

May 8, 2007

Lori Harmon
6139 S. Cumulus Cir.
Salt Lake City, UT 84118

To Whom It May Concern:

I have used the K12 curriculum for the past year with three of my children. My children have enjoyed learning and being challenged. I have instructed my children in our home for three years with a growing family. I now have five children, the oldest of which is eleven and the youngest is eighteen months. It is a challenge to provide a consistent education program with such a young family. K12 has provided a system which allows me to give them that consistent education program. Each of my three children has made more progress this past year using K12 than either of the previous two years. We are excited about the creation of a virtual charter school and plan on using K12 next year.

Sincerely,

Lori Harmon
801-792-5576

It's a wonderful program and one we hope to continue throughout their school career.

Thank you,

Denise George
West Jordan, Utah

Attachment 12

May 29, 2007

To Whom it may Concern:

I am a mother of 5 children, 4 of them school aged, and I use k12 for all 4. We love this program and have found it invaluable for the past school year.

In our family of varied learning abilities, I have a teenager who was convinced that he could never do math and that he's "stupid". Currently, with k12, he's been able to work at a pace that's comfortable for him and he's getting 100 percent on his assessments. He now feels very confident in his ability to do math. He has enjoyed learning more this year than any other year either at home or public schooled. The computer format puts him in control of the pace of schooling. Some days he goes through several lessons and other days takes his full time for just one complicated lesson. But, either way, he is able to check his progress bar and see where he is still on track so he does not get discouraged. He enjoys being able to check off each subject in his day and see how much he has left.

I have a 6th grader who works at an 8th grade level. He was in the advanced program at school but it was not advanced enough for him in some areas and was a bit too advanced in other areas. He was able to do advanced English through k12 and do math right on grade level. As a result he has lost many of the anxious habits he'd adopted at the end of last school year due to stress (biting his shirts, being jittery) and looks forward to working on his school every day. With k12 he can work on his own and completes his work quickly.

I have a 4th grader with high functioning autism. It has been such a blessing to have the k12 curriculum with its inviting textbooks and colorful online pages. This really helps him to stay focused and want to learn. At night I catch him sneaking up past bedtime to read his history book! He also works ahead of his grade level in English and k12 allows him to maintain interest instead of getting bored and distracted. The flexibility of the lessons works well with his special needs.

My kindergartener was disappointed to find she was not attending public school this year. She changed her mind, however, when her k12 supplies arrived. When she saw the math manipulatives, phonics tiles, and language arts books she was anxious to begin school right away. She's been absolutely delighted with the history program and has learned much about geography.

As their mom/teacher I love how the program tracks what they have done and what they have left to do. I like the flexibility of the subjects so I know they are not doing tasks they already understand. I like the assessments that let me know they comprehended the subject we just learned. I like that I can set their schedule to suit our other commitments for the week (piano, sports, etc) and then check to make sure they are still on track to finish for the school year.

My favorite part is that the kids can work at their own level in each subject. We tried doing BYU Independent Study for some of the junior high subjects before we heard of k12 but they were too advanced. With k12 my teens can work a grade above their level in the subjects they are strong in, and work at lower levels in subjects they struggle with. Other internet programs that are designed specifically for high schoolers do not offer that flexibility.

I had a new baby this year and do not think we would have completed as much school as we did if we had not had k12. It enabled me to direct and teach the kids with one hand while feeding a baby with the other. All of the planning was done for me and many of the lessons are self-directed right online.

Attachment 11
(Attachment I)

Waivers from State Board Rules

Because UVA will not be requiring a formal school facility, UVA is asking for a waiver from the following Utah statutes and Utah State Board of Education Rules:

(1) 53A-1a-507(9). Requirements for charter schools.

(9) Beginning on July 1, 2007, a charter school shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract.

(2) R392-200 Design, Construction, Operation, Sanitation, and Safety of Schools

Since the Utah Virtual Academy will only have an administrative facility which will be occupied by administrative staff, the school is requesting a waiver from the requirements of this rule which apply to school buildings occupied by students, teachers and administrators.

(3) Any rules requiring that property acquisition and construction be accomplished by a particular date.

Attachment A

Virtual Charter Application for
UTAH VIRTUAL ACADEMY

Submitted by Applicant

UTAH VIRTUAL ACADEMY, INC.

To the Utah State Office of Education

MAY 31, 2007

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Attachment A (cont'd)

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Lori Harmon

Authorized Agent (please print)

Signature of Authorized Agent

Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract

Attachment B**Section 2 - Title Page**

Name of Proposed Charter School UTAH VIRTUAL ACADEMY
 New School Converted School

Name of Applicant Applying for the Charter Utah Virtual Academy, Inc.
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Lori Harmon
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 6139 So. Cumulus Circle

City Salt Lake City State Utah Zip 84118

District school will be located NA (Statewide) E-mail loriubah@xmission.com

Daytime Phone (801) 955-1335 Fax _____

Form of Organization

- Nonprofit Corporation
 Tribal Entity

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Lori Harmon	(801) 792-5576	Parent	President
Lilian Mendoza Dyer	(801) 473-3768	Parent/Community Advocate	Secretary
Ken Anderson	(801) 377-0401	Business	Treasurer
Bryan Quick	(801) 571-5515	Compliance Officer	Member
TBD by Election	NA	Parent to serve on the Board on a rotating basis	Member

Attachment B (cont'd)

FOUNDING MEMBERS OF UTAH VIRTUAL ACADEMY

- Ken Anderson**
- Kary Burns**
- Lilian Mendoza Dyer**
- Lori Harmon**
- Craig Johnson**
- Bryan Quick**
- Kim Smith**
- Teresa Wang**

Attachment C**Section 3 - Target Population****Mission Statement (use only this space)**

At Utah Virtual Academy (UVA), we offer our students an effective, innovative learning environment through a pioneering combination of technology and hands-on instruction. Students develop mastery of fundamental skills and are provided additional in-depth learning experiences to help them discover and develop their specific talents and interests. Our passionate commitment to individualized instruction leads us to reach all students at their own level, guiding each one to make real progress and to feel the joy of learning and achievement, both measured and intuitive.

Utah Virtual Academy involves all stakeholders. Parents, teachers, and administrators combine through common collaboration points to identify individual student needs, plan to meet those needs, deliver instructional services, and evaluate results. With personal responsibility as the cornerstone of our academic program, we will continuously measure and report student achievement, verifying mastery of Utah State Core standards and to help parents and their students to set and reach their own academic goals, all leading to increased stakeholder satisfaction and authentic educational excellence.

Year	GRADE AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment)
	1	2	3	4	5	6	7	8	9	10	11	12		
Year 1	42*	42*	42*	42*	42*	42*	42*	42*	41*	41*	41*	41*	*	500*
Year 2	39*	39*	39*	39*	39*	39*	38*	38*	38*	38*	38*	38*	38*	500*
Year 3	39*	39*	39*	39*	39*	39*	38*	38*	38*	38*	38*	38*	38*	500*
Ultimate Enrollment	39*	39*	39*	39*	39*	39*	38*	38*	38*	38*	38*	38*	38*	500*

(The number of students should be at maximum the enrollment that is being requested)

*** NOTE:** The actual numbers of students served by grade level will depend on actual enrollment each school year. UVA is prepared to provide adequate staff and services for all enrolled students. Because this is a virtual school which does not require a physical school building, there are no constraints on our ability to serve all enrolled students based on physical facilities.

School Calendar

Standard Extended School Year

Instructional Days 180

Alternative (please describe in 5 words or less)

Start Date August 26, 2008

Utah Virtual Academy Overview

Beginning with the 2008-09 school year, the Utah Virtual Academy (UVA) will use a unique combination of technology and hands-on instruction to provide an innovative virtual public charter school model for up to 500 K-12 students throughout the state. Through powerful stakeholder collaboration services and proven curriculum programs, the Academy will provide a dynamic, effective, and individualized public charter school education to students who choose to be (or must be) educated in a virtual setting.

Students will range from the academically challenged to the academically gifted, including students identified as having special needs as well as those in difficult to reach populations such as homebound students. *All students*, regardless of their competencies and situations, will develop increased mastery of core disciplines and will develop their specific talents and interests, preparing them for success in future academic endeavors. Notwithstanding the autonomy and flexibility granted to develop and operate this innovative learning environment, the Utah Virtual Academy remains fully accountable to the Utah State Charter School Board for high academic performance and exemplary financial management and compliance.

Utah Virtual Academy will operate as a Utah State Charter School Board sponsored charter school with an administrative office in Salt Lake County. To prepare to develop the charter application to be submitted to the Utah State Charter School Board, members of the UVA board attended the mandatory training for all virtual charter school applicants which was presented by the Utah State Office of Education (USOE) and CharterSTAR on May 2, 2007. The school will be managed independently, governed by a Board of Directors, and will be accountable to the Utah State Charter School Board through its charter school agreement and assurances. The K-12 curriculum, a *Learning Management System*, *Student Information System*, and *School Management Services* will be provided by K¹² Utah L.L.C. (hereinafter referred to as K¹² Utah), a wholly owned subsidiary of K¹² Inc., a leader in delivering virtual education products and services that benefit more than 30,000 students in 23 states. Operational resources, including administrative staff, will be recommended by K¹² Utah L.L.C. The UVA board will be responsible for hiring all school staff, including the school's teachers. Administrative appointments, contract renewals, and all vendor-supplied instructional programs, staff, and services, including those provided by K¹², will be ratified by the UVA board and are subject to evaluation, improvement, correction and possible replacement as per the service-level agreements to be entered into between UVA and its vendors.

The Utah Virtual Academy (UVA) mission is to offer students an effective, innovative learning environment through a pioneering combination of technology and hands-on instruction. Students develop mastery of fundamental skills and are provided additional in-depth learning experiences to help them discover and develop their specific talents and interests. This passionate commitment to individualized instruction leads UVA stakeholders to reach all students at their own level, guiding each one to make real progress and to feel the joy of learning and achievement, both measured and intuitive.

Utah Virtual Academy involves all stakeholders. Parents/coaches, certified teachers, and administrators combine through common collaboration points to identify individual student needs, plan to meet those needs, deliver instructional services, and to evaluate results. With personal responsibility as the cornerstone of the academic program, UVA will continuously measure and report student achievement, verifying mastery of Utah State Core standards and to help parents and their students to set and reach their own academic goals, all leading to increased stakeholder satisfaction and authentic educational excellence.

The K¹² organization is a national leader in curriculum and virtual school management and a major supplier of virtual charter school education programs. The quality of their courses, *learning management system*, and school management services along with their track record of academic success have helped K¹² to become a preferred provider of elementary, middle, and high school virtual education programs across the country. Students in urban areas such as Chicago, Columbus, Cleveland, Denver, Los Angeles, and Philadelphia as well as in small cities and rural areas across the country are successfully participating in this innovative model which is equally well-suited to Utah. In seventeen statewide programs in operation and with additional programs in the launch and planning phases, charter school boards, public school districts, and state education agencies have all partnered with the K¹² organization to develop virtual education programs which meet sponsor and state attendance, enrollment, academic, legal, and financial requirements. At the federal level, these schools have also met NCLB, Title I, IDEA, and all other accountability goals required of public schools. UVA is pleased to be partnering with this well-established service provider.

The K¹² curriculum is a standards- and research-based, content-rich curriculum that meets or exceeds the standards of the Utah State Core. All curricula are aligned to the Utah state core and are based in the six subject areas of math, Language Arts, history, science, art and music. Specifically, this academically rigorous curriculum integrates:

1. The K¹²® proprietary elementary, middle school and high school curriculum,
2. High school curriculum chosen from select third party providers utilizing an extensive review and rating process.
3. *Apex Learning* high school AP courses,
4. *Power-Glide* high school world language courses; and
5. *Keystone* high school Fine Art course.

All materials and technology are offered to students at no cost. Each student's family is provided with a computer on loan as well as print and other hands-on materials which are all they need to access both the web-based and print lessons and assessments. Lessons are presented in an engaging mix of print and multimedia to enhance the learning experience and address different learning styles. *All learning is self-paced.*

Students learn from state-licensed Utah Virtual Academy teachers who assist their students to achieve mastery of academic objectives. They provide guidance, synchronous and asynchronous instruction, and support throughout the learning process. Interaction with students and their parents or assigned mentors takes place via email, telephone, regular face-to-face meetings or through videoconference meetings or web-conferencing sessions. This allows for real-time

instruction and assessment for individual or small groups of students. K-12 students will attend virtual classroom sessions using *Elluminate Live!*, which provides chat services, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics in real-time with teachers and fellow students. Teachers plan and supervise periodic student events including field trips and other opportunities to socialize and to develop social skills.

Student achievement gains are continuously measured and securely reported to students, parents or mentors, teachers, administrators, and the UVA Board of Trustees during the school year. Diagnostic tests at the beginning of the year determine students' current competency levels and assist in determining placement in the K¹² math and Language Arts curricula. UVA students will take lesson, unit, and semester assessments built into the K¹² program and which are accessible from either the *K¹² Online School* or on paper. As a general rule, students will obtain a mastery level of 80% or higher before they advance to the next lesson or unit. Students will submit work samples to be included in their *academic portfolios*. Each semester, students will receive a mid-term report and an end-of-semester report card. Parent-teacher conferences will be scheduled twice each year. Students will fully participate in the *Utah Performance and Assessment System for Students* (UPASS) at appropriate grade levels with the goal of meeting the Adequate Yearly Progress (AYP) Requirements of *No Child Left Behind*.

K¹²'s *Learning Management System* and *Student Information Systems* consist of the following online components:

- *Online School (OLS)*
- *Student Administration Management System (SAMS)*
- *Enrollment Placement and Registration (EPR) system*
- *K¹² Reports*
- *Customizations developed by or for UVA*

All LMS and SIS components are integrated to allow sharing and transfer of data to create a near-seamless management system. In addition, K¹² utilizes a number of other web-based tools to support the management functions provided by K¹² Support and K¹² School Services (e.g. *School Operating Manual*, *School Management Website*, etc.). K¹² LMS and SIS are integrated with K¹² courseware and are used in conjunction with the administration and management services provided by K¹² School Services. These integrated services provide UVA a high-quality, comprehensive and cost-effective virtual education program.

Seven Purposes for Utah Charter Schools

The Utah Virtual Academy meets all seven purposes for Utah charter schools as outlined in 53A-1a-503.

1. Continue to improve student learning:

Virtual schools using K¹²'s curriculum are among the highest-scoring virtual schools in the states in which they are operated. For example:

- Ohio Virtual Academy (OHVA) maintains the #1 position of all 41 eSchools in the state; OHVA has maintained that ranking for the 4th year in a row.
- Colorado Virtual Academy (COVA) had the highest percentage of students scoring in the proficient and advanced range of any online school in the state for the third year in a row.
- Wisconsin Virtual Academy (WIVA) students had the highest test scores of any state-wide virtual school in the state.
- Florida Virtual Academy (FLVA) students outperformed the state and competition in all grade levels and subjects tested for the fourth year in a row.
- Pennsylvania Virtual Academy (PAVCS) now leads among the competitive virtual schools in the state that have served similar grade levels over the years from 2004 to 2006.
- For the third year in a row, the Arkansas Virtual School (ARVS) demonstrated high academic marks in math and literacy, surpassing the state average in most grades, making the K-8 public virtual school one of the top-scoring public schools in the state.

The following table outlines how schools operated by the K¹² organization performed against *Connections Academy* (a major competitor) and other competitors.

Schools	Position v. Connections	Position v. Other Competitors
ARVS	No competition in AR	
AZVA	AZVA percentage of students scoring in the proficient and advanced range on the reading and math AIMS exceeded Connections Academy on 4 of 8 tests administered.	AZVA percentage of students scoring in the proficient and advanced range exceeded Arizona Distance Learning on all tests administered in all subjects and on all grade levels except grades 7 and 8
CAVA	CAVA overall percentage of students scoring in the	No other noteworthy competition in CA

	proficient and advanced range exceeded Connections--all subjects--all grade levels	
COVA	COVA percentage of students scoring in the proficient and advanced range exceeded Connections on all tests administered in all subjects and on all grade levels	COVA had the highest percentage of students scoring in the proficient and advanced range of any online school in the state - every subject, and all grade levels except grade 4
FLVA	FLVA percentage of grades 4-8 students scoring in the proficient and advanced range on the reading and math FCAT exceeded Connections Academy	No other noteworthy competition in FL
IDVA	IDVA percentage of students scoring in the proficient and advanced range exceeded Connections on all tests administered--all subjects--all grade levels except grade 5	IDVA percentage of students scoring in the proficient and advanced range exceeded Idaho Distance Education Academy students' scores on 9 of 16 tests administered.
OHVA	OHVA percentage of students scoring in the proficient and advanced range exceeded Connections on all tests administered --all subjects--all grade levels	Maintains the #1 position of all 41 eSchools in the state; OHVA has maintained that ranking for the 4th year in a row
PAVCS	PAVCS percentage of students scoring in the proficient and advanced range exceeded Connections on all tests administered in all subjects and on all grade levels	PAVCS now leads among the competitive virtual schools in the state that have served similar grade levels over the years from 2004 to 2006.
WIVA	WIVA percentage of students scoring in the proficient and advanced range exceeded Connections in all subjects	No other noteworthy competition in WI

	and on all grade levels except grade 5.	
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While many students who enter a K¹² program are performing more than one year below grade level, the longer they remain in the K¹² program, the higher their academic achievement. The evidence points to the positive effect the K¹² program has on students over time. A summary of achievement data from state assessment results through school year 2004-2005:

- Students enrolled in schools operated by the K¹² organization for two years or more out-performed their district peers by an average of 8% in math and 27% in reading.
- Students enrolled in schools operated by the K¹² organization for one year or less under-performed district students by an average of 10% in math but out-performed their peers by an average of 10% in reading.
- Students enrolled in schools operated by the K¹² organization two or more years scored an average of 18% higher in math and 17% higher in reading than students enrolled in schools operated by the K¹² organization one year or less.
- Students enrolled in a school operated by the K¹² organization since kindergarten out-performed new students on both the math and the reading third grade state tests. For most students, this is the first time they are required to take a high stakes test.

2. *Encourage the use of different and innovative teaching methods:*

The UVA academic program unites traditional learning with cutting-edge technology. Lessons are presented in an engaging mix of print and multimedia to enhance the learning experience and are designed to address different learning styles. Accordingly, UVA's curriculum is particularly well-suited to students requiring differentiated learning experiences (such as gifted, at-risk, or academically challenged children.)

UVA distinguishes itself from other schools not only by the quality of its academics, but also by the tools that are provided to help administer the program effectively to *all students*.

