payments to suppliers	(29,239,452)
Cash payments to employees	(8,649,209)
Grants, donations, and scholarships paid	(2,332,016)
Receipts from interest	10,736
Cash payments of interest	<u>(212,455)</u>
Net Cash Provided by Operating Activities	<u>2,032,989</u>
Cash Flows From Investing Activities	
Proceeds from the sale of property, plant, and equipment	3,664,085
Investment in joint venture	(867,618)
Payments for security deposits	17,968
Payments for curriculum development	(340,170)
Payments for capitalized software	(800,000)
Purchases of property and equipment	<u>(2,748,365)</u>
Net Cash Used for Investing Activities	<u>(1,074,100)</u>
Cash Flows From Financing Activities	
Proceeds from line of Credit	1,000,000
Payments on long-term debt	(1,947,488)
Payments on capital leases	<u>(34,966)</u>
Net Cash Used for Financing Activities	<u>(982,454)</u>
Net Increase in Cash and Cash Equivalents	(23,565)
Cash and Cash Equivalents - Beginning of Year	<u>2,332,440</u>
Cash and Cash Equivalents - End of Year	<u>\$ 2,308,875</u>

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements
June 30, 2010**

Note I - Summary of Significant Accounting Policies

Organization and Nature of Activities

The accompanying consolidated financial statements include the accounts of the National Network of Digital Schools Management Foundation (Organization or NNDS) and its wholly-owned subsidiary the National Network of Digital Schools Corporation (Corporation). All significant intercompany balances and transactions have been eliminated.

NNDS provides educational instruction to students, schools, and school districts through an interactive cyber educational system with a network of certified teachers. NNDS also provides schools and school districts with management services. The management services offered are curriculum development and maintenance, information technology, accounting, management, administrative, consulting, and human resources services. Approximately 68% of revenues were from curriculum and 30% of revenues were from management fees. The majority of revenues are from schools and school districts located in Western Pennsylvania.

NNDS supports local communities by providing grants to schools and school districts that qualify as exempt organizations under Internal Revenue Code Section 501(c)(3). NNDS provides these organizations with financial resources in order to help support the civic, social, community activities, social interactions and diversity of their communities. Through these grants, the organizations will help revitalize and create better communities for the students.

Basis of Accounting

NNDS's policy is to prepare its consolidated financial statements on the accrual basis of accounting. Accordingly, revenues are recognized in the accounting period in which they are earned and expenses are recognized in the period incurred.

Financial Statement Presentation

NNDS has presented its financial statements in accordance with generally accepted accounting principles for not-for-profit organizations. Under this guidance, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. All of the Organization's net assets are unrestricted.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 1 - Summary of Significant Accounting Policies (Continued)

Use of Estimates

Management uses estimates and assumptions in preparing these consolidated financial statements in accordance with generally accepted accounting principles. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could vary from the estimates that were used.

Cash and Cash Equivalents

For purposes of the statement of cash flows, NNDS considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents. NNDS maintains its cash balances in several financial institutions located in Western Pennsylvania. At various times during the fiscal year, NNDS's cash in bank balances exceeded the Federally insured limits. At June 30, 2010, NNDS's uninsured bank balance totaled \$3,487,934.

Accounts Receivable

The Organization accounts for the potential losses in accounts receivable utilizing the allowance method. In reviewing aged receivables, management considers their knowledge of customers, historical activity and current economic conditions in establishing the allowance for doubtful accounts. Management has provided an allowance for uncollectible accounts of \$275,909 at June 30, 2010.

One customer accounted for 79% of accounts receivables at June 30, 2010. This customer accounted for 89% of curriculum revenues and 93% of management fee revenues for the year ended June 30, 2010.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined by the average cost method.

Property and Equipment

Property and equipment are recorded at cost. NNDS uses a threshold of \$1,500 for recording all capital assets. Property and equipment are depreciated using the straight-line method over the estimated useful lives of the assets. The total depreciation expense for the year ended June 30, 2010 was \$648,303.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 1 - Summary of Significant Accounting Policies (Continued)

Property and Equipment (Continued)

Donations of property and equipment are recorded at the approximate fair value on the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent any donor stipulations regarding how long those donated assets must be maintained, NNDS reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. NNDS reclassifies temporarily restricted net assets to unrestricted net assets at that time.

Capitalized Software

The Organization capitalizes software development costs in which certain software development costs incurred subsequent to the establishment of technological feasibility may be capitalized and amortized over the estimated lives of the related products. The Organization determines technological feasibility to be established upon the internal release of a working model. Upon the general release of the product to customers, development costs for that product are amortized over periods not exceeding three years, based on the estimated economic life of the product. Capitalized software costs amounted to \$3,404,982 at June 30, 2010, and related accumulated amortization was \$1,020,000.

Curriculum Development Costs

Curriculum is developed primarily by vendors, independent contractors, and to a lesser extent by employees. Once the curriculum is developed it is maintained with corrections and improvements on an ongoing basis. The curriculum is estimated to have a useful life of five years which is consistent within the industry.

The Organization accounts for the curriculum development costs in the same manner as capitalized software. The costs that qualify for capitalization are direct external costs and payroll related costs. General and administrative costs are expensed as incurred and not capitalized. Curriculum development costs are capitalized when the projects under development reaches technological feasibility. Capitalization ends when the course is available for general release to the students. Then the curriculum development costs are amortized over the estimated economic life of the course. Capitalized curriculum development costs were \$1,180,170 at June 30, 2010. These costs were not subject to amortization as of June 30, 2010 as the courses were not available for general release to the students.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 1 - Summary of Significant Accounting Policies (Continued)

Investment

The corporation entered into a limited liability partnership agreement with a company (general partner) and another company (limited partner), to acquire, improve, lease and sublease, invest in, sell and otherwise deal with real estate and personal property. The Corporation's basis in this partnership is \$755,462, using the cost method.