- Placement assessments given before the start of school help teachers select appropriate course levels for each student. From the first day of the school year, each student learns content appropriate for his or her ability.
- Students can work at a pace and in groupings that are most effective for their learning.
- The online school delivers daily teaching schedules that can organize the teaching day to best suit the needs of both students and teachers.
- All the instructional materials and technology for the school year are sent directly to the student's home. Students are provided with a computer and printer along with boxes of textbooks, workbooks, maps, math manipulatives, science supplies, CDs, and videos.
- Frequent assessments at the conclusion of lessons, units, and courses provide continual feedback to students and reinforce the importance of personal responsibility.
- The *electronic progress system* allows the teacher to access student academic progress at the click of a button. This valuable diagnostic tool can reduce – or possibly eliminate –

the chances of students lagging behind and can help identify possible learning issues early.

- To support learning, technology offers advantages that bring the topic to life in ways previously difficult to do. Audio and video animations within the electronic lessons provide multi-sensory support to maximize learning opportunities for children.

At the election of the UVA board and in consultation with administrators, teachers, and parents, additional extensions may be developed by or for UVA to enhance and customize the core services provided by K¹².

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:

Teaching at a virtual school is significantly different from teaching in a traditional classroom. With its emphasis on technology and customization, such opportunities, however, prove to be irresistible to many teachers and result in large numbers of applicants. Some of the incentives to teach in a virtual school include:

1. Ability to work largely from home
2. Removal of pressure of classroom management from instructional duties
3. Significant adult contact
4. Exposure to a rich and rigorous curriculum
5. Family involvement in education
6. Personal benefits such as a subsidized high-speed internet connection and unlimited long distance calling

Professional development at Utah Virtual Academy begins with *Intake Training* for new administrators and teachers and continues with *Ongoing Professional Development* for new and experienced administrators and teachers.

Intake Training (three weeks)

Intake training is designed with one goal in mind: that on day 1, teachers are ready to teach at UVA. Each school year, virtual teachers undergo intake training that is based on an effective model developed for K¹² virtual academies and customized to meet the needs and goals of the UVA board. The professional development emphasizes the core philosophies shared by UVA and K¹² and the instructional techniques which are the foundation of UVA academics, including the belief that content and skills mastery along with the development of individual talents are shared primary goals. Professional development goals are aligned with this educational philosophy and instructional techniques.

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

- Philosophy and Instructional Techniques
- Curriculum
- Online School
- The Job of a Virtual Teacher
- Measuring Student Progress
- Special Education

- Communication in a Virtual Setting
- Standardized Testing
- Working at A Distance
- The Virtual Community

New teacher training for teachers will be a multi-day, face-to-face event run in the first year by K¹² corporate teacher training staff and in subsequent years by Utah Virtual Academy administrators. It is a three-week process each year. During the first week, teachers meet face-to-face, covering topics included in the list above. During the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the K¹² *Online School* such as lesson planning and tracking student progress. In the final and third week, the teachers convene again as a group to review progress made, successes, challenges, and to address questions raised.

Ongoing Professional Development (monthly)

The responsibility for planning and providing ongoing professional development rests with the *Head of School* (as ratified by the UVA board). UVA will submit its plan for professional development requirements to K¹² on a yearly basis and the plans will be reviewed and monitored from the K¹² organization's home office. UVA professional development staff will attend virtual meetings and periodic face-to-face gatherings to distribute information and to develop skills with other K¹² virtual academies.

Teachers enjoy the benefit of monthly face-to-face and online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered will include assessment, technology, instructional strategies, and content (e.g., K¹² has developed professional development sessions around student and even teacher misconceptions by subject). An online real-time presentation tool, *Elluminate Live!*, will be used to facilitate professional development. This tool allows professional development to happen at a common time for everyone but eliminates travel costs in some cases as teachers can log in, interact with each other, and view presentations in a collaborative online environment.

Adaptive instruction teachers, including ELL, special education, and gifted teachers, will be included in all aspects of the UVA's professional development. To develop effective IEPs and other such learning plans with appropriate content, instructional modifications, and measurable goals, adaptive instruction teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require modification to meet the terms of individual student learning plans. Accordingly, all adaptive instruction teachers will become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

4. Increase choice of learning opportunities for students:

As a comprehensive solution, the *K¹² Online School* or "OLS" is unique among *Learning Management Systems* commonly found in virtual education. The OLS is not a web-site, but an interactive Internet-based application that is capable of hosting over 50,000 concurrent users each with their own individualized account.

The OLS is multi-functional, serving a variety of purposes. The OLS allows students and parents to access lesson guides, planning and scheduling tools, lesson content, assessments, and to report attendance and progress. The OLS contains over 10,000 lessons for grades K-12, designed by a team of education experts at significant cost. Each lesson includes:

- Objectives that are aligned with state standards
- Content that can be delivered with a variety of instructional strategies for students with an array of learning modalities, and
- Assessments to ensure mastery of the objectives.

Features of the OLS include:

1. Over 10,000 lessons.
2. Real-time attendance tracking system.
3. Real-time progress of lessons mastered.
4. Library of thousands of student guides, worksheets, assessments, and parent guides in PDF format.
5. Interactive lesson activities using *Flash* animation.
6. Actual lessons (some lessons are online – others are offline using K¹² materials).
7. School announcements.
8. Tools that allow teachers and administrators to view student progress and attendance in a variety of automated reports designed to insure student accountability.
9. The *K¹² Community Chest*, a secure website dedicated to providing information to families.
10. A help section that includes:
 - a. Audio-visual tutorial.
 - b. Course introductions and lesson guides.
 - c. Scope and sequencing.
 - d. Online encyclopedia.
 - e. Frequently asked questions.
 - f. Direct links to K¹² Support Center.
 - g. Web-based feedback for parents/students.
 - h. Hyper-links to educational websites that support instruction and enhance learning opportunities.
 - i. Automated username/password reminder

By combining the resources of K¹² with individual student, parent, and teacher supplementation along with future customizations (as allowed within the school's policies and procedures), an array of choices are available directly to students to pursue learning opportunities commensurate with their academic goals.

5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.

The academic goals at UVA will be measured, monitored, and evaluated from the first day of school and are updated continuously throughout each school year. In addition to state standardized testing, the Utah Virtual Academy will assess student performance in the six core subject areas: Language Arts, mathematics, science, history, social science, art, and music. Additionally, UVA will assess academic progress in a choice of five foreign languages (French, German, Latin, Spanish and Chinese).

The system is designed to determine how students are meeting the specific goals of the Utah Virtual Academy curriculum. Because of UVA's commitment to encouraging personal responsibility in education, assessments are an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives and to flag areas in which the student might need extra work. These assessments also help UVA to improve the learning program by providing information on the effectiveness of instructional activities. The assessment system consists of the following integrated pieces which are described in detail in Section 10 of this application:

K-8

- Placement tests
- Supplemental online resources
- Lesson assessments
- Unit and semester assessments
- Student portfolios
- Report cards

9-12

- K¹² Course assessments
- *Apex Learning* AP assessments
- *Power-Glide* assessments
- *Keystone Fine Art* assessments
- Other 3rd-party content provider assessments

K¹²'s *learning management system* reports real-time course completion status in the OLS progress screen. Teachers will enter the course completion status for each course at the end of each semester on the written progress reports provided to districts, parents and students. K¹²'s courseware is designed to allow students to proceed at their own pace after mastering a lesson. Course grades may be marked as incomplete or mastered. Lesson mastery is commonly defined as completing lesson assessments at 80% or above.

Utah Virtual Academy will be compliant with Utah attendance requirements calling for a minimum of 180 instructional days and 990 instructional hours. UVA certified teachers will utilize a number of tools and strategies to determine whether or not a student has met daily

attendance requirements and is engaged in instructional activities for sufficient time to complete high quality work and to meet expected achievement goals. Though listed separately below, these tools and strategies are part of an inextricably linked process. From an accountability perspective, UVA will employ such tools to confirm the validity of student work and the hours of attendance as certified by each teacher. Among these tools and strategies are:

- The OLS allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teachers use the OLS as a first step in seeking to validate both mastery and time-on-task. Each lesson has an estimated time for completion as well as an assessment. Students will be awarded attendance hours if they can reasonably complete the proper number of lessons each day as well as demonstrate they have spent an appropriate time on each lesson.
- K¹²'s LMS has teacher modules available that assist teachers in determining whether attendance has been entered or lessons completed over a modifiable period of time. As a result, an instructor will see alert flags when students have not recorded attendance over a period of time. In addition, K¹²'s reporting functions currently include a login report updated daily that provides data on student activity in the LMS.
- K¹² recently developed another electronic tool – *TeacherBooks* – which tracks and reports student learning patterns. On a monthly basis, teachers receive a “book” for each student’s attendance and progress from the previous month. The book is a graphical record of the student’s daily attendance and lesson completion for each course the student is enrolled in. The book also graphically captures the patterns of how the student attends school and completes lessons, ensuring that students are on track.
- *Illuminate* is a real-time online teaching tool that allows teachers to conduct one-on-one or small group sessions with students. Teachers and students can see each others’ work live and can speak throughout. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it. Students whose work during *Illuminate* sessions does not show mastery of their work may not be awarded full attendance credit.
- Students will submit and discuss work samples and assignments with their teachers at regular conferences. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or cannot explain the basis of his/her assignment, the student will not receive attendance credit for this work.
- Students will email written work to their certified teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during *Illuminate* sessions. If student work is either incomplete, does not reflect the recorded time-value, or does not show mastery, teachers will not award full attendance credit.

- Students will take regular unit assessments tied directly to the work they are completing. Certified teachers will review these assessments and ensure that performance on web-based daily assessments mirror student performance on unit assessments. Teachers can conduct oral exams over the phone, administer assessments via *Elluminate* or similar web conferencing tool, or in some instances administer assessments during face to face meetings. K¹²'s LMS does require that a parent/guardian enter his/her username and password in order for a student to begin an online assessment.
- Students will take all state and UVA mandated tests at each grade level in proctored settings in accordance with state guidelines. In the first year, since many of these tests are taken in the spring, the results of these tests will be used as a gauge for how effective all of our other strategies for measuring academic gains and daily attendance have been.
- Academy Outings: All UVA outings will be supervised by UVA teachers who will monitor the behavior of students during the outings.

Using all of these strategies, teachers will be able to complete and certify attendance and achievement records with a high degree of confidence.

6. Provide greater opportunities for parental involvement in management decisions at the school level.

Direct parental and community member involvement is fundamental to the success of UVA.

- Parents and community members can hold a direct leadership position and influence the management of the school by serving on the UVA Board of Trustees. The Board sets policy and provides governance and oversight on UVA academic, extracurricular, finance, personnel, daily operations, and legal matters.
- Parents who are not members of the Board of Trustees are actively encouraged to attend Board and other UVA meetings and to participate on ad-hoc committees appointed to address specific issues.
- Parents can also participate in the *Parent Advisory Group*. The Parent Advisory Group is parent-driven and is recognized as the official voice of UVA parents. The group serves as a direct communication link between UVA families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to school administration. The Board will appoint the officers of the Parent Advisory Group in the first year the school is open. Thereafter, the Parent Advisory Group will elect its own officers each year. A designee of the Parent Advisory Group (as determined by an election of the parents) will serve each year on the UVA Board as the elected parent representative required by Administrative Rule R277-470(9).
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.

- The UVA website will have a moderated UVA online community discussion board to facilitate a constructive and interactive communication process.
- Parents will help us to continuously evaluate the operation and governance of the school both online and offline. UVA will survey parents online twice each year to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, *Online School System*, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other UVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at UVA.
- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board of Trustees and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left behind Act.

In seventeen statewide programs in operation and additional programs in launch and planning phases, charter school boards, public school districts, and state education agencies have partnered with the K¹² organization to develop virtual education programs which meet attendance, enrollment, academic, legal, financial, and all other forms of compliance. At the federal level, these schools have also met NCLB, Title I, IDEA, and all other crucial aspects of accountability required of all public schools. As UVA offers all technology and curriculum resources at no charge as part of the program, those students in underserved areas have an equal opportunity to participate as UVA students. Additionally, students who would otherwise have challenges with transportation to/from a school of choice may participate at UVA free of the potentially unworkable encumbrance and cost of attending the school at a physical location.

Section 4 - Market Analysis

Utah Virtual Academy Market Context

In the United States, there were more than 500,000 enrollments in online courses in grades K-12 and more than one-third of public school districts offered some type of virtual education during the 2005-2006 school year (NACOL 2006). This represents a significant increase over the 2002-2003 school year, when U.S. public school districts enrolled about 328,000 in K-12 virtual education programs (NCES 2005-010). Virtual education is growing rapidly across the country as more and more educators and policymakers "recognize the benefits of learning unconstrained by time and place." (NACOL 2006) Virtual education is a solution to classroom overcrowding, limited course offerings and increased differentiation as expressed in the seven purposes of charter schools outlined in 53A-1a-503. Other benefits of virtual education include:

- Improving student learning statewide by providing equal access to a high quality education for all students regardless of where they live
- Applying innovative teaching methods which accommodate different learning styles;
- increasing choice of learning opportunities for students
- Unlimited access to the curriculum and instruction 24/7
- Establishing a new public charter school model and new forms of accountability using innovative and frequent measurement tools and assessments to measure student learning outcomes
- Meaningful student/educator/instructional coach participation
- Enhanced professional opportunities for teachers
- Providing greater opportunities for parental involvement in management decisions at the school level
- Expanding public school choice especially in areas where schools have been identified for improvement, corrective action or restructuring under the *No Child Left Behind Act*.

Virtual education is recognized by the U.S. Department of Education as a legitimate public school option for parents when their children's schools have not made Adequate Yearly Progress. As of September 2006, 38 states had either state-led virtual education programs, laws or policies allowing for virtual education, or both. Twenty-five states have established statewide or state-led virtual schools and 18 states are home to a total of 147 virtual charter schools serving over 65,000 students. Michigan is the first state to require high school students to take at least one online course for graduation.

Virtual Education Market Trends in Utah

UVA's preferred vendor, K¹², has provided virtual school curriculum and services to public school districts in the state of Utah since 2004. **In the academic year 2006-2007, K¹² supplied virtual curriculum and services to the school districts of Alpine, Davis, Iron, and Washington counties.** These programs began the academic year with a student enrollment of approximately 1,000 full time students in kindergarten through eighth grade. **Students currently enrolled in current virtual school programs reside in 28 of Utah's 29 counties.** K¹² has projected growth in a diverse student enrollment to between 1,400 and 1,500 students in

these programs for the 2007-2008 school year which is a good indication of the potential enrollment for UVA, Utah's first statewide virtual charter school, proposed for the 2008-2009 school year.

Competitive Advantage of the Utah Virtual Academy

Utah Virtual Academy will enjoy several competitive advantages:

1. The experience gained in working with school districts sponsoring virtual school programs has assisted K¹² in acquiring local knowledge of the Utah education system, testing requirements, geography and state content standards which is a clear competitive advantage.

2. Nationwide, the K¹² organization is a leading operator of virtual education programs provided by charter schools, school districts, and state agencies. K¹² currently serves over 30,000 students in 23 states in grades K-11 across the U.S. including seventeen statewide virtual programs. Additional programs are in the launch and planning phases. In each of the 17 states where K¹² has partnered with state or city-wide public school eLearning programs, those programs are all the leaders in academic performance as measured by NCLB-mandated testing. Among the K¹² public school partners are public charter school boards, large urban districts, state departments of education, and university-authorized programs. Below is a high-level overview of K¹²'s public school partnerships, some of which originated in 2001:

17 Statewide Public Virtual Schools Using K¹²

- Agora Cyber Charter School (Pennsylvania)
- Arizona Virtual Academy
- Arkansas Virtual School
- California Virtual Academies
- Colorado Virtual Academy
- Florida Virtual Academy
- Honors High Online of Wisconsin
- Idaho Virtual Academy
- Indiana Virtual Charter School
- Lawrence Virtual School (Kansas)
- Minnesota Virtual Academy
- Utah Virtual Academy
- Ohio Virtual Academy
- Pennsylvania Virtual Charter School
- Utah Online Academies
- Washington Virtual Academy
- Wisconsin Virtual Academy

3 City-Wide Public Virtual Schools Using K12

- Chicago Virtual Charter School
- Texas Virtual Academy at Southwest (Houston, TX)
- Washington D.C. Community Academy Public Charter School Online (CAPCS Online)

In addition to providing curriculum materials, K¹² also hosts virtual school *learning management systems*, student information systems, management services, and training and professional development for teachers and administrators. UVA will have a substantial competitive advantage over many charter and private schools which do not have access to this integrated suite of services. These are areas of technical assistance for charter schools which two studies commissioned by the 2006 Utah legislature identified as being available to fewer than half of the charter schools surveyed.¹

The K¹² organization provides education to students from diverse backgrounds: urban, rural, special education, Title I, racial minorities, accelerated learners, medically homebound, highly specialized focus students (e.g. actors and athletes), gifted and advanced learners, and children at risk of academic failure for a variety of reasons. While 75% of Utah charter schools physically reside in small communities or suburban areas and draw their students from the less diverse populations of these areas, UVA will draw students from all parts of Utah and will have a distinct competitive advantage in enrolling a diverse student population. Students enroll in K¹²'s programs from public, private and homeschool educational settings. UVA will also have a competitive advantage in enrolling diverse students because transportation will not be a factor to attendance. The reasons parents and students choose a K¹² program are equally diverse, including: parents seeking greater involvement in education, safety concerns, seeking flexible educational settings, rigorous curriculum, self-paced curriculum, individualized attention, disciplinary reasons, social anxieties, health concerns, and many more.

Over the past six years the K¹² organization has learned much from parents and students through the user feedback feature of the OLS, web-based surveys, and direct interaction between students, parents, teachers and administrators. They have incorporated the lessons learned from the years of experience into the content and delivery of the K¹² curriculum, the design and features of the LMS, additions and revisions to systems and logistic management, strategies for teacher interactions with students, and administrative management and accountability. With the UVA's selection of K¹² as its primary provider, the Academy gains a partner that will provide the children of the state with an outstanding educational experience available online.

Virtual Schools

Virtual public schools combine the support and accountability of traditional

¹ <http://www.schools.utah.gov/PR/06CharterSchoolStudy.pdf> and
<http://www.schools.utah.gov/PR/06CharterSchoolReport2.pdf>

public education with active involvement by a parent or other instructional coach. Virtual schools utilize a powerful partnership between instructional coaches and teachers in which children receive individual attention and a personalized course of instruction. Qualified teachers manage the learning process and are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide instruction, guidance, and support to students, focusing on students' individual needs. Teachers monitor student progress through K¹²'s interactive lessons and daily assessments, and they work actively with students and instructional coaches to advance each child's learning.

Working remotely, teachers: evaluate student work; develop progress reports; collect student attendance records; make placement and promotion decisions; administer state tests in a proctored setting; encourage and motivate students; help students with remediation or enrichment; develop opportunities for parental involvement; participate in regular professional development sessions led by school administrators; modify lessons to fit students' unique learning needs; and organize activities such as school outings, clubs, and events.