Cost of Goods Sold

Cost of goods sold includes the cost of course materials, the cost to prepare the course materials for distribution, and distributing the course materials to the student. Cost of goods sold also includes information technology services and payroll related costs.

Advertising Expense

NNDS expenses the cost of advertising as the expense is incurred. The total advertising expense was \$4,490,867 for the year ended June 30, 2010.

Income Taxes

NNDS is a nonprofit organization exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, NNDS qualifies for the charitable contribution deduction under IRC Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2).

The Corporation is organized as a taxable for-profit company. The Corporation is taxed at the applicable federal and state income tax rates. No provision for income taxes was necessary for the year ended June 30, 2010.

Note 2 - Cash and Cash Equivalents

Cash and cash equivalents included the following at June 30, 2010:

Cash	\$ 1,766,342
Money market fund	<u>542,533</u>
	<u>\$ 2,308,875</u>

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 3 - Inventories

Inventories consist of the following at June 30, 2010:

Textbooks	\$ 5,995,115
Course guides	551,799
Course materials and supplies	<u>1,032,853</u>
	<u>\$ 7,579,767</u>

Note 4 - Line-of-Credit

NNDS has a line of credit for \$1.5 million, the amount outstanding at June 30, 2010 was \$1,000,000. Bank advances on the credit line are payable on demand and carry an interest rate of the prime rate (3.25% as of June 30, 2010) plus 0.5%. The line of credit is collateralized by all NNDS' accounts receivable and further guaranteed by a piece of Corporation real estate.

Note 5 - Notes Payable

Long-term debt consisted of the following as of June 30, 2010:

Note payable - bank - with quarterly installments of \$250,000 at prime plus 1% (4.25% at June 30, 2010), maturing July 2012, collateralized by software purchased through this note.

\$ 2,134,982

Note payable - bank - with monthly installments of \$8,346 plus interest at the one-year LIBOR rate (1.6 % at June 30, 2010) plus 3%, maturing through February 2023, collateralized by the real estate constructed.

886,154

Note payable - bank - with monthly installments of \$11,374 which includes interest at the five year Federal Home Loan Bank of Pittsburgh borrowing rate plus 3%, currently 5.11%, maturing through November 2030, collateralized by the real estate constructed, and a guarantee by the Organization.

1,012,472

4,033,608

(998,181)

Less: Current portion

\$ 3,035,427

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 5 - Notes Payable (Continued)

The future scheduled maturities of long-term debt are as follows at June 30, 2010:

Year Ending June 30:	
2011	\$ 998,181
2012	1,067,516
2013	357,004
2014	115,834
2015	122,385
Thereafter	<u>1,372,688</u>
	<u>\$ 4,033,608</u>

Note 6 - Leases Payable

NNDS has assumed a lease from a Company for the building and land located at 1000 Third Street, Beaver, Pennsylvania. The Company leased this property from the County of Beaver, Pennsylvania. The lease assignment agreement includes a provision that title will transfer to NNDS upon completion of the lease. The lease term is from February 2008 through October 2024, with an interest rate of 5.6%, with monthly payments of \$6,666.67. Interest paid for this capital lease for the year ended June 30, 2010 was \$45,035.

The following is an analysis of the leased assets included in property and equipment at June 30, 2010:

Building	\$ 885,000
Land	<u>105,000</u>
	990,000
Less accumulated depreciation	<u>(51,625)</u>
	<u>\$ 938,375</u>

The following is the future minimum lease payments required under these leases together with their present values as of June 30, 2010:

Year Ending June 30:	
2011	80,000
2012	80,000
2013	80,000
2014	80,000
2015	80,000
Thereafter	<u>740,000</u>
Total minimum lease payments	1,140,000
Less amount representing interest	<u>(356,267)</u>
Present value of minimum lease payments	<u>\$ 783,733</u>

Amortization of assets held under this capital lease is included with depreciation expense.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 7 - Operating Leases - Lessee

NNDS has two operating leases for office space, one in Wexford, Pennsylvania, and a second in Pittsburgh, Pennsylvania that expire at various dates through May 2013. These leases require NNDS to pay all executory costs such as taxes, maintenance, and insurance. Rental expense for these leases was \$20,331 for the year ended June 30, 2010.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2010, are:

Year Ending June 30:	
2011	165,851
2012	156,283
2013	138,536
Total Minimum Payments Required	<u>\$ 460,670</u>

Total minimum payments have not been reduced by minimum sublease rentals of \$420,726 due in the future under noncancelable subleases.

The following schedule shows the composition of total rental expense for all operating leases except those with terms of a month or less that were not renewed for the year ending June 30, 2010:

Minimum rentals	\$ 460,670
Less: Sublease rentals	<u>(420,726)</u>
Total minimum payments required	<u>\$ 39,944</u>

Note 8 - Retirement Plan

NNDS has established a defined contribution plan in accordance with 401(k) of the Internal Revenue Code. An employee must have three months of service and have attained age 21 to be eligible to participate in the plan. NNDS makes matching contributions directly into the employee's account on his or her behalf. Currently this contribution is 100% on the first 5% of the participant's compensation which is deferred as an elective deferral. The employer matching contributions vest over a six year period. Employer contributions amounted to \$288,200 for the year ending June 30, 2010.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2010**

Note 9 - Pledges

On May 13, 2010, NNDS pledged \$2 million to another 501(c)(3) organization in support of that organization's building project. This pledge was paid in full on December 15, 2010.

Note 10 - Software Development Agreement

The Corporation entered into an agreement with an Alabama Corporation (counterparty), to develop software to facilitate on-line learning. As a part of this agreement, the Corporation has agreed to contribute a total of \$1.2 million to the counterparty, in exchange for a perpetual license to the software developed by the counterparty. After the final payment has been made, the Corporation has the option to purchase 10% of the issued shares of the counterparty. After year-end, the Corporation exercised this option. As of June 30, 2010, the Corporation had contributed \$900,000 which was included in capitalized software at June 30, 2010.

Note 11 - Subsequent Events

In August 2010, the Organization entered into two leases for computer hardware with a bank under capital leases totaling \$232,379. The lease terms are from August 2010 through September 2013, with stated interest rates of 4.44% and 5.74%, and monthly payments of \$5,216 and \$1,724 respectively. The lease agreements contain a \$1 bargain purchase option at the end of the lease term.

The Organization has evaluated subsequent events through February 24, 2011, the date which the financial statements were available to be issued.

NNDS

NATIONAL
NETWORK
OF DIGITAL
SCHOOLS

management foundation

Financial Statements
Year Ended June 30, 2009

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Financial Statements

June 30, 2009

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PRENCE LLC

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

**To the Board of Directors
National Network of Digital Schools Management Foundation
Beaver, PA**

We have audited the accompanying consolidated statement of financial position of National Network of Digital Schools Management Foundation (a nonprofit organization) and subsidiary as of June 30, 2009, and the related consolidated statements of activities and changes in net assets, and cash flows for the year then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of National Network of Digital Schools Management Foundation and subsidiary as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Prence, LLC

Koppel, PA
June 21, 2010

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Financial Position

June 30, 2009

ASSETS

Current Assets

Cash and cash equivalents - Note 2	\$ 2,332,440
Accounts receivable - Net	3,515,596
Inventories - Note 3	4,929,004
Other current assets - Note 2	<u>263,450</u>

Total Current Assets 11,040,490

Property and Equipment

Leasehold improvements	124,972
Building & building improvements	8,260,209
Furniture and equipment	459,964
Computer hardware and software	<u>1,125,816</u>

9,970,961
(758,552)

Net depreciable property and equipment 9,212,409

Construction in progress	393,994
Land	<u>1,922,771</u>

Total Net Property and Equipment 11,529,174

Other Assets

Curriculum developments costs - Note 10	840,000
Deposits	76,282
Investment - Note 12	<u>100,000</u>

Total Other Assets 1,016,282

Total Assets \$ 23,585,946

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Financial Position (Continued)

June 30, 2009

LIABILITIES AND NET ASSETS

Current Liabilities

Current portion of note payable - Note 5	\$ 181,838
Current portion of leases payable - Note 6	105,185
Accounts payable	3,291,734
Accrued expenses	191,503
Accrued payroll	107,382
Deposits	<u>198,805</u>

Total Current Liabilities 4,076,447

Long-Term Liabilities

Note payable - net of current portion - Note 5	2,401,804
Leases payable - net of current portion - Note 6	<u>738,490</u>

Total Long-Term Liabilities 3,140,294

Total Liabilities 7,216,741

Net Assets

Unrestricted - Note 10	<u>16,369,205</u>
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Total Liabilities and Net Assets \$ 23,585,946

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Activities and Changes in Net Assets

Year Ended June 30, 2009

	<u>Unrestricted</u>
Operating Revenues	
Curriculum revenues - Net of cost of goods sold of \$14,932,479	\$ 8,190,589
Management fees	10,458,369
Rental income	509,716
Other	<u>100,780</u>
Total Operating Revenues	<u>19,259,454</u>
Operating Expenses	
Program services	10,577,403
Management services	516,471
Similar purpose entity rent	4,382,670
Management and general	<u>15,476,544</u>
Total Operating Expenses	<u>15,476,544</u>
Change in Unrestricted Net Assets	3,782,910
Unrestricted Net Assets - Beginning of Year - Note 10	<u>12,586,295</u>
Unrestricted Net Assets - Ended of Year	<u><u>\$ 16,369,205</u></u>

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Cash Flows

Year Ended June 30, 2009

Cash Flows From Operating Activities	
Receipts from customers	\$ 34,408,074
Other operating cash receipts	90,322
Cash payments to suppliers	(20,629,215)
Cash payments to employees	(7,939,829)
Grants, donations, and scholarships paid	(1,591,674)
Receipts from interest	10,458
Cash payments of interest	<u>(150,195)</u>
Net Cash Provided by Operating Activities	<u>4,197,941</u>
Cash Flows From Investing Activities	
Investment in joint venture	(100,000)
Payments for security deposits	(44,769)
Payments for curriculum development	(621,100)
Purchases of property and equipment	<u>(719,620)</u>
Net Cash Used for Investing Activities	<u>(1,485,489)</u>
Cash Flows From Financing Activities	
Payments on long-term debt	(104,144)
Payments on capital leases	<u>(174,410)</u>
Net Cash Used for Financing Activities	<u>(278,554)</u>
Net Increase in Cash and Cash Equivalents	2,433,898
Cash and Cash Equivalents - Beginning of Year	<u>(101,458)</u>
Cash and Cash Equivalents - End of Year	<u><u>\$ 2,332,440</u></u>

See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

Consolidated Statement of Cash Flows (Continued)

Year Ended June 30, 2009

Cash Provided by (Used for) Operating Activities	
Increase in net assets	\$ 3,782,910
Noncash items included in net income:	
Depreciation	466,042
Amortization	340,000
Changes in operating assets and liabilities:	
Accounts receivable	227,015
Inventory	(1,045,650)
Prepaid expenses and other assets	(140,278)
Account payable	298,919
Accrued expenses	191,503
Accrued payroll	(12,426)
Deposits	89,906
	<hr/>
Net Cash Provided by Operating Activities	<u><u>\$ 4,197,941</u></u>