Parents or other instructional coaches help children learn at home using comprehensive educational materials provided by the school. K¹² virtual academies give parents/coaches working with students the opportunity to participate actively and meaningfully in the learning process. Parents/coaches help students navigate through the lessons, record progress and attendance for teacher review, and work with teachers to determine and overcome students' learning difficulties. As younger students complete most of their work offline, the early grades require a large amount of parental involvement and supervision. As students get older, they begin to work more independently, but with continued supervision. Parents are also encouraged to become involved in the school community through parent groups and their children's school outings, clubs, and events.

All the instructional materials for the school year are sent directly to the student's home, including textbooks, workbooks, planning and progress tools, maps, math and science supplies, CDs, videos, and more. Each family is provided a school computer and printer for use while the student is enrolled. Students take frequent assessments as well as state exams in proctored settings to ensure accountability.

Adapting Virtual Education to Traditional Public School Classrooms

In addition to providing virtual education services, the K¹² organization is also working with traditional public schools to adapt the K¹² virtual school curriculum and learning program for use in the traditional classroom setting. The K¹² organization currently provides classroom curriculum to schools in Arkansas, Idaho, Illinois, Minnesota, Utah, New Jersey, New York, Pennsylvania, South Carolina, and Tennessee.

3. The Utah education funding model favors virtual charter schools such as UVA compared to district-sponsored distance learning programs by providing local replacement dollars to charter schools to attempt to bring their funding closer to parity with traditional public schools which receive facilities funding through property tax revenues. Local replacement funds will positively impact UVA student/teacher ratios, administrative support, technology and curriculum resources for students and teachers.

4. As a public charter school, UVA will have a competitive advantage over other virtual education programs by providing all instructional materials for the year at no cost, including textbooks, workbooks, planning and progress tools, maps, math and science supplies, CDs, videos, and more. Each family is also loaned a school computer and printer at no cost for use while the student is enrolled.

Outreach Plan

The Board may contract with K¹² Utah to provide student recruiting plans to recruit diverse student populations, including minorities, from across the State of Utah. K¹²'s inclusive efforts in other states have helped to attract diverse student bodies by using a variety of marketing techniques.

- UVA will use local and state reports and demographics to identify areas of low income and English Language Learner (ELL) populations in urban and rural areas in the State.
- UVA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Utah and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the UVA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school may establish a call center to provide information to prospective applicants.
- The school may send direct mail to interested families.
- UVA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for UVA will be available online as well as at UVA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in UVA will be invited to one of several parent orientation sessions that K¹² Utah will conduct throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K¹² Utah and K¹² representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies
- K¹² Utah will produce recruiting materials about the school's mission, curriculum, leadership, and the application process which are available in public places such as

libraries.

Section 5 – Detailed Business Plan

The only facility UVA needs is an administrative office which will be in Salt Lake County. The projected timeline for school start up is relatively short because the facility needs are limited to the office. By successfully managing the start-up phase of the school, UVA will ensure that the school opens on time and in an orderly fashion.

Timeline for School Start Up

May 31, 2007	Charter application submitted to Utah State Charter School Board
August 3, 2007	Utah State Board of Education approves charter Apply for 501(c)(3) status
October 2007	Begin recruiting for administrative positions Develop marketing plan for enrollment
December 2007	Begin search for administrative office space
January 2008	Begin interviews for administrative positions Sign lease for administrative office space Develop state-specific enrollment process for students
February 2008	Hire Head of School and Administrative Assistant/Registrar Move into administrative office space Begin open recruiting of students Host school Information Sessions around the state Work to finalize budget Set-up school accounting software and chart of accounts
March 2008	Rollout Online Enrollment and Placement System Begin enrolling students and administering placement tests Hire Operations/Business staff and Special Education Manager Begin recruiting teachers
April 2008	Information Sessions and enrollment continue Hold teacher interviews Begin hiring core teaching staff based on enrollment projections
June 2008	Hold lottery for enrollment seats, if needed

Continue teacher hiring as warranted by enrollment numbers

July 2008

First week of staff development
Board approves school policies and procedures
Teachers attend regional teacher training event
Begin shipments of computers and materials to students

August 2008

Finalize class lists and schedules
Continue teacher training and in-service
Prepare for opening day ceremony

August 26, 2008

UVA First Day of School.

Budget

The projected operational budgets (Planning and Year 1, Year 2 and Year 3) are attached to this application (see **Attachment 1**). The budgets follow the Charter School Budget Template contained in the charter application and are aligned to the mission of the school. Due to the nature of the virtual charter school, as mentioned above, the only UVA facility is the administrative office which will be located in leased space.

Section 6 - Fiscal Procedures

The person responsible for school finance for UVA will insure that accurate budget reports are kept and that they will be presented to the Governing Board at monthly Board Meetings. Budget reports will include all revenue and expenditures. These monthly budget reports will be approved in an open Board Meeting.

The President and Treasurer of the UVA Board and the UVA Head of School will be the only individuals with signatory authority and will be responsible for authorizing all cash transactions. Such items in amounts of \$5,000 or more must be signed or authorized by two of these individuals. The person responsible for school finance will record all transactions in the General Ledger.

Yearly independent annual audits will be completed to insure the accuracy of accounting procedures.

The Utah Virtual Academy ensures that the person responsible for school finance will attend the USOE School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to beginning work for the school.

The UVA Board adopted the following Purchasing Policies and Procedures at their meeting on May 24, 2007 (see Attachment 2).

PURCHASING POLICIES AND PROCEDURES

The Utah Virtual Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Procurement of goods and services shall be made by the person responsible for school finance/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

The Utah Virtual Academy shall not purchase goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

For purchases less than \$2500, no quote will be required but pre-approval by the person responsible for school finance and the Head of School will be required.

For purchases between \$2500 and \$50,000, the Utah Virtual Academy will secure at least three quotations via phone, fax or email. Supporting documentation will be maintained for audit

purposes. Pre-approval by the person responsible for school finance, Head of School and the Board and or designee will be required.

Consistent with state law, all purchases or contracts greater than \$50,000 will be negotiated through a formal bid. All contracts will be awarded to the lowest, responsible, qualified bidder, as determined by the Board.

When formal bidding procedures are used, bids shall be advertised appropriately. Vendors shall be invited to have their names placed on mailing lists to receive invitations to bid. When bid specifications are prepared, bids will be mailed to all vendors who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the Utah Virtual Academy and attention to the person responsible for school finance and plainly marked with the name of the bid.

Bids will be opened at the time and place specified and all bidders and other interested persons will be invited to be present.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the School. The Board reserves the right to waive any informality, or reject, any and all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and dates specified will not be considered.

The bidder to whom the award is made may be required to enter into a written contract with the Board of Trustees.

All contracts and major purchases of supplies, materials, equipment, and contractual services above \$50,000 shall be based, when possible, on at least three (3) competitive bids.

LEASE AGREEMENTS

All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease.

LEASING AND RENTING

Lease agreements may be negotiated by the School. Lease agreements will be competitively bid as with any purchase. Leases in excess of \$5000 per year will be approved by the Board of Trustees.

Equipment which is furnished for School use by outside agencies on a rental or lease basis, whether for a definite or indefinite period, will be covered by a purchase order. In case of leased

equipment, the school will clearly mark the requisition "lease agreement" and specify whether it is a new or renewal lease. The same dollar limits apply as for all other purchases.

EMERGENCY PURCHASES

In case of emergency, the Head of School is authorized to purchase supplies that exceed the \$2,500 limit but less than \$10,000.

Section 7—Organizational Structure and Governing Body

Administrative Principles

UVA's administrative policies will be governed by principles of open and active participation. UVA intends to comply with both the spirit and letter of Utah State Law in the administrative process being open to all involved.

UVA Board Members' Responsibilities

The members of the UVA Board will have several roles and responsibilities including to:

- Govern all aspects of school operation
- Protect the legal interests of the Utah Virtual Academy
- Determine and guide the school vision/mission
- Set UVA board policy and bylaws
- Demonstrate sound legal and ethical practices and policies
- Manage liabilities wisely
- Define operational school policy
- Oversee the administrative staff's implementation of procedures consistent with those policies
- Encourage positive external relations with the community, school districts, media, neighbors, parents, and students
- Hire UVA teachers
- Approve UVA volunteers
- Monitor K¹²'s performance under and in compliance with the terms of the services agreement for educational, administrative, and technology services
- Practice strategic planning
- Ensure adequate resources and manage them effectively, including overseeing school finances and purchases
- Require that students participate in required assessments
- Comply with district, state, and federal reporting requirements
- Assess UVA's academic and operational performance

Election/Selection of Board Members

Upon approval of the charter, the founding board of UVA, Inc. will become the Board of Trustees for the new school and will operate in accordance with Robert's Rules of Order as a model for governing board meetings and proceedings. The board will be comprised of at least five individuals. New board members will be recruited by posting the open positions on the UVA website and may also advertise in newspapers serving the population across the state of Utah. Referrals will also be accepted. Interested persons will submit their names and applications which will be reviewed by the members of the board. Trustees (members) of the

board will be elected by a majority vote of the Trustees then in office and are subject to the approval of the Utah State Charter School Board. An elected designee of the *Parent Advisory Group* will serve each year on the UVA Board as the elected parent representative required by R277-470(9). Should the *Parent Advisory Group* fail to supply an adequate elected designee (as determined by the board's bylaws), the board will call for an election and the winner of the election shall serve on the board for the balance of the current school year.

The UVA Board may appoint any person who, at its discretion, it believes will serve the interests of the school faithfully and effectively. It is the Board's goal that its members will represent a broad diversity of expertise and interests including teachers, parents, community members and business leaders. The Founding Members who will become members of the Board of Trustees have track records which demonstrate successful performance in education, business, and commitment to the State of Utah and its communities. They bring expertise in charter schools, teaching, instructional coaching, technology, law, educational book publishing, bilingual education, parenting, and volunteering. Please refer to their background information and resumes (see **Attachments F and G**) which foretell the success they will have in designing and governing the Utah Virtual Academy.

The terms of initial board members will be staggered, one-third serving one (1) year, one-third serving two (2) years, and one-third serving three (3) years. Following the expiration of these terms, the term of each Trustee shall be for three (3) years, except the term of any Trustee who is a parent of a child enrolled in UVA shall be one (1) year. Trustees may be reappointed to additional 3 year terms at the sole election of the board and in accordance with the board's bylaws.

The Board will elect members to fill the following positions on the board: President, Vice President, Secretary, and Treasurer. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Board President: Sets the agenda, presides over meetings, appoints committees, signs legal documents and may chair a committee as needed.

Board Vice President: Performs duties of the Board President if the President is absent or disabled, coordinates meeting agendas and chairs committees as needed.

Board Secretary: writes and distributes meeting agendas to other board members, posts public meeting notices, keeps minutes and attests to legal documents.

Board Treasurer: oversees the management of money received or disbursed, countersigns disbursements with the Board President and Head of School, submits monthly annual financial reports to stakeholders, submits an annual budget and ensures adequate control.

Administrators and Teachers

K¹² Utah will employ the administrative staff necessary to provide the educational products and services as agreed to by K¹² Utah and UVA in the services agreement such as the Head of School (HOS) and other potential positions such as the Operations/Business Manager, Special Education Manager, Technology Manager, and Administrative Assistant/Registrar. UVA administrative staff will manage the academy, handling all day-to-day academic, operational, and management issues. They will be certified administrators with leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The UVA administrative staff will be structured based on the academy's education program and projected enrollment.

Head of School

The Head of School (HOS) will be responsible for managing the school's day-to-day operations. The HOS will be the principal administrator for the school, and will be guided by the policies defined by the Board of Trustees. The HOS will be the key role model for the school and will be the example to follow in upholding school values and standards at all times.

Responsibilities include:

- Promotion and oversight of UVA school curriculum and student services
- Provision of policy recommendations to the Board of Trustees
- Oversight of school finances
- Spokesperson for the UVA
- Supervision of school personnel reporting to the Board of Trustees

Unless otherwise agreed in writing by K¹² Utah and UVA, UVA teachers will be employees of the Academy. The UVA Board of Trustees will hire teachers for UVA who are experienced educators and highly qualified as defined by the *No Child Left Behind* Act of 2001 as outlined in R277-510. UVA hiring policies will govern the hiring of teachers. They will have a Bachelor's or higher degree, holding an appropriate license with areas of concentration and endorsements as outlined in R277-520(3). Each teacher will also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include regular and special education teachers at the elementary, middle, and high school levels.

Parent Advisory Group

The Parent Advisory Group is comprised of parents whose children are registered to attend the school. The Parent Advisory Group will be parent-driven and recognized as the official voice of UVA parents.

The Parent Advisory Group will serve as a direct communication link between UVA families and the school and is a resource for parents, both as a source of disseminating school information

to families and relaying parental concerns to school administration and taking an active part in school leadership. UVA will offer an extensive network of communication tools designed to connect parents and children to both the school community and to each other.

Responsibilities of the members of the Parent Advisory Group include:

- Serve on advisory or decision making committees
- Increase financial resources available to the school
- Participate in information sharing strategies - calling parents, newsletters, etc.
- Coordinate volunteers for field trips, etc.
- Lead or participate in an enhancement subject - art, physical movement, computers, music, etc.
- Extend learning by helping to arrange experiences in the community
- Coordinate volunteers for field trips, etc.
- Organizing elections to fill vacancies on the Parent Advisory Group

As a *collaborating organization*, the UVA board shall approve Parent Advisory Group bylaws and shall approve (either directly or through the Administrator) any activities utilizing school-owned or school-managed resources.

Student Council

The Student Council will be open to all grades 6-12 students of UVA. At the beginning of the school year, members of the Student Council will elect one representative from each of grades 6-12. These representatives will meet once a month online synchronously with a coordinator who is a member of the Parent Advisory Group. The Board of Trustees will appoint this coordinator each year. The student council will be directed by the Head of School and may be asked to fulfill specific assignments to assist the coordinator.

Compliance with R277 - 470(9)

R277 - 470(9) requires a charter school to involve parents of students attending the school in the management of the school. Beginning in the 2007-2008 school year, all charter schools must have at least one elected parent representative chosen by and from parents of current students to serve on a rotating basis as a voting member on the charter school's governing board with additional parents of students currently attending the charter school totaling a minimum of twenty-five percent of the governing board.

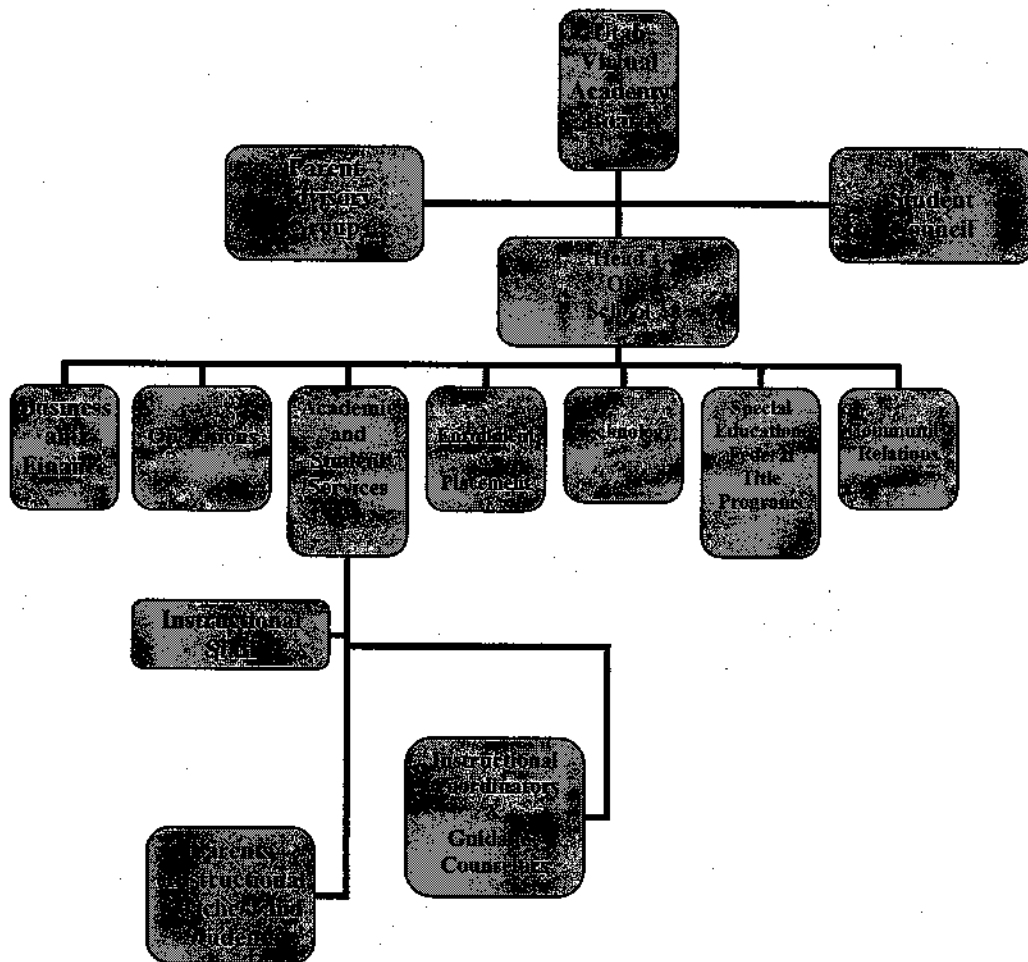
UVA will comply with R277 - 470(9) in two ways:

- The Founding Board, which will become the Board of Utah Virtual Academy, is comprised of seven members, three (43%) of whom are parents of students who plan to enroll in UVA. The Board will maintain a minimum parent membership on the Board of 25%.

- The Board will appoint the officers of the Parent Advisory Group in the first year the school is open. Thereafter, the Parent Advisory Group will elect its own officers each year.
- An open election, supervised by the Parent Advisory Group, shall take place to elect the parent designee to the Board. Prior to accepting their seat on the board, the designee must agree to abide by all board bylaws and must sign a statement recognizing the legal responsibilities and liabilities incurred in accepting the position.
Should the Parent Advisory Group fail to provide an adequate elected member (as determined by the UVA Board of Trustee's bylaws), the UVA Board shall call for an election and the winner, upon formally accepting the seat as mentioned in the previous paragraph and as formalized in UVA Board bylaws, shall sit on the board for the balance of the current school year.

Organizational Flow Chart

The organizational flow chart reflects both the flow of information to and from the stakeholders (board, administration, teachers, parents/instructional coaches, and students) and the management structure of the school. The chart is a graphic depiction of the narrative information provided in the application.



**Section 8 – Background Information Sheet and Resume
(Attachment F and G)**

Please see **Attachment F** (Background Information) and **Attachment G** (Affidavit, Disclosure, and Consent for Background Check and Resumes) for the UVA Board Members.