Supplemental Disclosure of Cash Flows Information

Acquisition of property and equipment through notes payable	<u><u>\$ 1,699,665</u></u>
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See the Independent Auditors' Report and the Accompanying Notes to the Consolidated Financial Statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements
June 30, 2009**

Note 1 - Summary of Significant Accounting Policies

Organization and Nature of Activities

The accompanying consolidated financial statements include the accounts of the National Network of Digital Schools Management Foundation (Organization or NNDS) and its wholly-owned subsidiary the National Network of Digital Schools Corporation (Corporation). All significant intercompany balances and transactions have been eliminated.

NNDS provides educational instruction to students, schools, and school districts through an interactive cyber educational system with a network of certified teachers. NNDS also provides schools and school districts with management services. The management services offered are curriculum development and maintenance, information technology, accounting, management, administrative, consulting, and human resources services. Approximately 68% of revenues were from curriculum and 31% of revenues were from management fees. The majority of revenues are from schools and school districts located in Western Pennsylvania.

NNDS supports local communities by providing grants to schools and school districts that qualify as exempt organizations under Internal Revenue Code Section 501(c)(3). NNDS provides these organizations with financial resources in order to help support the civic, social, community activities, social interactions and diversity of their communities. Through these grants, the organizations will help revitalize and create better communities for the students.

Basis of Accounting

NNDS's policy is to prepare its consolidated financial statements on the accrual basis of accounting. Accordingly, revenues are recognized in the accounting period in which they are earned and expenses are recognized in the period incurred.

Financial Statement Presentation

NNDS has presented its financial statements in accordance with generally accepted accounting principles for not-for-profit organizations. Under this guidance, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. All of the Organization's net assets are unrestricted.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 1 - Summary of Significant Accounting Policies (Continued)

Use of Estimates

Management uses estimates and assumptions in preparing these consolidated financial statements in accordance with generally accepted accounting principles. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could vary from the estimates that were used.

Cash and Cash Equivalents

For purposes of the statement of cash flows, NNDS considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents. NNDS maintains its cash balances in several financial institutions located in Western Pennsylvania. At various times during the fiscal year, NNDS's cash in bank balances exceeded the Federally insured limits. At June 30, 2009, NNDS's uninsured bank balance totaled \$3,545.

Accounts Receivable

The Organization accounts for the potential losses in accounts receivable utilizing the allowance method. In reviewing aged receivables, management considers their knowledge of customers, historical activity and current economic conditions in establishing the allowance for doubtful accounts. Management has provided an allowance for uncollectible accounts of \$270,989 at June 30, 2009.

One customer accounted for 71% of accounts receivables at June 30, 2009. This customer accounted for 90% of curriculum revenues and 92% of management fee revenues for the year ended June 30, 2009.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined by the average cost method.

Property and Equipment

Property and equipment are recorded at cost. NNDS uses a threshold of \$1,500 for recording all capital assets. Property and equipment are depreciated using the straight-line method over the estimated useful lives of the assets. The total depreciation expense for the year ended June 30, 2009 was \$466,042.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 1 - Summary of Significant Accounting Policies (Continued)

Property and Equipment (Continued)

Donations of property and equipment are recorded at the approximate fair value on the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent any donor stipulations regarding how long those donated assets must be maintained, NNDS reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. NNDS reclassifies temporarily restricted net assets to unrestricted net assets at that time.

Capitalized Software

The Organization capitalizes software development costs in which certain software development costs incurred subsequent to the establishment of technological feasibility may be capitalized and amortized over the estimated lives of the related products. The Organization determines technological feasibility to be established upon the internal release of a working model. Upon the general release of the product to customers, development costs for that product are amortized over periods not exceeding three years, based on the estimated economic life of the product. Capitalized software costs amounted to \$1,020,000 at June 30, 2009, and related accumulated amortization was \$1,020,000. Amortization expense was \$340,000 for the year ended June 30, 2009.

Curriculum Development Costs

Curriculum is developed primarily by vendors, independent contractors, and to a lesser extent by employees. Once the curriculum is developed it is maintained with corrections and improvements on an ongoing basis. The curriculum is estimated to have a useful life of five years which is consistent within the industry.

The Organization accounts for the curriculum development costs in the same manner as capitalized software. The costs that qualify for capitalization are direct external costs and payroll related costs. General and administrative costs are expensed as incurred and not capitalized. Curriculum development costs are capitalized when the projects under development reaches technological feasibility. Capitalization ends when the course is available for general release to the students. Then the curriculum development costs are amortized over the estimated economic life of the course. Capitalized curriculum development costs were \$840,000 at June 30, 2009. These costs were not subject to amortization as of June 30, 2009 as the courses were not available for general release to the students.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 1 - Summary of Significant Accounting Policies (Continued)

Investment

The Corporation has 10% ownership in a joint venture that is accounted for using the cost method.

Cost of Goods Sold

Cost of goods sold includes the cost of course materials, the cost to prepare the course materials for distribution, and distributing the course materials to the student. Cost of goods sold also includes information technology services and payroll related costs.

Advertising Expense

NNDS expenses the cost of advertising as the expense is incurred. The total advertising expense was \$2,575,533 for the year ended June 30, 2009.

Income Taxes

NNDS is a nonprofit organization exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, NNDS qualifies for the charitable contribution deduction under IRC Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2).

The Corporation is organized as a taxable for-profit company. The Corporation is taxed at the applicable federal and state income tax rates. No provision for income taxes was necessary for the year ended June 30, 2009.

Note 2 - Cash and Cash Equivalents

Cash and cash equivalents included the following at June 30, 2009:

Cash	\$ 520,965
Certificates of deposit	1,107,850
Money market fund	746,375
Less cash reserved for advertising - Note 4	<u>(42,750)</u>
	<u>\$ 2,332,440</u>

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 3 - Inventories

Inventories consist of the following at June 30, 2009:

Textbooks	\$ 3,985,135
Course materials and supplies	120,523
Course guides	823,346
	<u> </u>
	<u>\$ 4,929,004</u>

Note 4 - Agency Transaction

Included in other current assets was \$42,750 in reserved cash. The related liability was recorded in deposits for contributions received on behalf of the Organization's primary customer for an advertising campaign. The funds will be expended on advertising for this customer.

Note 5 - Notes Payable

Long-term debt consisted of the following as of June 30, 2009:

Note payable - bank - with monthly installments of \$19,841 plus interest at 6.5%, maturing through August 2018, collateralized by the real estate constructed. \$ 1,641,028

Note payable - bank - with monthly installments of \$8,346 plus interest at the one-year LIBOR rate (1.6% at June 30, 2009) plus 3%, maturing through February 2023, collateralized by the real estate constructed. 942,614

2,583,642

Less: Current portion (181,838)

\$ 2,401,804

The future scheduled maturities of long-term debt are as follows at June 30, 2009:

Year Ending June 30:

2010	\$ 181,838
2011	193,689
2012	206,312
2013	219,759
2014	234,085
Thereafter	1,547,959
	<u> </u>
	<u>\$ 2,583,642</u>

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 6 - Leases Payable

NNDS leases computer hardware from a bank under a capital lease. The lease term is from August 30, 2007 through July 30, 2009, with a stated interest rate of 7.82%, with monthly payments of \$12,611.54. The lease agreement contains a \$1 bargain purchase option at the end of the lease term. Interest paid for this capital lease for the year ended June 30, 2009 was \$9,991.

NNDS has assumed a lease from a Company for the building and land located at 1000 Third Street, Beaver, Pennsylvania. The Company leased this property from the County of Beaver, Pennsylvania. The lease assignment agreement includes a provision that title will transfer to NNDS upon completion of the lease. The lease term is from February 2008 through October 2024, with an interest rate of 5.6%, with monthly payments of \$6,666.67. Interest paid for this capital lease for the year ended June 30, 2009 was \$46,938.

The following is an analysis of the leased assets included in property and equipment at June 30, 2009:

Building	\$ 885,000
Land	105,000
Computer hardware	<u>281,133</u>
	1,271,133
Less accumulated depreciation	<u>(120,175)</u>
	<u><u>\$ 1,150,958</u></u>

The following is the future minimum lease payments required under these leases together with their present values as of June 30, 2009:

Year Ending June 30:	
2010	105,185
2011	80,000
2012	80,000
2013	80,000
2014	80,000
Thereafter	<u>820,000</u>
Total minimum lease payments	1,245,185
Less amount representing interest	<u>(401,510)</u>
Present value of minimum lease payments	<u><u>\$ 843,675</u></u>

Amortization of assets held under this capital lease is included with depreciation expense.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 7 - Operating Leases - Lessee

NNDS has three operating leases for office space, one in Midland, Pennsylvania, a second in Wexford, Pennsylvania, and a third in East Liverpool, Ohio, that expire at various dates through July 2017. These leases contain renewal options for five year periods and require NNDS to pay all executory costs such as taxes, maintenance, and insurance. Rental expense for these leases was \$348,952 for the year ended June 30, 2009.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2009, are:

Year Ending June 30:	
2010	\$ 348,952
2011	368,892
2012	370,704
2013	360,343
2014	268,239
Thereafter	<u>859,371</u>
	<u>\$ 2,576,501</u>

Total minimum payments have not been reduced by minimum sublease rentals of \$713,123 due in the future under noncancelable subleases.

The following schedule shows the composition of total rental expense for all operating leases except those with terms of a month or less that were not renewed for the year ending June 30, 2009:

Minimum rentals	\$ 2,576,501
Less: Sublease rentals	<u>(713,123)</u>
Total minimum payments required	<u>\$ 1,863,378</u>

Note 8 - Operating Leases - Lessor

NNDS leases office space to a tenant under a noncancelable operating lease with terms of ten years. The following is a schedule by years of future minimum rentals under the lease at June 30, 2009:

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 8 - Operating Leases - Lessor (Continued)

Year Ending June 30:	
2010	\$ 386,945
2011	398,554
2012	410,510
2013	422,826
2014	435,510
Thereafter	<u>1,876,673</u>
Total minimum payments required	<u>\$ 3,931,018</u>

Note 9 - Retirement Plan

NNDS has established a defined contribution plan in accordance with 401(k) of the Internal Revenue Code. An employee must have three months of service and have attained age 21 to be eligible to participate in the plan. NNDS makes matching contributions directly into the employee's account on his or her behalf. Currently this contribution is 100% on the first 5% of the participant's compensation which is deferred as an elective deferral. The employer matching contributions vest over a six year period. Employer contributions amounted to \$161,936 for the year ending June 30, 2009.

Note 10 - Prior Period Adjustment

During the audit for the June 30, 2009 consolidated financial statements, it was discovered that curriculum development costs had been mischaracterized as an expense for the year ended June 30, 2008. Management determined that the \$218,900 cost incurred should have been capitalized and amortized over its estimated useful life. Since the asset was not placed into service as of June 30, 2009, amortization expense was unaffected by the change. The net affect of correcting the asset was an increase in net assets of \$218,900.