The resumes of the Founding Board members describe significant experience of these individuals with a wide array of nonprofit organizations such as nonprofit educational associations, school councils, parent/teacher organizations, Cub Scouts, Boy Scouts, youth church and sports programs, church leadership organizations, and a condominium homeowners' association. These experienced individuals bring with them a wealth of non-profit experience and inspire confidence in their ability to successfully oversee the operation of the UVA as a non-profit organization.

Section 2 – Articles of Incorporation

Please see **Attachment 5** for the UVA Articles of Incorporation and the approved minutes of the UVA public Board meeting on May 29, 2007, at which meeting the Articles of Incorporation were adopted.

Section 10 Comprehensive Program of Instruction

The Utah Virtual Academy (UVA) will utilize the K¹² curriculum and *learning management system* for its educational program. The K¹² curriculum is a standards- and research-based, content-rich curriculum that meets or exceeds the Utah state standards in six subject areas (math, Language Arts, history, science, art and music). The rigorous curriculum, is a combination of:

1. The K¹²® proprietary elementary, middle school and high school curriculum,
2. High school curriculum chosen from select third party providers utilizing an extensive review and rating process.
3. *Apex Learning* high school AP courses,
4. *Power-Glide* high school world language courses; and
5. *Keystone* high school Fine Art course.

Students will log in to the program via a specially designed UVA website and view their daily lessons and courses, which will involve a mix of both online lessons through K¹²'s *Online School*, and offline work using books, workbooks, a phonics program, math manipulatives, science and musical equipment, and more as appropriate to their grade level. All materials will be shipped directly to the family of every student enrolled in the school. Lessons have teaching components, practice components, assessments, and optional challenge opportunities. The flexible, self-paced nature of the program means that some students can dig deeply into the rich curriculum, while students having difficulty can spend more time attaining mastery. The K¹²-developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students.

K¹²'s K-8 PROGRAM

Shaping the K-8 Core

K¹² is the nation's leader in developing web-based core academic programs. The backbone of K¹² is a standards-based, traditional education program developed under the guidance of John Holdren, former Vice President and Director of Research and Publications at the Core Knowledge Foundation, and a co-editor of the Core Knowledge Series (*What Your First [Second, etc.] Grader Needs to Know*). Working with distinguished scholars and educators, content specialists, graphic designers, and teams built around each subject, K¹² has developed an educational program that is not only content-rich but is also effective and engaging. The following convictions, on which the program is based, reflect the collective research of K¹²'s advisors, as well as K¹²'s management, and the teachers, parents/other responsible adults, and students we will work with every day.

- A rich, stimulating environment is critical. Children are naturally curious and receptive, especially when provided with many opportunities to explore, question, practice, read, write, think, and make things.

- Rich academic content is crucial to children. It is important to build a foundation for lifelong learning by providing broad and deep knowledge in language arts, math, science, and history, as well as in visual arts and music.
- Children must learn essential skills. Reading, writing, measuring calculating, logical thinking, questioning, and analysis empower children to explore the world with confidence and thoughtfulness.
- Children should be introduced to humankind's legacies. Different cultures throughout history have created a rich legacy of knowledge and experience that creates our common culture as human beings.
- High quality teachers make a crucial difference in children's lives. K¹²'s professional development model is centered upon providing teachers with the resources, time, and training to excel in their classrooms.

Developing the K-8 Core

UVA will use the complete K¹² curriculum program which provides lessons for every subject, for every school day, for the entire school year. The curriculum program includes:

- *Mathematics:* Through daily practice, review, and application, the K¹² curriculum builds a solid early foundation in both facts and concepts. Students will develop a high degree of mathematical literacy and qualitative proficiency.
- *Language Arts:* The language arts program, developed and reviewed by nationally renowned experts, stresses early mastery of decoding skills through a systematic, phonics-based curriculum, complemented by a generous exposure to stories, myths, fables, and poems from many cultures, many of which communicate models of exemplary virtues. The program places a strong emphasis on the basic building blocks of good communication through writing, spelling, grammar, and composition. Recognizing the primacy of language skills in the early grades, the program places great emphasis on the skills, rewards, and joys of reading and writing and on the importance of great literature.
- *History, Geography, and Civics:* Beginning in the primary grades, we offer a chronological study of History, complemented by integrated lessons in Geography and Civics. This approach is designed to provide students with a coherent and connected sense of the past—and our relation to it.
- *Science:* K¹²'s science program, reviewed by a Nobel laureate, balances hands-on investigation and experimentation with a systematic approach to learning key scientific concepts. Based upon a classroom-tested program, our science curriculum integrates Physical Science, Life Sciences, Earth Sciences, and Investigations and Experimentation each year. Students are introduced to critical and creative thinking through the lens of the scientific method.
- *Art:* The art program offers enriching lessons that focus on doing, looking, and knowing. Doing: Students draw, paint, glue, build, mold with clay, and more to develop artistic

technique (and fine motor skills). They also create artwork for the sheer joy of it. **Looking:** Students spend time learning to look at and talk about works of art. Students learn to recognize artistic techniques and elements of design, express informed opinions about specific pieces, and develop an appreciation for great works of art. **Knowing:** Students are introduced to the biographies and styles of great artists as well as their place within the history of art.

- **Music:** The music program provides a comprehensive array of activities for musical enjoyment and enrichment with an emphasis on singing traditional songs from various cultures, learning basic elements of music, and becoming familiar with great works and composers.

Please refer to **Attachment 6** for the complete list of elementary and middle school courses.

UVA will employ a team teaching approach with licensed teachers, students, and parents/other responsible adults involved in the instructional process. Licensed teachers will oversee the learning of each child in their class by assigning lessons, reviewing each student's work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent (or other responsible adult) on a regular basis via email, phone, during real-time sessions using applications such as *Elluminate*, at parent-teacher conferences, and through home visits. Teachers will be available daily via phone or e-mail when students (or adults) have technical or curriculum questions, and will also grade student work, deliver report cards, and track and record student progress/attendance. Parents/other responsible adults will play the role of instructional coaches who guide students through the instructional program on a daily basis and help ensure that students are learning.

The K¹² curriculum is performance-based. Students complete a short assessment at the end of each lesson. In order for students to demonstrate mastery, they must generally score 80% or higher on the lesson assessment. If a lesson is not mastered, students will have the opportunity to retake the lesson until mastery is obtained. If a lesson is not mastered, the following instructional support may be provided to help the student achieve mastery:

- K¹² curriculum lesson modification. Each lesson contains additional web resources and supplemental materials to assist the parent/other responsible adult with his/her instruction.
- Direct teacher instruction. Each Utah Virtual Academy teacher can come to the student's home or meet at a nearby location to provide direct instruction to the student when necessary.

K¹²'s HIGH SCHOOL

The K¹² high school model is an engaging asynchronous learning model allowing students to work on their lessons according to their own daily schedule and pace. There are no bell schedules. If a lesson takes a student 25 minutes or 2 hours it doesn't matter. Students can take extra time in a lesson as needed.

Occasionally, teachers and schools will provide synchronous – or *live*, real-time sessions. Sessions are aimed at re-teaching and remediation when students struggle with the asynchronous online lessons. These sessions may be in the form of office hours, where students can drop in and ask questions – one-on-one or small-group tutoring sessions, or small group re-teaching of difficult topics. *Elluminate* is also used to allow students to socialize and make friends through activities like Chess Club, guest speakers, and peer mentoring.

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

Unlike many online schools, K¹² high school programs offer a seamless and integrated option for students and their parents, where all of the major tools for success are available right there in the *learning management system*.

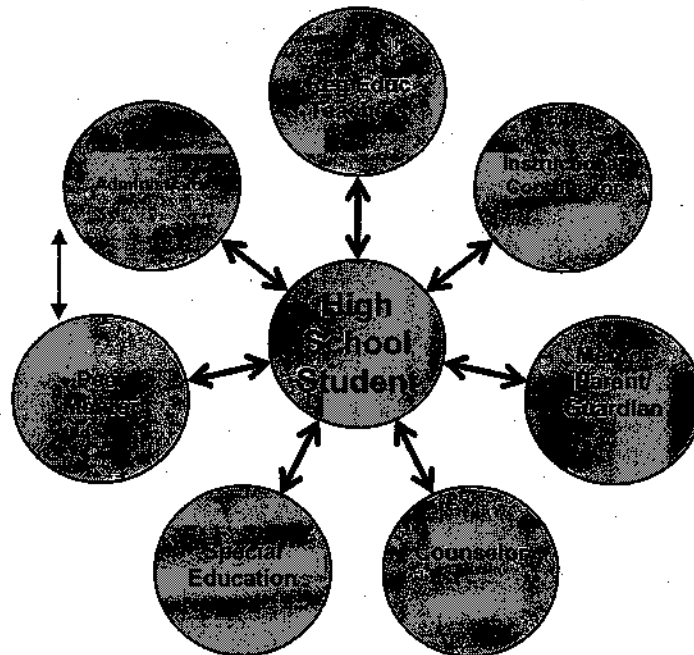
- Single login at the UVA website – no need to remember several usernames and passwords.
- Home page announcements & school info to keep both students and parents abreast of important information.
- A single calendar that keeps track of all of a student’s lessons and assignments makes time management a breeze.
- Online Groups and organizations help students to make friends and to explore their interests.
- K¹² high school programs also have access to *Elluminate* – a great tool that allows for live real-time synchronous sessions with teachers and other students.
- Accurate online grade book tools allow students and parents to check on course progress anytime – day or night.
- Student Guides in K¹²-created courses guide students step-by-step through lessons and help teach effective note-taking and study skills. Worksheets provide extra skill-building practice for students.
- Mentor Guides in K¹²-created courses provide “in-roads” into student learning for mentors. At a glance, parents can know exactly what a student should be learning in their current unit and lesson.
- Many courses make use of offline materials – many provided by K¹² – that enhance learning and make offline studying easier.
- Threaded discussions are used in many courses to help students learn from each other and to form a community of learners in a class.

Courses use visualizations to make abstract concepts and complex ideas more accessible for students. K¹² employs a variety of techniques to explain these concepts in a *media-rich* environment through:

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

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

Who teaches and supports the students?



Students are served – in every course – by subject-specific, certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. They engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback

on assignments. Students learn from this feedback and then revise their efforts for future assignments. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of asynchronous and synchronous methods.

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

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

Mentors also work directly with teachers when support is needed in the home to ensure student success.

Instructional Coordinators monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They generally follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K¹² virtual academies nationwide. They also serve as the instructors in orientation courses, and ensure that students are ready to learn and to succeed in the UVA high school program. In addition, they serve as an important administrative resource – helping to pull together teachers and mentors for conferences when students need help.

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

For students with exceptional needs, Special Education teachers develop student IEPs, monitor progress toward IEP goals, and conduct annual reviews of IEPs. They partner with general education teachers in co-teaching activities that support special needs students learning. They provide suggestions/guidance to the regular education teacher on accommodations to be made to lessons or provide them directly to the students. They also support parents of the student to help them better support the child in the home learning environment. Our school's Special Education department also ensures – where appropriate and applicable – the delivery of other services to support students. See **Section 10** about Special Education for further details on programming.

Every new student will have the opportunity to take part in a Peer Mentoring program. This program pairs successful students who have been in the high school program for one or more years with groups of new students just joining the school. Together, they take part in a number of orientation activities in the first month of school. Many students decide to continue to meet after the first month of school. This program allows students to quickly get acclimated to the

school, policies, and procedures, learn valuable time management and study skills, and make a lot of friends along the way.

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

Together, all of these people create a literal web of support for UVA students!

Please refer to **Attachment 8** for the complete list of high school courses.

SUPPLEMENTING THE K-12 CORE

UVA students will use the Utah standards-based K¹², *Apex Learning AP*, 3rd-party providers, *Power-Glide*, and *Keystone Fine Art* curricula. Lesson content is the backbone of the K¹² curriculum. Creating content and turning it into interesting, effective lessons is the primary domain of K¹²'s multidisciplinary lesson development team. Curriculum specialists and lesson developers plan each lesson and make sure that the material is right for the age and skills of the student. Instructional designers build the activities, working with visual designers and media specialists to choose the best way to present concepts and information. Writers and editors make sure that the content is accurate, engaging, and appropriate. Information architects analyze how people will use the online program, engineers design and build the software that makes K¹² run, and quality assurance specialists make sure everything works properly. Three basic ideas steer all phases of development:

- Rich content and solid skills instruction should be provided in a cascading sequence that builds year-by-year. K¹²'s curriculum is based on traditional core subject matter that allows children to learn continuously, from the earliest years.
- Varied teaching methods should be employed. Children should be offered many opportunities to remain actively engaged in their learning: reading, writing, calculating, speaking, listening, singing, acting, drawing, painting, to name a few.
- Technology should be used wisely. K¹² is driven by what is best for the child; *technology is used when there is a good reason to use it.*

Implementing the Core

The UVA academic program unites traditional learning with cutting-edge technology. Lessons are presented in an engaging mix of print and multimedia to enhance the learning experience and are designed to address different learning styles. Accordingly, UVA's curriculum is particularly well-suited to students requiring differentiated learning experiences (such as gifted, at-risk, or academically challenged children.)

UVA distinguishes itself from other schools not only by the quality of its academics, but also by the tools that are provided to help administer the program effectively to *all students*.

- Placement assessments given before the start of school help teachers select appropriate course levels for each student. From the first day of the school year, each student learns content appropriate for his or her ability.
- Students can work at a pace and in groupings that are most effective for their learning.
- The online school delivers daily teaching schedules for that can organize the teaching day to best suit the needs of both students and teachers.
- Frequent assessment at the conclusion of lessons, units, and courses provides constant feedback to students and reinforces the importance of accountability.
- The *electronic progress* system allows the teacher to access student academic progress at the click of a button. This valuable diagnostic tool can reduce – or possibly eliminate – the chances of students lagging behind and can help identify possible learning issues early.
- To support learning, technology offers advantages that bring the topic to life in ways previously difficult to do. Audio and video animations within the electronic lessons provide multi-sensory support to maximize learning opportunities for children.

Instructional Materials to be provided to all Students

The K¹² program delivers instruction with state-of-the-art interactive technology and offline, hands-on books (*both literature and textbooks*) and instructional materials. There are over 700 lessons at each grade level in six core subjects (Language Arts/English, Math, Science, History, Art and Music) for a total of more than 7,300 lessons. In addition to using the K¹² innovative *Online School*, students work offline to access their lessons using books, workbooks, a phonics program, math manipulatives, art supplies, and science equipment and musical instruments.

Learning Management System

How Teachers will Deliver Instruction Synchronously and Asynchronously

Utah Virtual Academy teachers will provide guidance, instruction, and support to students and parents via email, telephone, in person, and, as needed, using web-conferencing tools such as *Elluminate*, which allow for real-time instruction and assessment for individual or small groups of students. Teachers and students will meet or otherwise communicate regularly. Students will attend virtual classroom sessions on *Elluminate Live!*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. Parents will attend their own interactive group sessions using *Elluminate Live!* The parent sessions will also use the audio feed and interactive whiteboard and will provide parents the opportunity to discuss topics as varied as how to manage multiple children in the Utah Virtual Academy program to why certain courses are constructed the way they are.

How Students are Assessed and Student Progress is Reported

The academic goals at UVA will be measured, monitored, and evaluated from the first day of school and continuously throughout each school year. In addition to state standardized testing, the Utah Virtual Academy will assess student performance in the six core subject areas (Language Arts, mathematics, science, history, social science, art, K¹² and music) and five world languages (French, German, Latin, Chinese and Spanish) using the K¹² proprietary, *Apex Learning AP*, various 3rd-party providers, *Power-Glide*, and *Keystone Fine Art* assessments. The system is designed to determine how students are meeting the specific goals of the Utah Virtual Academy curriculum. Because we are committed to children learning, assessment is an important and integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. These assessments also help the Utah Virtual Academy to improve the learning program by providing information on the effectiveness of instructional activities. The assessment system consists of the following integrated pieces:

Placement Tests

The K¹² assessment team has developed a series of assessments designed to discover each Utah Virtual Academy student's current level of competence and correct placement in the K¹² mathematics and Language Arts/English curricula. Teachers administer the short, offline placement assessments at the beginning of the year and place students at a place in the curriculum that is challenging, but not too difficult.

Supplemental Online Resources

Students of the Utah Virtual Academy will have access to several non-K¹² web-based supplemental resources such as *Discovery/United Streaming* (streaming video), *Proquest* (online library resources), *Odyssey* (test prep), *Academy 123* (math tutorial), *First-in-Math* (math drills), and *Achieve 3000* (current events, reading, and writing enrichment).

Lesson Assessments

Professor David Niemi, who helped lead UCLA's Center for Research on Evaluation, Standards, and Student Testing, as well as the Center for the Study of Evaluation, designs K¹²'s assessment system. In Math, Science, Art, and History, every lesson is followed by a brief assessment. In Language Arts/English, there are assessments after grammar, usage, mechanics, and composition lessons. "Check your reading" mini-assessments occur throughout the study of a novel, with a final assessment typically at the end of the novel. Guided reading has lesson assessments every few days, and spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is generally required to obtain a mastery level of 80% or higher before they advance to the next lesson.

Unit and Semester Assessments

In Language Arts, mathematics, science, history, art, and music the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. Parents/other responsible adults and teachers can use the results of the semester and unit assessments to guide review or additional practice.

The previously described assessments are presented in different ways. Some are assessment sheets to be printed (the results of which are entered into the online system by the parent), others are online questions for the parent to answer about the student's work, and still others (for students in grades 3 and up) are questions to be answered directly online. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allows students to demonstrate what they have learned in a variety of ways.

The assessment component of the K¹² on-line student learning system is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on- and offline assessments are entered into the system, and are compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by Utah Virtual Academy teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student will move on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there will be no surprises about student work. The system can notify parents/other responsible adults and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

Student Portfolios

In addition to the quantitative evaluation described above, the Utah Virtual Academy will also implement a system of qualitative evaluation with its Student Portfolio program. A UVA teacher will meet with each student and parent in his/her class on a regular basis. One meeting will be conducted via phone and one meeting in person. Each meeting will focus on the student's portfolio for that academic period. Students will bring a work sample from the designated subject areas to each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Students will reflect on his/her work for that time period and the reflection will be captured on the portfolio record. Portfolios will be used to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file.

Report Cards (Academic Progress Reports)

Each semester, students will receive a report card (academic progress report) from their teacher. Students will receive a mark reflecting their progress toward stated goals for each subject. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students. (Note: Please see a draft of policies which will be considered by the UVA board for approval in the **Effectiveness Goals** section of **Section 10**.)

HIGH SCHOOL ASSESSMENT: K¹², APEX, POWER-GLIDE, KEYSTONE

First, the Big Picture

All of the high school courses engage in "continuous assessment," which means that student achievement is constantly measured every few days rather than solely in one big test at the end of the semester. Even in traditional brick and mortar schools, most assessment has been handled in this "continuous" way for several decades—but the technology behind online instruction allows it to occur even more systematically and accurately, with less struggle for teachers, and with less stress for students.