Note 11 - Construction Commitment

NNDS has contracted with a construction company to finance and build a maintenance facility on land owned by NNDS in Midland, Pennsylvania. The commitment under this agreement is approximately \$730,000, with an interest rate of 4.25%. Payments begin in July 2009, and are due monthly until June 2010.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION AND SUBSIDIARY**

**Notes to the Consolidated Financial Statements (Continued)
June 30, 2009**

Note 12 - Subsequent Events

On July 15, 2009, the Corporation entered into an agreement with an Alabama Corporation (counterparty), to develop software to facilitate on-line learning. As a part of this agreement, the Corporation has agreed to contribute a total of \$1.2 million to the counterparty to fund this project. In exchange, the Corporation receives 10% of the issued shares of the counterparty. As of June 30, 2009, the Corporation had contributed as an initial investment to the counterparty of \$100,000 which was included in other assets at June 30, 2009.

On July 31, 2009, the Corporation entered into a limited partnership agreement with a company (general partner) and another company (limited partner), to acquire, improve, lease and sublease, invest in, sell and otherwise deal with real estate and personal property. The Corporation paid \$721,981 in consideration for the 50% limited partnership interest.

On July 31, 2009, the Corporation entered into an agreement with a construction company to build an early childhood learning center in Midland, Pennsylvania for approximately \$2.6 million. It is estimated that the project will be completed within the 2010 fiscal year. The Corporation obtained financing for the project from a bank for \$1,728, 750 on March 2, 2010. The loan is guaranteed by NNDS.

On May 4, 2010, NNDS obtained a line of credit for \$1.5 million, as of the release of these statements, all of which was outstanding. Bank advances on the credit line are payable on demand and carry an interest rate of the prime rate (3.25% as of June 30, 2009) plus 0.5%. The line of credit is collateralized by the accounts receivable and real estate.

NNDS purchased software from an Illinois Limited Liability Company for \$2.5 million on June 16, 2010. NNDS paid \$250,000 at the closing and another \$250,000 will be due 30 days after the closing. The balance of \$2 million will be paid quarterly in payments of \$250,000 beginning October 1, 2010 with the final payment on July 14, 2012.

The Organization has evaluated subsequent events through June 21, 2010, the date which the financial statements were available to be issued.

PRENCE LLC

Certified Public Accountants
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NNDS
NATIONAL
NETWORK
OF DIGITAL
SCHOOLS
management foundation

**Financial Statements
Year Ended June 30, 2008**

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Financial Statements

June 30, 2008

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PRENCE LLC

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

**To the Board of Directors
National Network of Digital Schools Management Foundation
Beaver, PA**

We have audited the accompanying statement of financial position of National Network of Digital Schools Management Foundation (a nonprofit organization) as of June 30, 2008, and the related statements of activities and changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We did not observe the physical inventory (stated at \$2,179,870) taken as of June 30, 2007, since that date was prior to our initial engagement as auditors for the Organization, and the Organization's records do not permit adequate retroactive tests of inventory quantities.

In our opinion, except for the effects of such adjustments, if any, as might have been determined to be necessary in the statements of activities and cash flows had we been able to observe the physical inventory taken as of June 30, 2007, the financial statements referred to in the first paragraph present fairly, in all material respects, the financial position of National Network of Digital Schools Management Foundation as of June 30, 2008, and the results of its operations and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.



Koppel, PA
January 14, 2009

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Statement of Financial Position

June 30, 2008

ASSETS

Current Assets

Accounts receivable	\$ 3,742,611
Inventories - Note 2	3,883,354
Other current assets	<u>123,171</u>

Total Current Assets 7,749,136

Property and Equipment

Leasehold improvements	132,737
Building & building improvements	1,773,373
Furniture and equipment	398,003
Computer hardware and software	<u>868,813</u>

3,172,926
Less accumulated depreciation (292,510)

Net depreciable property and equipment 2,880,416

Construction in progress	5,869,416
Land	<u>826,099</u>

Total Net Property and Equipment 9,575,931

Other Assets 371,513

Total Assets \$ 17,696,580

The accompanying notes are an integral part of these financial statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Statement of Financial Position (Continued)

June 30, 2008

LIABILITIES AND NET ASSETS

Current Liabilities

Current portion of note payable - Note 3	\$ 43,703
Current portion of leases payable	176,285
Bank overdraft	101,458
Accounts payable	2,992,815
Accrued payroll	119,808
Deposits	<u>108,899</u>

Total Current Liabilities 3,542,968

Long-term Liabilities

Note payable - net of current portion - Note 3	944,418
Leases payable - net of current portion - Note 4	<u>841,800</u>

Total Liabilities 5,329,186

Net Assets

Unrestricted	<u>12,367,394</u>
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Total Liabilities and Net Assets \$ 17,696,580

The accompanying notes are an integral part of these financial statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Statement of Activities and Changes in Net Assets

Year Ended June 30, 2008

Revenues	
Curriculum revenues - Net of cost of goods sold of \$8,269,481	\$ 12,745,334
Management fees	8,995,843
Other	<u>36,503</u>
Total Revenues	<u>21,777,680</u>
Expenses	
Program services	8,597,725
Management and general	<u>7,080,334</u>
Total Expenses	<u>15,678,059</u>
Changes in Unrestricted Net Assets	6,099,621
Unrestricted Net Assets - Beginning of Year	<u>6,267,773</u>
Unrestricted Net Assets - Ended of Year	<u><u>\$ 12,367,394</u></u>

The accompanying notes are an integral part of these financial statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Statement of Cash Flows