K¹² Course Assessments

K¹² courses have at least 180 discrete lessons – one for each day of a school year. A unit is comprised of between 6 and 20 lessons and there are 8 – 20+ units in each course. Science and Math courses tend to have fewer units with more lessons, while English courses have many shorter units on works of literature, grammatical concepts, or composition assignments.

Assessments can occur at the lesson, unit, or semester level and are called Lesson Quizzes, Unit Tests, and Semester Tests, respectively. Lesson Quizzes are 5 – 10 short multiple-choice questions and are always computer scored. These quizzes focus on the current day's material. They do not occur in *every* lesson; Lesson Quizzes are most common in Math and Science lessons as well as English Grammar and Vocabulary lessons. Unit Tests and Semester Tests can have both computer-scored and teacher-scored sections. Computer-scored Tests employ multiple-choice and short answer questions, with scores automatically entered into the gradebook and feedback available to the student upon completion of the test. Teacher-scored tests typically consist of 3-10 practical application problems or essay questions which require synthesis of the Unit or Semester's "Big Ideas."

Additional tie-ins to programs and concepts such as Understanding by Design, Authentic Assessment, and Learning Dimensions which emphasize deep learning in addition to mastery may also be integrated as assessment options at the election of the UVA board.

Additionally, 1-3 teacher-scored Graded Assignments are sprinkled throughout each Unit. Like teacher-scored sections of Unit and Semester Tests, Graded Assignments focus on known problem areas and Big Ideas in each Unit, and require students to demonstrate mastery of or respond to 2-8 questions that may cover content from several lessons. For all teacher-scored

assignments, teachers are provided with extensive answer keys with feedback starters based on the most important elements of an answer.

Finally, K¹² provides teachers with resource decks for synchronous learning sessions and moderator guides for each Unit in a course. Teachers can use the resources in a deck, such as worked examples in Math courses, real-world data in Science courses, and literature discussion questions in English courses, to create a synchronous session in which formative assessment is possible.

Apex Learning AP Assessments

A typical Apex semester has 5 to 6 units, each with 5 to 6 lessons. A lesson may include studies, practices, readings, journals, labs, discussions, projects, web explorations, reviews, and both computer- and teacher-scored assessments. There are also computer-scored "diagnostic" quizzes that help to pinpoint student weaknesses.

Quizzes scored by computer occur at the end of every lesson as well as at the end of every unit. Depending on the number of units and lessons, there may be up to 50 of these computer-scored assessments each semester. There are also teacher-scored assessments at the end of units. At the end of each semester there is a semester exam, and there is also a final exam at the end of the entire course. "Diagnostic" quizzes are computer-scored, and designed to alert students to areas of weakness and send them back to appropriate areas of the curriculum to review before they move on in the course.

Virtually all the assessments begin with multiple-choice questions, but teacher-scored short answers and essays may also be required depending on the subject area. Teachers can adjust scoring or choose to include and exclude certain automatically scored activities in the final grade in order to fit individual student circumstances.

Power-Glide Assessments

Each Power-Glide course is divided into semesters, modules, sections, and activities. Each semester has three modules. Each module has two or three sections, and each section begins with a page or two of adventure story, ends with a section quiz, and has several language activities in between. These activities include storytelling activities, counting and number activities, activities designed to build conversation ability, audio-off activities for reading comprehension, and Spanish-only (or French-, German-, or Latin-only) activities for listening comprehension.

The quizzes at the end of each section include multiple-choice questions about vocabulary, grammar, and culture, a brief writing submission, and an oral recording where students speak into their microphones and the recorded language is evaluated by the teacher. The multiple-choice questions are computer-scored; the writing and speaking submissions are teacher-scored. In a typical year there will be six module tests and around 15 section quizzes, depending on the language and level. Teachers can adjust scoring or choose to include and exclude certain automatically scored activities in the final grade in order to fit individual student circumstances.

It is important to note for our students and families that the Power-Glide curriculum differs from some less advanced curricula in assessing all four areas of student language production: reading,

writing, listening comprehension, and oral production. This aligns with best practices in language study developed over the last 40 years, and with the standards recommended by ACTFL, the American Council on the Teaching of Foreign Languages. Most important, it's the best way to guarantee that students of a foreign language actually learn to speak the language! In other words, these courses are the opposite of old-fashioned "silent" courses: students will be expected to speak regularly, and they will be assessed regularly on how they speak.

Keystone Fine Art Assessments

The Keystone Fine Art course is divided into two semesters, each of which is subdivided into three lessons. Each of these lessons is further subdivided into chapters; and each chapter into two sections. Assessments occur at the end of every lesson, as well as at the end of each semester. The total is 4 assessments each semester; 8 assessments per year. Assessments begin with multiple-choice questions, which are computer-scored, and always close with short answers and brief essays, which are teacher-scored.

In addition to these assessments at regular intervals, there are two other types of graded activities. The first is the "art safari." There are 12 of these during the year (6 each semester) where students keep journal notes and analyses on specific works of art they research online or elsewhere. The second type of activity is the "profile in art." There are 6 of these during the year (3 each semester). Each of these profiles is a two-page research paper, either a biographical profile, focusing on a single artist, or an art-form profile, focusing on a given artistic medium. Teachers can adjust scoring or choose to include and exclude certain activities in the final grade in order to fit individual student circumstances.

How Student Attendance, Participation and Performance are Tracked, Authenticated, and Reported

The *learning management system* generates a real-time report of attendance and progress that can be printed at anytime. Upon withdrawal, teachers generate a detailed report of student progress and attendance that is placed in the student's permanent folder: K¹² publishes daily withdrawal reports.

K¹²'s *learning management system* reports real-time course completion status in the OLS progress screen. Teachers will enter the course completion status for each course at the end of each semester on the written progress reports provided to districts, parents and students. K¹²'s courseware is designed to allow students to proceed at their own pace after mastering a lesson. Course grades are marked as incomplete or mastered. Lesson mastery is generally defined as completing lesson assessments at 80% or above.

Utah Virtual Academy will be compliant with Utah attendance requirements calling for a minimum of 180 instructional days and 990 instructional hours. UVA certified teachers will utilize a number of tools and strategies to determine whether or not a student has met daily attendance requirements and is engaged in instructional activities for sufficient time to complete high quality work and to meet expected achievement goals. Though listed separately below, these tools and strategies are part of an inextricably linked process. From an accountability

perspective, UVA will employ such tools to confirm the validity of student work and the hours of attendance as certified by each teacher. Among these tools and strategies are:

- The OLS allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teachers use the OLS as a first step in seeking to validate both mastery and time-on-task. K¹²'s lessons each have an estimated time for completion as well as an assessment tied to the lesson. Students will only be awarded attendance hours if they can both reasonably complete the proper number of lessons each day, and demonstrate they have spent an appropriate time on each lesson.
- K¹²'s LMS has teacher modules available that assist teachers in determining whether attendance has been entered or lessons completed over a modifiable period of time. As a result, an instructor will see alert flags when students have not recorded attendance over a period of time. In addition, K¹²'s reporting functions currently includes a login report updated daily that provides data on student activity in the LMS.
- *Elluminate* is a synchronous online teaching tool that allows teachers to conduct one-on-one or small group sessions for students. Teachers and students can see each others' work live and can speak throughout. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it. Students whose work during *Elluminate* sessions does not show mastery of their work will not be awarded full attendance credit.
- Students will submit and discuss work samples and assignments with their teachers at regular conferences. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or cannot explain the basis of his/her assignment, the student will not receive attendance credit for this work.
- Students will email written work to their certified teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during *Elluminate* sessions. If student work is either incomplete, does not reflect the recorded time-value, or does not show mastery, teachers will not award full attendance credit.
- Students will take regular unit assessments tied directly to the work they are completing. Certified teachers will review these assessments and ensure that performance on web-based daily assessments mirror student performance on unit assessments. Teachers can conduct oral exams over the phone, administer assessments via *Elluminate* or similar web conferencing tool, or in some instances administer assessments during face to face meetings. K¹²'s LMS does require that a parent/guardian enter his/her username and password in order for a student to begin an online assessment.
- Students will take all state and UVA mandated tests at each grade level in proctored settings in accordance with state guidelines. In the first year, since many of these tests

are taken in the spring, the results of these tests will be used as a gauge for how effective all of our other strategies for measuring academic gains and daily attendance have been.

- Academy Outings: All UVA outings will be supervised by a UVA teacher who will monitor the behavior of students during the outings.

Using all of these strategies, teachers will be able to complete and certify attendance and achievement records with a high degree of confidence. Students whose work does not reflect either their own work or an accurate measure of the recorded attendance time may have to provide their teachers with even more regular feedback. Cheating will be handled according to the appropriate disciplinary process to be defined by the UVA board and administration.

The following are screen shots from K¹²'s unique OLS scheduling, attendance, progress, and reporting tools:

Schedule Set-Up for Sixth Help Close

Specify Weekly Schedule

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

Scheduled Course	Estimated Duration	S	M	T	W	T	F	S	Weekly Total	Projected End Dates
Pre-Algebra A	60 min		1	1	1	1	1		5	
Intermediate Language Skills A	60 min		1	1	1	1	1		5	
Intermediate Literature A	60 min		1	1	1	1	1		5	
American History Before 1865	80 min		1	1	1	1	1		5	
Earth Science	60 min		1	1		1			3	
Intermediate Art: American A	45 min		1		1				2	
Music Concepts A	45 min						1		1	
Total Number of Lessons		0	5	5	5	5	5	0	25	
Total Lesson Hours		0	3.75	3.75	3.75	3.75	3.75	0	18.75	

Show/Hide Courses in Plan

Back **Accept Schedule**

Utah Virtual Academy Student: **Dobisky, Anthony** CLS Home Home My Feedback Log-Out

Account Lists Profile Attendance

Attendance for Wednesday, February 8, 2006

Did you teach today? Yes No Check for: **missing attendance**

Click on the box next to a course to enter the estimated number of minutes for one lesson. To enter a different number of minutes, click on the minutes box. If your attendance records are not up to date, the Missing Attendance pulldown will be on the screen. Click to record missing records.

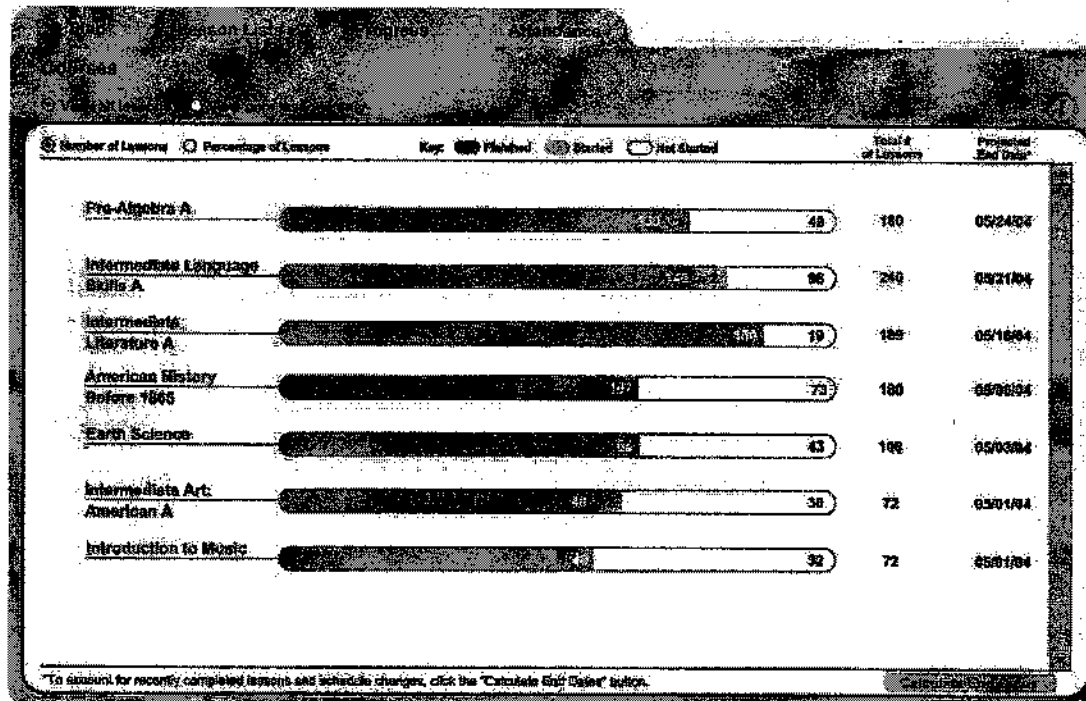
Course	Minutes	Total Hours to Date
<input type="checkbox"/> Pre-Algebra B	60	96 hr, 0 min
<input type="checkbox"/> Intermediate Language Arts B	60	106 hr, 30 min
<input type="checkbox"/> Intermediate Literature B	60	166 hr, 0 min
<input type="checkbox"/> American History: Since 1865	60	84 hr, 30 min
<input type="checkbox"/> Physical Science	45	51 hr, 30 min
<input type="checkbox"/> Intermediate Art: American B	45	29 hr, 45 min
<input type="checkbox"/> Music Appreciation	45	13 hr, 30 min
<input type="checkbox"/> Physical Education	45	23 hr, 15 min
<input type="checkbox"/> Strategies For Success: Grade 6	2	2 hr, 0 min
<input type="checkbox"/> Study Island	0	0 hr, 0 min

Today's Total Hours 6 Minutes 0

Total Hours to Date 553 Minutes 0

Total Days in School 96

Submit



	Math	LA/LS	RT/Read	Spelling	Science	Art	Music	Other
Adams, Grace-Sabot	47%	61%	54%	50%	66%	53%	43%	1%
Adams, Simone	63%	61%	49%		64%	57%	61%	0%
Adney, Jacob	44%	40%	141%		101%	50%	100%	59%
Anderson, David	58%	52%	53%		58%	50%	47%	0%
Anderson, Nathan	47%	56%	50%	52%	50%	53%	43%	10%
Bahr, Brianey	35%	33%	30%		33%	33%	26%	0%
Behr, Nicholas	35%	38%	32%	28%	29%	28%	38%	0%
Benson, Leighton	60%	56%	65%		50%	51%	54%	0%
Butler, Amanda	50%	60%	61%	38%	61%	42%	63%	30%
Case, Gregory	43%	41%	41%		39%	37%	44%	10%
Case, Katelyn	60%	34%	30%		45%	43%	24%	0%
Case, Katherine	57%	37%	27%		30%	34%	57%	10%
Carbonaro, Kaitlyn	57%	53%	65%		53%	58%	53%	0%
Corn, Catherine	48%	44%	44%		44%	28%	35%	0%
Cooper, James III	44%	46%	48%		45%	49%	46%	10%
Dubinski, David	58%	61%	50%		38%	38%	34%	10%
Finkler, Carter	45%	34%			38%	44%	53%	0%
Finkler, Jessica	38%	40%	38%		38%	40%	38%	0%
Fordley, Abigail	68%	68%	47%		53%	56%	50%	10%

File Edit View Tools Help

File:///C:/Documents%20and%20Settings/greenway/Desktop/Lesson%20Demos/OLS%20Teacher%20Tools%20Demo/ol

Welcome, Katherine

Monday, October 31, 2006 | Week in school 5 of 30

TEACHER TOOLS HOME STUDENT SNAPSHOT

Teacher: All-Online

Student Information

Name: Francis, Adrienne

School: PAVCS

Student ID: 12345

Grade: 4

Birth Date: 7/14/1997

Age: 9

Enroll Approved Date: 9/6/2005

Summary

Progress: Math 4, Language Skills 4, Science 4

Attendance: Plogging turned off

Missing Days: On Track

My Flag: The family is considering leaving the school. A follow-up is needed.

Progress

Math

Actual	64%	Goal	90%
Expected	70%		

9/6/05 12/31/05

How Teachers Communicate with Parents, Students, and Other School Staff

The Utah Virtual Academy will employ highly qualified Utah licensed teachers. Each student will be assigned a UVA teacher as students are assigned to teachers in brick and mortar schools. Utah Virtual Academy teachers will provide guidance, instruction, and support to students and parents via email, telephone, in person, and, as needed, using web-conferencing tools, such as *Elluminate*, which allow for real-time instruction and assessment for individual or small groups of students. Teachers and students will meet or otherwise communicate regularly. Students will attend virtual classroom sessions on *Elluminate Live!*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. Parents will attend their own interactive group sessions using *Elluminate Live!* The parent sessions will also use audio feed and interactive whiteboard, and provide parents the opportunity to discuss topics as varied as how to manage multiple children in the Utah Virtual Academy program to why certain courses are built the way they are. Teachers will also plan and supervise periodic student events including field trips and opportunities for students to socialize with fellow students.

Student Information System

Capabilities of the Proposed Student Information System

The K¹² organization has created a proprietary technology platform that includes the following integrated online components which comprise the K¹² virtual education program. All of the learning management and student information components are integrated to allow sharing and transfer of data to create a nearly seamless management system. The components are:

- *Online School (OLS)*
- *Student Administration Management System (SAMS)*
- *Enrollment Placement and Registration (EPR) system*
- *K¹² Reports*

Online School or “OLS” –

As a comprehensive solution, the K¹² *Online School* or “OLS” is unique among *Learning Management Systems* commonly found in virtual education. The OLS is not a web-site, but an interactive Internet-based application that is capable of hosting over 50,000 concurrent users each with their own individualized account.

The OLS is multi-functional, serving a variety of purposes. The OLS allows students and parents to access lesson guides, planning and scheduling tools, lesson content, assessments, and to report attendance and progress. The OLS contains over 10,000 lessons for grades K-12, designed by a team of education experts at significant cost. Each lesson includes:

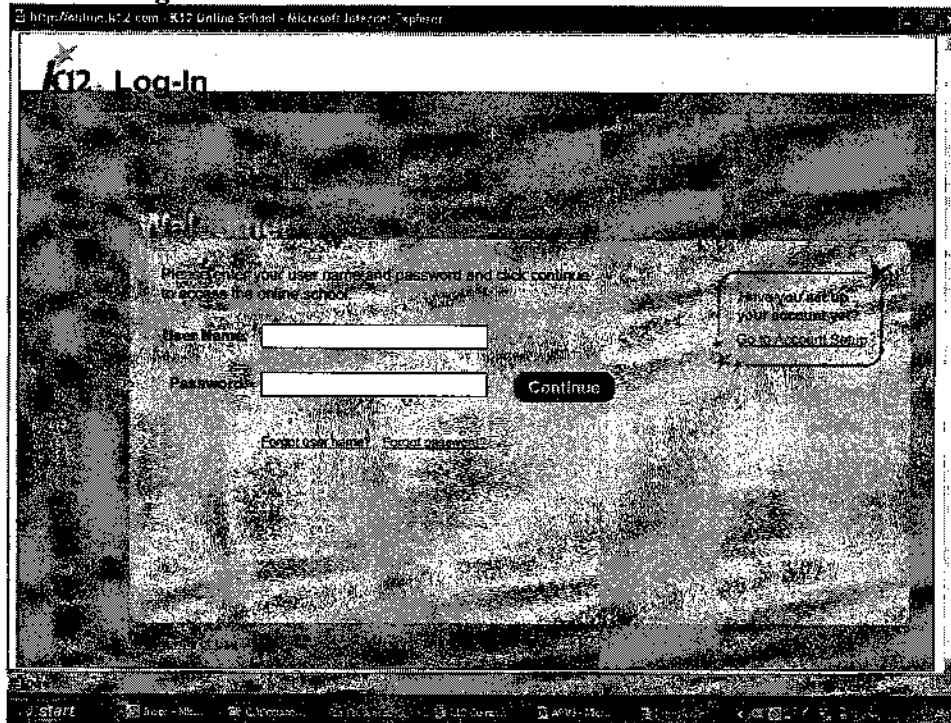
- Objectives that are aligned with state standards

- Content that can be delivered with a variety of instructional strategies for students with an array of learning modalities, and
- Assessments to ensure mastery of the objectives.

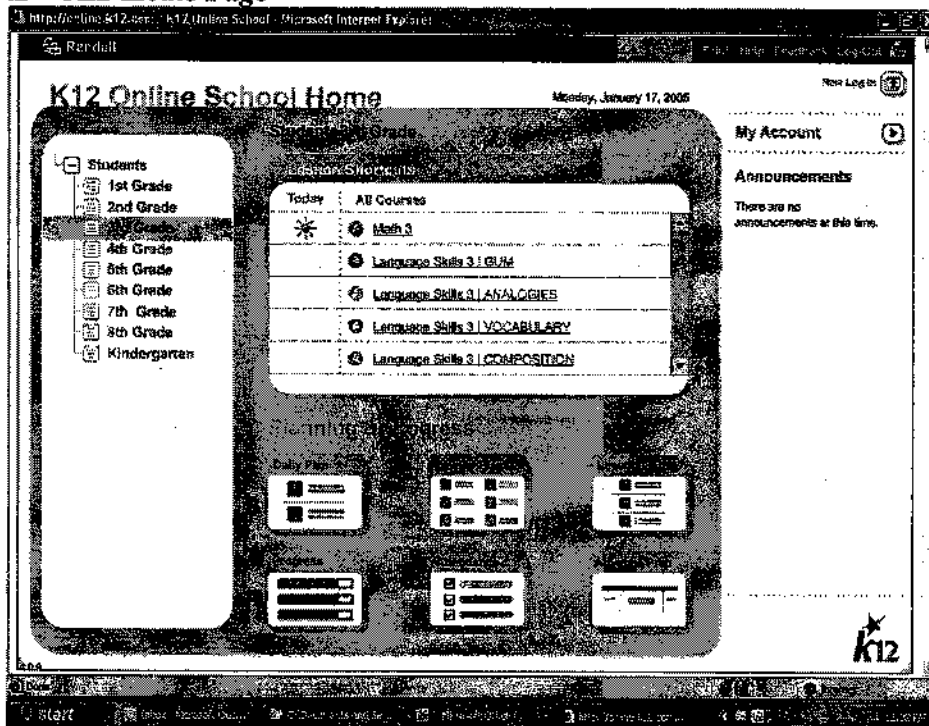
Features of the OLS include:

1. Over 10,000 lessons.
2. Real-time attendance tracking system.
3. Real-time progress of lessons mastered.
4. Library of thousands of student guides, worksheets, assessments, and parent guides in PDF format.
5. Interactive lesson activities using *Flash* animation.
6. Actual lessons (some lessons are online – others are offline using K¹² materials).
7. School announcements.
8. Tools that allow teachers and administrators to view student progress and attendance in a variety of automated reports designed to insure student accountability.
9. The *K¹² Community Chest*, a secure website dedicated to providing information to families.
10. A help section that includes:
 - a. Audio-visual tutorial.
 - b. Course introductions and lesson guides.
 - c. Scope and sequencing.
 - d. Online encyclopedia.
 - e. Frequently asked questions.
 - f. Direct links to K¹² Support Center.
 - g. Web-based feedback for parents/students.
 - h. Hyper-links to educational websites that support instruction and enhance learning opportunities.
 - i. Automated username/password reminder
 - j. Advanced preparation tools

K¹² OLS Login Screen



K¹² OLS Home Page



K¹² OLS Planning

Course	Unit	Lesson	Assessment
Pre-Algebra A	Unit 1: Operations with Whole Numbers	Lesson 2: Mathematical Expressions, Part 2	Lesson Understanding Monitor - 100%
Intermediate Language Skills A	VOCABULARY Unit 1: Numbers	Lesson 2: Numbers 1B	No assessment
Intermediate Literature A	Unit 1: Lessons Learned	Lesson 2: "The Three Brass Pennies": Session 1	No assessment
American History Before 1865	Unit 1: The Earliest Americans	Lesson 2: Globes and Grids	No assessment
Intermediate Art: American A	Unit 1: The Building Blocks of Art	Lesson 1: Many Kinds of Art	No assessment

K¹² OLS Help Screen

http://k12online.com K12 Help Desk mozilla Firefox

K12 Online School Help

About High School and 9th Grade

- For Virtual Academy families in California, Idaho, Ohio and Pennsylvania
- For Virtual Academy families in Arizona and Colorado
- For all other K12 High School Courses (including home school families)

About Kindergarten through 8th Grade

Getting Help Quickly


- You can find the answers to more than 200 questions in the [K12 Customer Support Solutions](#) area.
- You can ask the K12 Customer Support staff a question using the [Customer Support contact form](#).
- You can also call us toll-free at 1-866-YOUR K12 (1-866-968-7512).

About Courses

- [Course Introductions](#): Details about course philosophies, lessons, materials, and assessments.


About the Online School (OLS)

Organizer




An organized

Planning & Progress Tools



How to get in

Lessons



How K12

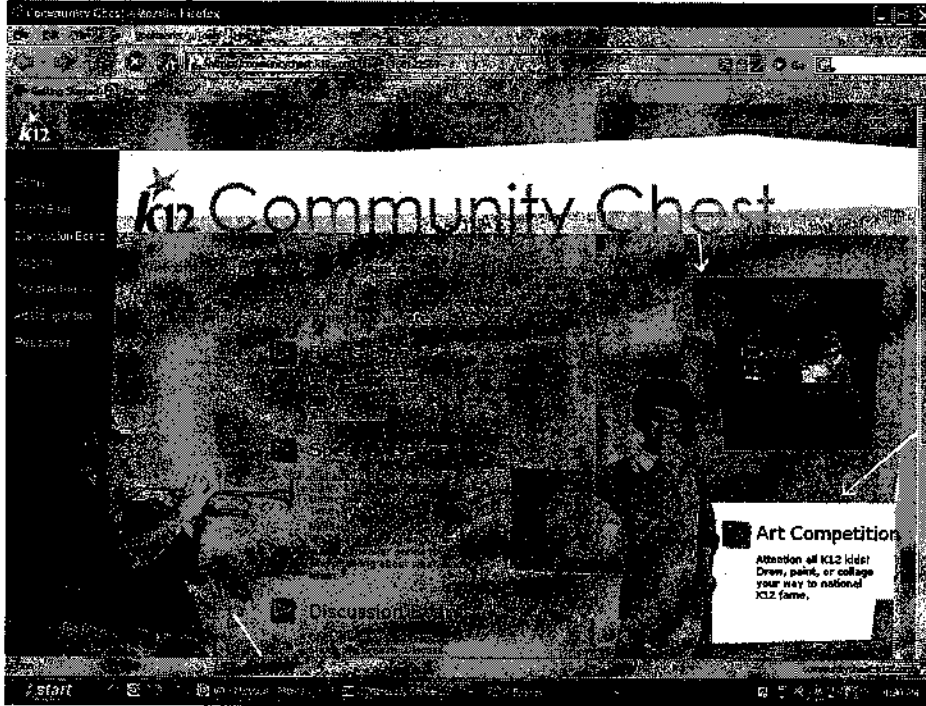
K¹² OLS – Audio Visual Tutorial

The screenshot shows a web browser window titled "K12 Online School Help". The main content area features a video player titled "OLS Overview". The video player includes a "Replay" button and a "Print this page" / "Print this section" link. Below the video player, there is a text block that reads: "Welcome to the Online School, or OLS, which manages the huge array of lessons that make up the K12 curriculum. Through the OLS, you can access lessons, schedule your teaching and vacation days, track student progress, and record attendance. This tutorial will teach you how the OLS is organized". To the left of the video player is a sidebar with a list of links under the heading "ABOUT HIGH SCHOOL AND THE GRADES".

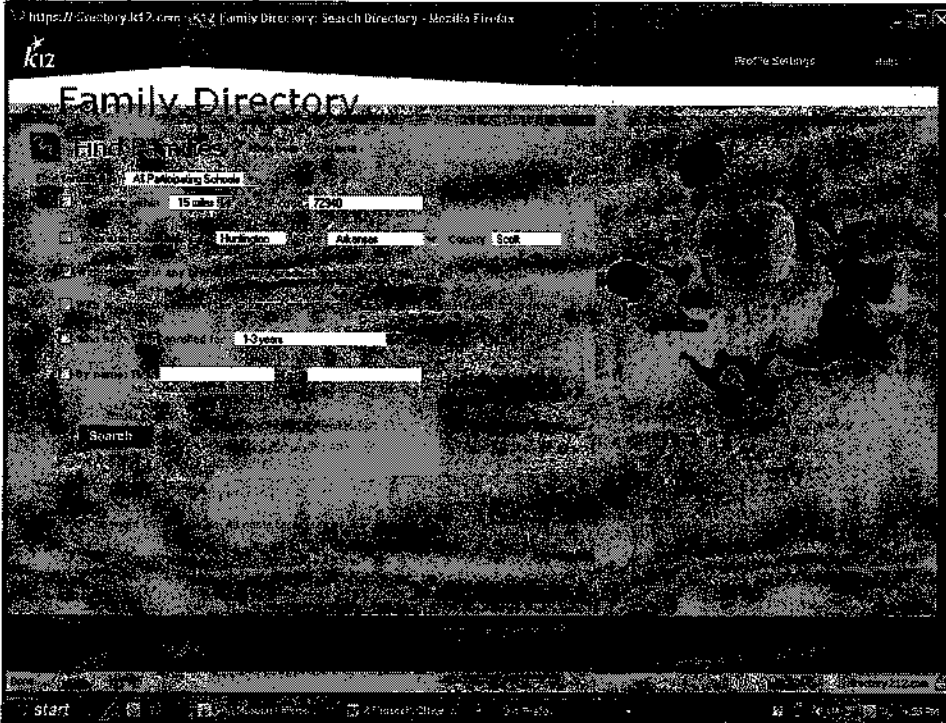
K¹² Community Chest

The screenshot shows a web browser window titled "Community Chest: Mozilla Firefox". The main content area features a login form titled "Log-In". The form includes a "Welcome to the K12 Community Chest. A new place for families and K12." message and a "Middle school changes a lot in the brick and mortar world" message. Below these messages is a login form with two input fields (username and password) and a "Log In" button. The browser's address bar shows "http://www.k12.com/CommunityChest/".

K¹² Community Chest



K¹² Family Directory

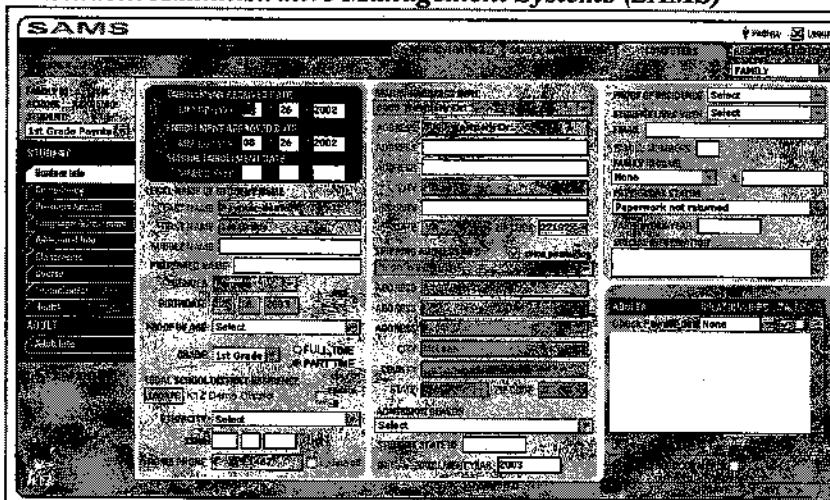


b. **Student Administrative Management System (SAMS)** – SAMS is a student information database that is integrated with the OLS, K¹² Reports, and the Enrollment Processing and Registration system.

K¹² School Administrative Management System (SAMS)



K¹² Student Administrative Management Systems (SAMS)



EPR Login

[Home](#) [My Account](#) [Help](#) [Logout](#)

Please enter your user name and password to access your account.

User Name:

Password:

[Forgot your user or password? Click on Account](#)

If you are having trouble logging in, please contact your administrator.

d. **K¹² Reports system** – the K¹² Reports system pulls data from the OLS, the EPR and SAMS to generate over 25 reports that can be accessed online by authorized users.

K¹² Reports (over 20 current reports available)

[Home](#) [My Account](#) [Help](#) [Logout](#)

K¹² Reports

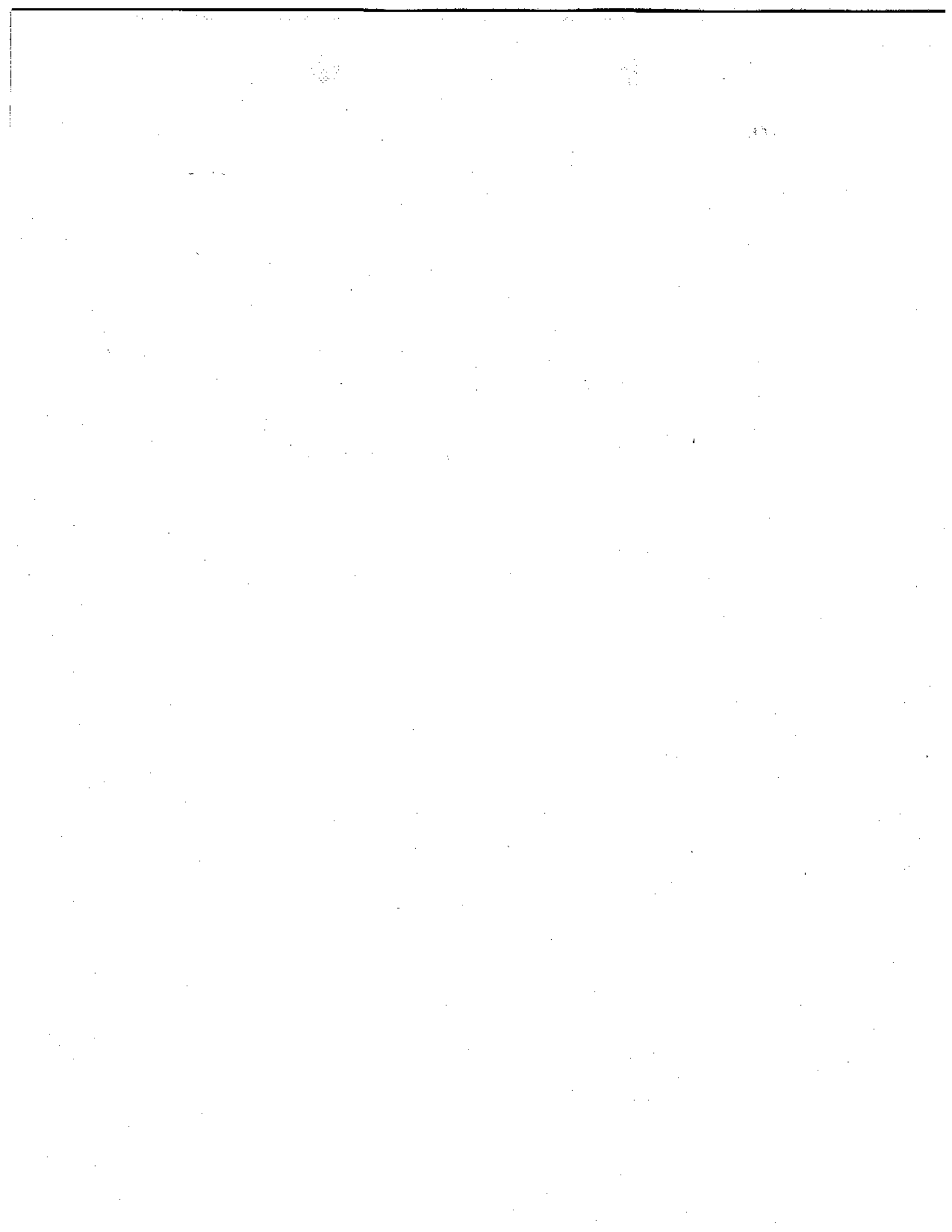
This site is K12 Confidential. Please report any improper usage of this site to the administrator.