Year Ended June 30, 2008

Cash Flows from Operating Activities	
Receipts from customers	\$ 20,790,486
Other operating cash receipts	36,503
Cash payments to suppliers	(9,350,827)
Cash payments to employees	(5,397,179)
Grants, donations, and scholarships paid	(2,412,579)
Cash payments of interest - net of amounts capitalized	<u>(33,322)</u>
Net Cash Provided by Operating Activities	<u>3,633,082</u>
Cash Flows from Investing Activities	
Purchases of property and equipment	<u>(4,330,394)</u>
Cash Flows from Financing Activities	
Payments on long-term debt	(11,879)
Payments on capital leases	<u>(253,028)</u>
Net Cash Used for Financing Activities	<u>(264,907)</u>
Net Increase in Cash and Cash Equivalents	(962,219)
Cash and Cash Equivalents - Beginning of Year	<u>860,761</u>
Cash and Cash Equivalents - End of Year	<u><u>\$ (101,458)</u></u>
Supplemental Disclosure of Cash Flows Information	
Acquisition of property and equipment through accounts payable, a note payable, and a capital lease	<u><u>\$ 3,367,998</u></u>

The accompanying notes are an integral part of these financial statements.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Notes to the Financial Statements

Note 1 - Summary of Significant Accounting Policies

Organization and Nature of Activities

The National Network of Digital Schools Management Foundation (NNDS) is a nonprofit corporation exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, NNDS qualifies for the charitable contribution deduction under IRC Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2).

NNDS provides educational instruction to students, schools, and school districts through an interactive cyber educational system with a network of certified teachers. NNDS also provides schools and school districts with management services. The management services offered are curriculum development and maintenance, information technology, accounting, management, administrative, consulting, and human resources services. Approximately 63% of revenues were from curriculum revenues and 36% revenues were from management fees. The majority of revenues are from schools and school districts located in Western Pennsylvania.

NNDS supports local communities by providing grants to schools and school districts that qualify as exempt organizations under Internal Revenue Code Section 501(c)(3). NNDS provides these organizations with financial resources in order to help support the civic, social, community activities, social interactions and diversity of their communities. Through these grants, the organizations will help revitalize and create better communities for the students.

Financial Statement Presentation

NNDS reports information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

Basis of Accounting

NNDS's policy is to prepare its financial statements on the accrual basis of accounting. Accordingly, revenues are recognized in the accounting period in which they are earned and expenses are recognized in the period incurred.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Notes to the Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Cash and Cash Equivalents

For purposes of the statement of cash flows, NNDS considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

NNDS maintains its cash balances in one financial institution located in Western Pennsylvania. At various times during the fiscal year, NNDS's cash in bank balances exceeded the Federally insured limits. At June 30, 2008, NNDS's uninsured bank balance totaled \$623,094.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for uncollectible trade receivables is not necessary, as all receivables are considered collectible.

One customer accounted for 80% of accounts receivables at June 30, 2008. This customer accounted for 87% of curriculum revenues and 95% of management fee revenues for the year ended June 30, 2008.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined by the average cost method.

Cost of Goods Sold

Cost of goods sold includes the cost of course materials, the cost to prepare the course materials for distribution, and distributing the course materials to the student. Cost of goods sold also includes information technology services and the wages of teachers.

Property and Equipment

Property and equipment are recorded at cost. NNDS uses a threshold of \$1,000 for recording all capital assets. Donations of property and equipment are recorded at the approximate fair value on the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent any donor stipulations regarding how long those donated assets must be maintained, NNDS reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. NNDS reclassifies temporarily restricted net assets to unrestricted net assets at that time.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Notes to the Financial Statements

Note 1 - Summary of Significant Accounting Policies (Continued)

Capitalized Software

The Company capitalizes software development costs in accordance with Statement of Financial Accounting Standards No. 86, "Accounting for Costs of Computer Software to be Sold, Leased or Otherwise Marketed," under which certain software development costs incurred subsequent to the establishment of technological feasibility may be capitalized and amortized over the estimated lives of the related products. The Company determines technological feasibility to be established upon the internal release of a working model. Upon the general release of the product to customers, development costs for that product are amortized over periods not exceeding three years, based on the estimated economic life of the product. Capitalized software costs amounted to \$1,020,000 at June 30, 2008, and related accumulated amortization was \$680,000. Amortization expense was \$340,000 for the year ended June 30, 2008. The net asset amount is included in other assets on the statement of financial position.

Advertising Expense

NNDS expenses the cost of advertising as the expense is incurred. The total advertising expense was \$852,657 for the year ended June 30, 2008.

Note 2 - Inventories

Inventories consist of the following at June 30, 2008:

Textbooks	\$ 3,244,644
Course materials and supplies	580,066
Course guides	<u>58,644</u>
	<u>\$ 3,883,354</u>

Note 3 - Notes Payable

On August 28, 2007, NNDS signed a 15 year promissory note with a bank in the amount of \$1,000,000 to construct a warehouse. The note is collateralized by the property. During construction, this is a an interest only note bearing interest at the prime rate (5% at June 30, 2008) plus 1.25%. Once construction is complete, the interest rate will be set for one year equal to the one year LIBOR rate (5.83% at June 30, 2008) plus 300 basis points. The interest rate will reset every twelve months thereafter, using the same formula. Interest capitalized for the year ended June 30, 2008 pertaining to this note amounted to \$36,704.