- [WAVA Overview Report](#)
- [WAVA Login Report](#)
- [WAVA Waiver Report](#)
- [WAVA Live Item Tracking Report](#)
- [WAVA Staff List Report](#)
- [WAVA Approval/Assignment Report](#)
- [WAVA Approval/Transfer Report](#)
- [WAVA Student Progress and Assessment Report](#)
- [WAVA Lesson Activity Report](#)
- [WAVA Enrollment Tracking Report](#)
- [WAVA Logistics Management Tracking Report](#)
- [WAVA Placement Report](#)

Effectiveness Goals

Attachment D

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve student learning by empowering UVA students to achieve the Utah Annual Yearly Progress (AYP) goals of proficiency in reading and math</p>	<p>1. All student subgroups meet Utah AYP proficiency standards targets on the CRT math and reading tests</p>	<p>1. Language Arts Gr. 3-8: 80% (2008), 83% (2009 and 2010); Math Gr. 3-7: 75% (2008), 78% (2009 and 2010); Language Arts Gr. 10: 79% (2008), 82% (2009 and 2010); Elementary Algebra: 70% (2008), 80% (2009 and 2010); Geometry: 70% (2008), 80% (2009-2010); Pre-Algebra: 74% (2008), 83% (2009-2010)</p>
<p>2. Improve student learning by reaching safe harbor proficiency standards.</p>	<p>2. All student subgroups meet the Utah AYP proficiency targets on the CRT math and reading tests.</p>	<p>2. Each subgroup that fails to reach its proficiency performance targets in 2007 will make AYP in 2008 if it reduces the percentage of students not meeting standards by 10% or more of the 2007 percentage; will make AYP in 2009 if it reduces the percentage of students not meeting standards by 10% or more of the 2008 percentage; and will make AYP in 2010 if it reduces the percentage of students not meeting standards by 10% or more of the 2009. In each year those subgroups must also meet the attendance rate or graduation rate targets.</p>



<p>3. To establish an understanding of the goal of accountability school-wide at UVA.</p> <p>4. To create a powerful partnership between satisfied UVA parents and teachers, combining forces to ensure that children receive individual attention and achieve academic excellence.</p> <p>5. UVA will educate the whole child to develop qualities of mind and character that will help students develop into active, thoughtful, and responsible citizens.</p>	<p>3. The participation of students in all subgroups will be reported on the Federal AYP Summary Report.</p> <p>4. a. 70% or more of parents or other responsible adults in 2008-2009, 80% or more of parents or other primary adults in 2009-2010, and 90% of parents or other primary adults in 2010-2011 will be satisfied with the academic progress their student is making while enrolled in UVA.</p> <p>b. To provide networking and professional development opportunities to 95% of UVA teachers each year from 2008 through 2011 with the goal of improving student academic achievement in math and reading.</p> <p>5. Students will attend and participate in class, school, and civic projects (electronically and physically).</p>	<p>3. At least 95% of all UVA students will take the CRTs.</p> <p>4.a. and b. Parents and teachers will be surveyed twice each year to determine their satisfaction with their overall experience in UVA including the curriculum, instruction, Online School, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other UVA students and parents. Parents and teachers will be offered the opportunity to supply critiques and/or endorsements about their experience at UVA.</p> <p>5. All students will participate in at least 80% of class, school, and civic projects (electronically and/or physically) and complete at least 95% of the state attendance requirements.</p>
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Academic and Non-Academic Goals and Measures of Progress

The Utah Virtual Academy's governing body, administration, and teaching staff will share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child, and feel that the tools for success lie in a strong foundation in academic content. Therefore, we will have academic and non-academic goals as outlined below. Note that these draft goals and objectives are the goals of the Founding Board and are subject to approval by the governing body when it is formed.

1. Academic Goals:

(a) Students will demonstrate mastery of a curriculum that meets or exceeds the Utah Core Curriculum standards:

- In all grades, all students will master the K12® Curriculum aligned to the Utah Core Curriculum, attaining the knowledge and skills that Utah has identified students should acquire in each subject area and at each grade level.
- All students in grades one through twelve will demonstrate their mastery in reading, math, and science through participation in Utah's Core Criterion-Reference Tests (CRT).
- All students in grades three, five, and eight will demonstrate their mastery in reading and math through participation in the Iowa Test of Basic Skills.
- All students in grades K through three will demonstrate gains in early literacy skills through participation in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments.
- All students will participate in state, sponsor, and school required assessments.

(b) CRTs: (1) For students in grades 3-12, UVA expects to achieve at least the following percentages of students who will attain proficiency for every grade level assessed by the CRTs in both English/Language Art and Math for UVA's first three years of operation:

Spring Testing Year (School Year)	Percentage of UVA Students Attaining Proficiency			
	English/Language Arts		Math	
	Gr. 3-8	Gr. 10	Gr. 3-8	Gr. 10-12
Spring 2008 (SY 2008-09)	77%	76%	76%	59%
Spring 2009 (SY 2009-10)	83%	82%	78%	72%
Spring 2010 (SY 2010-11)	83%	82%	78%	72%

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

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

- Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.
- Students will develop and use an advanced vocabulary in verbal and written communications.

- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, news articles).
 - Students will gain exposure to as well as an appreciation for great works of literature.
 - Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
 - Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, creative, descriptive, and research writing—by the end of eighth grade.
 - Students will demonstrate their proficiency in language arts through participation in the state testing program. On average, students will perform at or above the proficient level on the CRTs.
- (d) Students in grade K through 12 will demonstrate proficiency in mathematics:
- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
 - Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
 - Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
 - Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
 - Students will apply mathematical skills to solve real-world problems.
 - Students will demonstrate their proficiency in mathematics through participation in the state testing program. On average, students will perform at or above the proficient level on the CRTs.
- (f) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:
- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
 - Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.
- (g) Students will develop critical reasoning and higher-order thinking skills:
- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions by the fifth grade.
 - Students will demonstrate the ability to recognize alternative positions and evaluate their validity by the fifth grade.
 - Students will be able to analyze, synthesize, evaluate, and apply their knowledge.
- (h) Students will acquire skills in both art and music as part of their aesthetic development:
- Students will understand and implement artistic and musical techniques.
 - Students will know and be able to speak intelligently about great works of art and music.

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

2. Non-Academic Goals

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

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

- This goal will be measured in two ways:
 - (1) Parental satisfaction: 70% or more of parents or other responsible adults in 2008-2009, 80% or more of parents or other responsible adults in 2009-2010, and 90% of parents or other primary adults in 2010-2011 will be satisfied with the academic progress their student is making while enrolled in UVA; and
 - (2) Professional Development: 95% of UVA teachers each year will participate in networking and professional development opportunities with the goal of improving student academic achievement in math and reading. This goal is measured by the percentage of UVA teachers participating in professional development.

Parents will help us to continuously evaluate the operation and governance of the school both online and offline. UVA will survey parents online twice each year to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, *Online School System*, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other UVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at UVA.

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

- All students will participate in assessments required by the school, including the ISTEP and NWEA MAP assessments. This goal is measured based on the percentage of students participating in required assessments.
- Students will participate in school activities and events (whether electronically or physically).
- Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.
- Students will be encouraged to volunteer in their communities on various school-related or civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(c) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(d) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.
- Students will participate in regular conferences with teachers and parents. This goal is measured by actual student participation in biweekly conferences.
- Students shall submit the required work samples every month. UVA teachers shall provide feedback at least once a month on the samples provided. This goal is measured based on the number of samples submitted.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

(e) Students will rise to meet high expectations of behavior and performance:

- Students will be expected to give their best effort in their schoolwork and their active participation in school events.
- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
- Students will learn to interact maturely with peers and adults.
- Students will conduct themselves with integrity at all times.

(f) Students will learn habits of healthy living:

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

Report Cards (Academic Progress Reports)

As mentioned previously, each semester, students will receive a report card (Academic Progress Report) from their teacher. Students will receive marks reflecting their progress toward stated

goals for each subject. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students. The following is a draft of grading policies which the Board will consider when a Board is constituted.

Grading and Promotion

Course Level Promotion

The K12 Curriculum is a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. K12 has identified the core lessons which need to be completed to ensure mastery of a course. The remaining lessons are designed for review and reinforcement of the concepts taught in the core lessons. It is in your student's best academic interest to master all of the core lessons in a course before moving on to the next course.

If your student completes a course mid-year you can work with your teacher to request that your student advance to the next course level. To minimize the amount of time between when your student completes one level of curriculum and receives the next level of curriculum, your teacher can request the next level of curriculum when your student reaches 90% completion of the core lessons in a subject. While your student is waiting for the new curriculum to arrive, it is encouraged that they complete the remaining 10% of the core lessons and reach 100% completion of the core lessons.

At the end of the school year, your teacher will request new courses for the following school year if your student has completed 85% completion of the core lessons. In order to ensure that your student does not miss any significant concepts, it is encouraged that they complete the remaining 15% of the core lessons and reach 100% completion before beginning the new curriculum in the fall. This can be done informally during the summer, formally during summer school (if your student qualifies), or at the start of the next school year.

In some cases your student may not be ready for the next curriculum level to be ordered in June. This is okay as course level promotion does not affect the student's promotion to the next grade level at the end of the school year. In these cases your student will begin the new school year by completing their previous year's curriculum and when they have completed 90% of the core lessons, we can order the next level of curriculum. The extra time spent in the curriculum can help ensure your student's mastery of it and help ease the transition between the school years.

Grade Level Promotion

The Utah Virtual Academy starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based on solely on percentages; numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable

attendance, prior school experience, and achievement on lesson assessments. As would be the case in a traditional classroom, students at NVVA will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Grading Scale

Students will receive a mid-year progress report at the end of the first semester. Students will receive either a P for Progressing Adequately, or an N for Needs Improvement. Progress Reports are a snapshot of your student's progress on a given day and are necessary documentation which we as a school must complete. With the OLS, you always have access to your student's progress. A "P" should not necessarily be interpreted as an "A" and an "N" should not necessarily be translated as an "F".

The Utah Virtual Academy uses the following grading scale to evaluate a student's progress at the end of the school year.:

- M (Mastery) Student has reached 90-100% completion of course*
- S (Satisfactory) Student has reached 75-89% completion of course*
- I (Incomplete) Student has reached 0-74% completion of course*

Students who enroll after the start of school or have special needs will work with their teacher to determine appropriate progress expectations for the school year.

Each student's report card will include a narrative in each core subjects are (math, Language Arts, history, science, art, and physical education) of the student's progress in both academic and non-academic development. These narratives will draw upon evaluations of work samples, standardized test scores, individualized instruction sessions, and student group projects. Also included will be results of all standardized test scores including those mandated by the State of Utah. Parents will be trained to understand how to read the results of all standardized test scores.

LESSON PLANS/MASTER COURSE LIST

Sample K-8 unit lesson plans and assessments in the content areas of Language Arts/Reading, Mathematics, and Social Studies aligned to the Utah Core Curriculum standards are available online. A special demonstration account has been created for the UVA charter application evaluators. To access this account please go to www.k12.com and select the OLS button in the upper right corner of the screen. Enter the following (NB: Both the username and password are case sensitive.):

User Name: K8Lessons

Password: UtahVirtual

The demonstration account includes the following units which have been aligned to the following Utah Core Curriculum standards.

Language Arts			
K	Unit 5 (Lessons 61-75)	Standard 7	Students understand, interpret, and analyze narrative and informational grade level text.
1	Unit 4 (Lessons 46-60)	Standard 7	Students understand, interpret, and analyze narrative and informational grade level text.
2	Unit 3 (Lessons 31-45)	Standard 7	Students understand, interpret, and analyze narrative and informational grade level text.
3	Language Skills COMPOSITION Unit 3	Standard 8	Students write daily to communicate effectively for a variety of purposes and audiences.
4	Literature Unit 2	Standard 7	Students understand, interpret, and analyze narrative and informational grade level text.
5	Literature Unit 7	Standard 7	Students understand, interpret, and analyze narrative and informational grade level text.
6	Language Skills COMPOSITION Unit 1	Standard 8	Students write daily to communicate effectively for a variety of purposes and audiences.
7	Language Skills COMPOSITION Unit 2	Standard 2	Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.
8	Literary Analysis and Composition LITERATURE Unit 4 – select any novel	Standard 1	Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Math			
K	Unit 3	Standard 2	Students will identify and use patterns to represent mathematical situations.
1	Unit 9	Standard 1	Students will acquire number sense and perform simple operations with whole numbers.
2	Unit 13	Standard 5	Students will collect and draw conclusions from data and understand basic concepts of probability.
3	Unit 8	Standard 5	Students will collect and organize data to make predictions and identify basic concepts of probability.
4	Unit 17	Standard 3	Students will use spatial reasoning to recognize, describe, and identify geometric shapes.
5	Unit 7	Standard 5	Students will collect, analyze, and draw conclusions from data and apply basic concepts of probability.
6	Unit 11	Standard 3	Students will use spatial and logical reasoning to recognize, describe, and identify geometric shapes and principles.
7	Unit 1	Standard 2	Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.
8	Unit 11	Standard 2	Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.

History			
K	Unit 4	Standard 2, objective 3	Express relationships in a variety of ways
1	Unit 3	Standard 2	Students will develop a sense of self in relation to families and community.
2	Unit 1	Standard 3	Students will develop an understanding of their environment.
3	Unit 11	Standard 1	Students show how environments and communities change over time through the influence of people.
4	Unit 1 (Lesson 2) UT State History	Standard 1	Students demonstrate the sequence of change in Utah over time.
5	Unit 2	Standard 4, objective 1	Analyze the role of American Indians, explorers, and leaders in the development of the New World.
6	Unit 10 in Int. World History A	Standard 4	Students explore the cultures of ancient civilizations.
7 and 8	American History since 1865, Unit 2	Standard 9	Students will understand the significance of the Civil War Era to the United States.

The UVA high school master list of UVA courses aligned with the performance objectives of the Utah Core Curriculum standards and objectives is in **Attachment 8**.

CURRICULUM ALIGNMENT TO THE UTAH CORE CURRICULUM

The K¹² core curriculum is a rigorous and content rich curriculum that aligns well to the Utah Core Curriculum standards. Detailed alignment documentation available in the core subject areas of Math, Language Arts/English, History, Science, Fine Arts, and Foreign Languages are submitted in separate electronic files accompanying this application. (see separate CDs included with this application) The courses provided will fulfill the graduation requirements for UVA students. K¹² is currently developing and sourcing courses for high school curricula. Alignments for the courses under development are expected to be completed in the Fall of 2007 and will be made available at that time. AP courses follow specific criteria established by the College Board, and therefore, alignments are not included in this application. All of the Apex Learning AP courses to be offered by UVA have recently been approved in an extensive audit process conducted by the College Board. Teaching of technology skills will be addressed by embedding technology literacy in the UVA academic content. Based on the virtual nature of the instructional model, students are using technology in varying degrees every day. Teachers lead *Illuminate* sessions in which technology applications are the focus of the lesson, e.g., the use of

technology in daily life, advantages/disadvantages, etc. Teachers also assign projects to be completed using technology.

Alignment Summary

The K¹² expectations for English/Language Arts, math, science, and visual arts are aligned to the Utah standards for the corresponding subject areas; all address the same basic content and skills. With that said, there are instances in which content and skills specified for mastery in one grade in the Utah standards are specified for mastery at a different grade in the K¹² program.

The teacher will supplement K¹² lessons to include coverage of state-specific standards, such as the grade 4 Visual Arts standard, "Explain how much of Utah's history is revealed by visual arts, crafts, and folk arts." The teacher also will facilitate group activities to meet those standards which require collaboration among students. In the case of music standards, K¹² made a conscious choice to focus on music appreciation and history over performance in the upper grades. Specific instrumental and choral performance objectives are best met through the participation in private lessons and community music organizations. The K¹² courses focus on what could be most effectively taught online.

In all grades, the K¹² history program and the Utah Social Studies standards share the same overarching goals: to develop in students strong historical analysis and critical thinking skills, to help students understand their national heritage and history, what it means to be good citizens, and the physical and human geographic characteristics of the places they study, and to instill in students a deep sense of world history and cultures.

In kindergarten through grade 5, the K¹² program takes a slightly different approach than the Utah standards. However, even when the eras and cultures identified for study differ, many of the themes that students are to address are the same (e.g., customs, traditions, and characteristics of various cultural groups; modes of communication and transportation; how people meet their basic needs; why people settle where they do; comparing daily life in various places; political systems). What is important is that the K¹² history program will, in a high-quality way, fulfill an aim of all schools: to improve pupil learning while providing them with expanded educational opportunities. The K¹² program does not compromise the rigor of the Utah standards for Social Studies in kindergarten through grade 5, but rather offers a somewhat different sequencing of the same standards.

One history-social studies learning area that may need supplementation is economics. K¹² does not cover some the economics concepts identified by Utah in a very explicit way. However, K¹²'s flexible instructional model is conducive to such supplementations, and encourages them so that there will be better alignment in this learning area. The UVA Curriculum and Content Committee will address these shortcomings and will document the required supplementation prior to the beginning of the first school year.

History Teaching Strategies

K¹²'s integrated topics in geography and civics open young minds and imaginations to far-off lands, distant times, and diverse people. K¹² emphasizes in its History courses "the story" of not only great men and women but everyday people.

K¹²'s Kindergarten History program takes the student on a world tour of the seven continents, and provides an overview of American history through a series of biographies of well-known Americans. The history program for students in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. Older students explore major themes and topics in greater depth through a pair of two-year survey courses, one in World History and the other in American History.

Three basic ideas guide K¹²'s curriculum development:

- Provide rich content and solid skills instruction, in a sequence that builds year by year. K¹²'s curriculum is based on traditional core subject matter that allows children to learn continuously, from the earliest years.
- Employ varied teaching methods. Our lessons offer many ways to get children actively engaged in their learning: reading, writing, calculating, speaking, listening, singing, acting, drawing, painting, and more.
- Use technology wisely. K¹² is driven by what is best for the student; we use technology when there is a good reason for it.

Assessment summary

UVA assesses all learning objectives at the lesson, unit and/or semester level. Across the subject areas, a variety of mastery-oriented assessment methods are employed. Objectives are assessed online in multiple choice, true/false, matching, and fill-in-the-blank formats. Objectives may also be assessed offline via pencil and paper assessments and through observation. Additionally, rubrics are provided to assist in the assessment of some written work.

In addition, tie-ins to programs and concepts such as *Understanding by Design*, *Authentic Assessment*, and *Learning Dimensions* which emphasize deep learning in addition to mastery may also be integrated as assessment options by incorporation into the Board approved policies and procedures.

Program Instruction

Monitoring Instruction

The *learning management system* generates a real time report of attendance and progress that can be printed at anytime. K¹²'s *learning management system* reports real-time course completion status in the OLS progress screen. Teachers will enter the course completion status for each course at the end of each semester on the written progress reports provided to districts, parents and students. K¹²'s courseware is designed to allow students to proceed at their own pace after mastering a lesson. Course grades are marked as incomplete or mastered. Lesson mastery is generally defined as completing lesson assessments at 80% or above.

The Utah Virtual Academy will be compliant with Utah attendance requirements. UVA certified teachers will use a number of tools and strategies to determine whether or not a student has met daily attendance requirements and is engaged in instructional activities for sufficient time to complete high quality work and meet expected achievement goals. Though listed separately below, these tools and strategies will be utilized as part of an inextricably linked process. From an accountability perspective, the primary goal is to confirm the validity of student work and the hours of attendance certified by each teacher. Among these tools and strategies are:

- The OLS allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teachers use the OLS as a first step in seeking to validate both mastery and time-on-task. K¹²'s lessons each have an estimated time for completion as well as an assessment tied to the lesson. Students will only be awarded attendance hours if they can both reasonably complete the proper number of lessons each day, and demonstrate they have spent an appropriate time on each lesson.
- K¹²'s LMS has teacher modules available that assist teachers in determining whether attendance has been entered or lessons completed over a modifiable period of time. As a result, an instructor will see alert flags when students have not recorded attendance over a period of time. In addition, K¹²'s reporting functions currently includes a login report updated daily that provides data on student activity in the LMS.
- K¹² recently developed another electronic tool—TeacherBooks—which tracks and reports student learning patterns. On a monthly basis, teachers receive a “book” for each student’s attendance and progress from the previous month. The book is a graphic record of the student’s daily attendance and lesson completion for each course the student is enrolled in. The book also graphically captures the patterns of how the student attends school and completes lessons—another tool to make sure students are on track.
- *Elluminate* is a synchronous online teaching tool that allows teachers to conduct one-on-one or small group sessions for students. Teachers and students can see each others’ work live and can speak throughout. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it. Students whose work during *Elluminate* sessions does not show mastery of their work will not be awarded full attendance credit.