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Notes to the Financial Statements

Note 3 - Notes Payable (Continued)

The future scheduled maturities of long-term debt are as follows at June 30, 2008:

Year Ending June 30:	
2009	\$ 43,703
2010	46,320
2011	49,094
2012	52,033
2013	55,149
Thereafter	<u>741,822</u>
	<u>\$ 988,121</u>

Note 4 - Leases Payable

NNDS leases computer hardware from a bank under a capital lease. The lease term is from August 30, 2007 through July 30, 2009, with a stated interest rate of 7.82%, with monthly payments of \$12,611.54. The lease agreement contains a \$1 bargain purchase option at the end of the lease term. Interest paid for this capital lease for the year ended June 30, 2008 was \$13,228.

NNDS has assumed a lease from a company for the building and land located at 1000 Third Street, Beaver, Pennsylvania. The company leased this property from the County of Beaver, Pennsylvania. The lease assignment agreement includes a provision that title will transfer to NNDS upon completion of the lease. The lease term is from February 2008 through October 2024, with an interest rate of 5.6%, with monthly payments of \$6,666.67. Interest paid for this capital lease for the year ended June 30, 2008 was \$20,094.

The following is an analysis of the leased assets included in property and equipment at June 30, 2008:

Building	\$ 885,000
Land	105,000
Computer hardware	<u>281,133</u>
	1,271,133
Less accumulated depreciation	<u>(49,198)</u>
	<u>\$ 1,221,935</u>

**NATIONAL NETWORK OF DIGITAL SCHOOLS
MANAGEMENT FOUNDATION**

Notes to the Financial Statements

Note 4 - Leases Payable (Continued)

The following is the future minimum lease payments required under these leases together with their present values as of June 30, 2008:

Year Ending June 30:	
2009	\$ 243,950
2010	90,531
2011	80,000
2012	80,000
2013	80,000
Thereafter	<u>900,000</u>
Total minimum lease payments	1,474,481
Less amount representing interest	<u>(456,396)</u>
Present value of minimum lease payments	<u>\$ 1,018,085</u>

Amortization of assets held under this capital lease is included with depreciation expense.

Note 5 - Operating Leases - Lessee

NNDS has three operating leases for office space, one in Midland, Pennsylvania, a second in Wexford, Pennsylvania, and a third in East Liverpool, Ohio, that expire at various dates through July 2017. These leases contain renewal options for five year periods and require NNDS to pay all executory costs such as taxes, maintenance, and insurance. Rental expense for these leases was \$204,784 for the year ended June 30, 2008.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2008, are:

Year Ending June 30:	
2009	\$ 377,264
2010	348,952
2011	368,892
2012	370,704
2013	360,343
Thereafter	<u>1,127,610</u>
	<u>\$ 2,953,765</u>

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Notes to the Financial Statements

Note 5 - Operating Leases - Lessee (Continued)

Total minimum payments have not been reduced by minimum sublease rentals of \$1,040,050 due in the future under noncancelable subleases.

The following schedule shows the composition of total rental expense for all operating leases except those with terms of a month or less that were not renewed for the year ending June 30,

Minimum rentals	\$ 2,925,453
Less: Sublease rentals	<u>(1,040,050)</u>
Total minimum payments required	<u>\$ 1,885,403</u>

Note 6 - Operating Leases - Lessor

NNDS leases office space to a tenant under a noncancelable operating lease with terms of ten years. The following is a schedule by years of future minimum rentals under the lease at June 30, 2008:

Year Ending June 30:	
2009	\$ 375,675
2010	386,945
2011	398,554
2012	410,510
2013	422,826
Thereafter	<u>2,313,183</u>
Total minimum payments required	<u>\$ 4,307,693</u>

Note 7 - Retirement Plan

NNDS has established a defined contribution plan in accordance with 401(k) of the Internal Revenue Code. An employee must have three months of service and have attained age 21 to be eligible to participate in the plan. NNDS makes matching contributions directly into the employee's account on his or her behalf. Currently this contribution is 100% on the first 5% of the participant's compensation which is deferred as an elective deferral. The employer matching contributions vest over a six year period. Employer contributions amounted to \$152,483 for the year ending June 30, 2008.

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Notes to the Financial Statements

Note 8 - Related Parties

NNDS is in the process of negotiations with the Hope Learning Center LLC (HLC) subsequent to year end whereby NNDS will help cover the start-up costs of the HLC. Also, as a part of the negotiation, the HLC is to pay NNDS 12% of its revenue as a management fee to cover the cost of various management functions provided by NNDS. Included in other current assets at June 30, 2008 was \$6,000 due from the HLC.

Note 9 - Subsequent Events

On August 25, 2008, NNDS entered into a non-revolving promissory note in the amount of \$1,725,000 to finance the construction of an administrative building located in Midland, Pennsylvania. Repayment of this note will take place monthly for 120 months. The interest rate is fixed for the first five years of the note term at 6.5%, and then will be reset yearly to be 300 basis points over the "Five Year U.S. Treasury Constant Maturities" Index. This note will mature on August 25, 2018.

On July 10, 2008, NNDS entered into an agreement with a company, to purchase property in Center Township, Pennsylvania, for \$900,000. During June 2008, NNDS paid \$100,000 for the option to purchase the land which was included in other current assets at June 30, 2008. This was considered a down payment once NNDS decided to purchase the land. The installment contract bears interest at 6% and requires monthly installments of \$75,000 from August 10, 2008 through June 10, 2009.

NNDS

NATIONAL
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a management foundation

Attachment 26

Tuesday, January 24, 2012

RE:Section {#}-Litigation Documentation

As of January 24, 2012, there is currently no pending litigation against the National Network of Digital Schools Management Foundation and we are not aware of probable future litigation. Furthermore, the National Network of Digital Schools Management Foundation has no outstanding judgments against it from prior litigation.

Sincerely,
Mark E. Elder



Director of Operations
National Network of Digital Schools Management Foundation