- Students will submit and discuss work samples and assignments with their teachers at regular conferences. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or cannot explain the basis of his/her assignment, the student will not receive attendance credit for this work.
- Students will email written work to their certified teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during *Eliminate* sessions. If student work is either incomplete, does not reflect the recorded time-value, or does not show mastery, teachers will not award full attendance credit.
- Students will take regular unit assessments tied directly to the work they are completing. Certified teachers will review these assessments and ensure that performance on web-based daily assessments mirror student performance on unit assessments. Teachers can conduct oral exams over the phone, administer assessments via *Eliminate* or similar web conferencing tool, or in some instances administer assessments during face to face meetings. K¹²'s LMS does require that a parent/guardian enter his/her username and password in order for a student to begin an online assessment.
- Students will take all state and UVA mandated tests at each grade level in proctored settings in accordance with state guidelines. In the first year, since many of these tests are taken in the spring, the results of these tests will be used as a gauge for how effective all of our other strategies for measuring academic gains and daily attendance have been.
- Academy Outings: All UVA outings will be supervised by UVA teachers who will monitor the behavior of students during the outings.

Using all of these strategies, teachers will be able to complete and certify attendance and achievement records. Students whose work does not reflect either their own work or an accurate measure of the recorded attendance time may have to provide their teachers with even more regular feedback. Cheating will be handled according to the appropriate disciplinary process.

Ensuring Teacher Understanding Curricular Emphasis and Effectiveness Goals

Teachers will receive intensive initial and ongoing professional development about UVA's curriculum, UVA effectiveness goals, Utah Core standards and objectives and are monitored and evaluated to ensure that their performance is consistent with that knowledge.

Intake Training (three weeks)

Intake training is designed with one goal in mind: that on day 1, teachers are ready to teach at UVA. Each school year, virtual teachers undergo intake training that is based on an effective model developed for K¹² virtual academies and customized to meet the needs and goals of the UVA board. The professional development emphasizes the core philosophies shared by UVA and K¹² and the instructional techniques which are the foundation of UVA academics, including

the belief that content and skills mastery along with the development of individual talents are shared primary goals. Professional development goals are aligned with this educational philosophy and instructional techniques.

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

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

New teacher training for teachers will be a multi-day, face-to-face event run in the first year by K¹² corporate teacher training staff and in subsequent years by Utah Virtual Academy administrators. It is a three-week process each year. During the first week, teachers meet face-to-face, covering topics included in the list above. During the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the K¹² *Online School* such as lesson planning and tracking student progress. In the final and third week, the teachers convene again as a group to review progress made, successes, challenges, and to address questions raised.

Ongoing Professional Development (monthly)

The responsibility for planning and providing ongoing professional development rests with the *Head of School* (as ratified by the UVA board). UVA will submit its plan for professional development requirements to K¹² on a yearly basis and the plans will be reviewed and monitored from the K¹² organization's home office. UVA professional development staff will attend virtual meetings and periodic face-to-face gatherings to distribute information and to develop skills with other K¹² virtual academies.

Teachers enjoy the benefit of monthly face-to-face and online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered will include assessment, technology, instructional strategies, and content (e.g., K¹² has developed professional development sessions around student and even teacher misconceptions by subject.). An online real-time presentation tool, *Illuminate Live!*, will be used to facilitate professional development. This tool allows professional development to happen at a common time for everyone but eliminates travel costs in some cases as teachers can log in, interact with each other, and view presentations in a collaborative online environment.

Adaptive instruction teachers, including ELL, special education, and gifted teachers, will be included in all aspects of the UVA's professional development. To develop effective IEPs and other such learning plans with appropriate content, instructional modifications, and measurable goals, adaptive instruction teachers must possess knowledge of specific curriculum content as

well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require modification to meet the terms of individual student learning plans. Accordingly, all adaptive instruction teachers will become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Teacher Knowledge of Utah Core Standards and Objectives

Recognizing the direct correlation between teacher knowledge and student achievement, UVA teachers will be expected to be knowledgeable about the Utah Core standards and objectives and will receive professional development about them as described in the previous section. A system of evaluation which is described in **Section 18** will include formative evaluations of teachers at least twice a year by administrative certified personnel including the Head of School and Director of Operations/Business Manager. These evaluations will assess, among other things, the teachers'

- Knowledge of K¹² curriculum content which is aligned to the Utah Core Curriculum standards, and
- Demonstrated knowledge of state standards.

Teachers' performance will be measured in the following areas related to Utah learning standards:

- Student Progress and Attendance--measured through state achievement test scores and attendance rates.

Teachers are rated as Unsatisfactory, Basic, Commendable or Distinguished and recommendations for improvement are discussed. At that time, renewal or non-renewal of a teacher contract is determined.

Calendar and Master Schedule

The UVA calendar will follow the Salt Lake City School District calendar as closely as possible. The projected dates for 2008-2009 are based on the 2007-2008 Salt Lake District calendar which has been posted on the SLD website. In 2008-2009, UVA has scheduled 180 instructional days totaling 990 instructional hours. Since students will have access to the Online School twenty-four hours a day, seven days a week, other than holidays, there are no other days in which less than a full day of learning and instruction could take place. The beginning and ending dates of the school year and each grading period as well as other important dates such as vacation days and parent teacher conferences are also noted on the calendar.

2008-2009 Calendar

Nine Month School Calendar	
Regular student year:	August 26, 2008 - June 5, 2009
Beginning of Classes:	August 26, 2008
Last Day of Classes:	June 5, 2009

Event	Date(s) Closed
Labor Day	Monday, September 1, 2008
IBST	Monday, September 15, 2008 – September 26 or October 6-10, 2008
Mid-Term Progress Report	September 25, 2008
Non-Student Day/Professional Development	Friday, September 26, 2008
UBSCT	October 20 – 24, 2008
Professional Convention Days	Monday-Tuesday, October 27 - 28, 2008
End of First Grading Period	Wednesday, October 29, 2008
Parent/Teacher/SEP or SEOP Conference	Wednesday, November 5, 2008
Thanksgiving Recess	Thursday-Friday, November 27 - 28, 2008
Non-Student Day	Monday, December 1, 2008
Mid-Term Progress Report	Tuesday, December 23, 2008
Winter Recess	Monday, Dec. 24, 2008 - Tuesday, Jan. 1, 2009
End of Second Grading Period	Wednesday, January 14, 2009
Dr. Martin Luther King Jr. Day	Monday, January 19, 2009
Non-Student Day (Excluding High	Tuesday, January 20, 2009

Schools)	
Mid-Term Progress Report	Friday, February 13, 2009
UBSCT	Tuesday, February 17, 2009 – Friday, February 20, 2009
DWA	Monday, February 23, 2009 – Friday, February 27, 2009
President's Day	Monday, February 16, 2009
End of Third Grading Period	Wednesday, March 18, 2009
Non-Student Day/Professional Development	Friday, March 20, 2009
Spring Recess	Monday, March 23, 2009 - Friday, March 27, 2009
Parent/Teacher/SEP Conference	April 1, 2009
Non-Student Day	Monday, April 13, 2009
Mid-Term Progress Report	Friday, April 24, 2008
Core CRT	April 27, 2008
Emergency Make-up Day	Friday, May 22, 2009
Memorial Day	Memorial Day
End of Fourth Grading Period	Friday, May 29, 2009

Master Schedule for Instruction (Secondary and Elementary)

K-8: Students will complete coursework in as many as 6 courses per day, including core coursework in Language Arts/English, Mathematics, Science, History, Art and Music. Core courses each require 45-60 minutes of work per day, except Language Arts/English which requires 60-120 minutes per day. Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. Also, school work hours can vary daily if allowed by state requirements. "Daily class time" includes reading, writing, guided practice, independent practice, review, application, and hands-on experiences such as experiments, creating artwork, and listening to and performing music. It also includes time for assignments and assessments. Elementary students will spend approximately 15-25% of their day online while middle school students will spend approximately 20-30% of their day online. Students also have coursework that is offline including reading, math exercises, and hands-on science, art and music activities, and physical education.

9-12: Students will complete coursework in 5-6 courses per day, including core coursework in English, Mathematics, Science, and History. Students are encouraged to take foreign language and electives (see complete High School course list in **Attachment 8**). Students have the option to work at any time during the day. Students also have the option of varying the amount of time

they spend daily on lessons for a particular course based upon their individual capability. Also, school work hours can vary daily if allowed by state requirements. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory. All core courses require 45-60 minutes of work per day, except English, which requires 75-90 minutes per day. AP courses require 60-90 minutes of work per day. "Daily class time" includes reading, guided practice, independent practice, and hands-on experiences such as labs or online explorations. It also often includes some time to begin working on teacher-graded assignments, though students are expected to complete some reading assignments and other graded assignments on their own. Study /review time is also built into strategic points in the curriculum, but students are expected to study on their own as well. Approximately 70-75% of the high school student's time is spent online. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory activities.

Special Education

UVA will provide a free appropriate public education (FAPE) required under the IDEA 2004. K¹² Utah will provide all special education programming as set forth by IDEA 2004 and Utah State Board of Education Special Education regulations. Following is an explanation of how this is accomplished in all K¹² LEA state-wide schools currently serving over 1,300 special education students in virtual school programs in 15 states.

General Information:

- For UVA, the classroom setting (least restrictive environment) is the home learning environment.
- A Special Education Manager would be employed to oversee all aspects of the special education program to ensure compliancy to IDEA 2004 and Utah special education regulations. This Manager will possess all the necessary supervisory licensure as required for this special education administrative position.
- High quality special education teachers will be employed whose class loads would be in accordance with state regulations.
- Related service providers, school psychologists, and other personnel necessary for the evaluation, transition planning, or service delivery to the special needs student would be contracted with as needed. As a state-wide school, providers would be state-wide as well in order to meet the needs of all special needs students within their geographic location. Transportation would be provided as a related service, as needed.

The UVA Special Education Manager and K¹² National Director of Special Education will ensure that all administrative and instructional staff are provided with professional development about IDEA 2004 and all state guidance as it relates to special education issues including the administration of 504 plans. Policies and procedures in compliance with Utah State Board of Education Special Education regulations that meet state requirements regarding the administration of special education programs and services to students and will actively seek clarification and guidance from the state agency to ensure compliancy as necessary.

Professional development will be provided to all school staff on a monthly basis by the Special Education Manager on topics related to special education including child find, specific disabilities, service delivery, IDEA, scientific research-based interventions, 504 plans, working collaboratively with special educators, early intervening services, case conference committee responsibilities, responsiveness to intervention, Student Support Team, IEP development and implementation, procedural safeguards, and other relevant topics.

Highly qualified teachers will be employed including special education teachers. In addition speech-language pathologists and other necessary related service providers including school psychologists will be employed as needed to meet the needs identified on students' IEPs. A Special Education Manager will provide oversight for all special education programs and personnel. All personnel will meet the requirements of the state agency's licensure requirements. A bank of potential candidates will be kept current and continual recruitment will be employed in order to ensure adequate staffing in the event UVA's special education population increases during the school year.

Guidelines of the state education agency will be adhered to in respect to student teacher ratios for all special education students. The caseload will be determined by the maximum caseload for self-contained/resource combined option in Table A of the Utah State Board of Education Rules.

All students with disabilities will be provided with a free appropriate public education as defined by IDEA 2004 and state guidance with the IEP providing the documentation of service provision. It is critical to note that in the virtual school setting, the home setting is the regular education classroom for all students. It is always the goal to provide an education program for all students with disabilities in the least restrictive environment. Any supplemental programs and assistive technology determined as necessary by the IEP team would be provided to the student. All students with disabilities would be fully included, regardless of placement on the continuum of services, in all school outings and functions with their age appropriate peers. In addition, all students with disabilities would have access to the general education grade level curriculum or other adapted curriculum that is aligned to appropriate age/grade level state academic achievement standards. Students with disabilities would be fully included in all state academic achievement testing and provided any accommodations at testing that are guaranteed by the student's IEP.

Specially designed instruction at UVA can be provided to the special education student face to face, as determined by the IEP team, at a location geographically convenient for the student. In addition, virtual service delivery can be provided using web-conferencing tools, such as *Elluminate*, which allow for real-time instruction and assessment for small groups of special needs students or an individual student. In addition, phone conferencing and email allow for student/teacher interaction.

Before providing special education services and programs to identified students with disabilities, UVA shall convene the IEP team which will include the UVA Special Education Manager who is qualified to supervise and provide specially designed instruction, is knowledgeable about the general education curriculum and the availability of resources, and possesses personal knowledge about the personnel and options for placement available to provide special education

and related services to the student. In addition, the IEP team will include the general education teacher of the student, parent, student (if appropriate), special education teacher, a member familiar with the tests and other assessments performed on or by the student and who can interpret the results of such tests, and any appropriate related service providers. If the IEP includes transition services or the discussion of needed transition services, the student and a representative of a participating agency will attend. The IEP conference will be held at a time and location convenient to the parents. All team members will be provided with a copy of the completed IEP. The IEP will be implemented immediately upon completion of the IEP conference.

The IEP conference will be conducted within the one year timeline. All reevaluations will be conducted within the three year timeline and will include the administration of appropriate assessments as determined by the regulations specified in I.G. Categorical Criteria and Tests of the Utah State Board of Education special education regulations. The Special Education Manager for UVA would be responsible for monitoring timelines in order to ensure compliancy with all special education processes including the annual IEP team meeting, initial evaluations, re-evaluations, and due process requests. The Special Education Manager would be responsible for sending notice for the meeting to all participants, including the parents. The meeting notice will be sent in order to assure the parent will be able to attend. The parents schedule will determine the meeting in order to assure all parents attend all IEP conferences. The conference would be scheduled at a time and location convenient for the parents to attend.

Child find is a high priority of UVA. The enrollment application, conference call with a placement counselor, and conference call with a general education teacher would all provide a query for the parent to indicate a student with special education needs. In addition, a careful review of previous school records by the Special Education Manager would be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability. In addition, general education teachers would be provided professional development prior to the start of school on their child find responsibilities within the classroom including possible indicators of special needs related to achievement and behaviors. Since UVA would be enrolling students from across the state, posting and public notification within the district concerning the process for screening and the availability of special services and programs of instruction for students with disabilities would be on the school website in addition to being sent via electronic and/or US postal service mail to all enrolled families. All student files will be requested upon enrollment including all special education records which will be reviewed by the Special Education Manager. All special education files will be kept in a secure file cabinet and will be accessed by approved individuals who will sign to view and review the files. Upon transfer to another school, all special education and general education files will be transferred upon request of the parent/receiving school district.

Should a student be suspected of having a disability and the regular education interventions and programs have not been successful, the student will be referred to the Special Education Manager and an appropriate initial evaluation will be conducted. A parent may also request an evaluation. All referrals will be compiled by the Special Education Manager who will be responsible for sending prior written notice, obtaining written parental consent for testing, and ensuring that the evaluation is completed and a conference is held to discuss the results of the

evaluation within 60 days. All assessment instruments used will be not discriminate on the basis of race or culture, will be administered in the child's native language, will include a variety of tools and strategies to gather relevant, functional, and developmental information about the student including information provided by the parent and information related to enabling the student to be involved in and make progress in the general education curriculum. All standardized tests used will be conducted by a qualified school psychologist and will be instruments that have been validated for the purpose for which they are used and administered and will be assessed and will be comprehensive enough to identify all of the student's special education and related services needs regardless of the suspected disability category. As a statewide school all assessments will conducted at a location convenient to the parent and student.

K¹² placement test scores in reading/language arts and mathematics would provide universal screening for all enrolling students and may indicate students who may be identified as a student with a disability or who are in need of additional support to address academic weaknesses. In addition, the general education student's progress and mastery of curriculum, work samples, and "real-time" virtual assessment would provide the general education teacher with information that may indicate a special needs student. Finally, face to face contact at outings would allow teachers to conduct diagnostic assessments if necessary based on student progress, performance, and/or work samples.

UVA will supply a documented process for identifying "at-risk" students. A Student Support Team consisting of at least one general education teacher, one special education teacher or Special Education Manager, and other administrators and/or related service personnel would meet weekly with parents of students who have been identified by the parent and/or classroom teacher as struggling in academic or behavioral areas. Early intervening services would be built on a three tier model of intervention following a "responsiveness to intervention" framework in order to support students within general education and provide data for students who may be referred for an initial evaluation due to suspected special education needs. Scientific research-based interventions would be used and data would be collected to determine the effectiveness of the interventions.

Special needs students would be supported by their regular education teacher in the least restrictive environment in addition to receiving the supportive services of a special education teacher. The student's IEP would determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, would be located within the geographical vicinity of the student. These related services may be provided through contracts with the student's resident school district or a private agency. The special education teacher would provide specially designed instruction through virtual contact which may include phone conferencing, email, and direct "real-time" virtual interaction using *Elluminate*, a web-conferencing tool. With *Elluminate* the special education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using *Elluminate*. If determined by the case conference committee at the IEP meeting, the special education teacher may also travel to the student in order to provide direct face to face support. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If

necessary, transportation would be provided to accommodate the special needs of the student as determined by the IEP team.

UVA shall ensure that each student with a disability is placed in the least restrict environment. Due to the ability of the student to access the general education curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The continuum of placement options is detailed below:

Full inclusion with services provided within the general education classroom:

For UVA the home environment is the general education classroom. Students may receive accommodations and assistive technology support within the general education classroom as determined by their IEP and coordinated by the general and special education teacher. The general education teacher would conference with the student and parent on a schedule determined by the IEP team. This conference would allow the general education teacher to support the student's IEP goals through instruction, provision of strategies, accommodations, and modifications to assignments as needed for the student to access and make progress in the general education curriculum. The special education teacher would also conference with the student and parent on a schedule determined by the IEP team. This conference would allow the special education teacher to support IEP goals by supporting the student's instruction through specially designed instruction to allow the student to access and make progress in the general education curriculum. The general education and special education teacher would also conference weekly to discuss the progress of the student in the general education curriculum, progress toward the attainment of IEP goals, and strategies to be implemented within the general education classroom (the home) for the following week's lessons. General and special education teachers may also support the student and parent through the use of real-time web-based tools to deliver real-time instruction. Students may also receive a related service within the regular education classroom, e.g. speech therapy provided by a licensed speech therapist delivered using a virtual web delivery tool.

Full inclusion with related services provided outside the general education classroom:

Students requiring a related service, e.g. speech, may receive this service outside the general education classroom, which is the home for all students attending UVA. This would occur through face to face contact in a small group or individual therapy setting at location geographically convenient for the parent/student. These related services would be contracted for with outside providers through public or private agencies.

Special education services provided outside the general education classroom: Students may receive specially designed instruction outside the general education classroom by a highly qualified special education teacher. This face to face contact would occur at times determined by the IEP team at a location convenient for the parent and student. This may be the student's home or a public meeting facility such as a community center or library.

Transportation would be provided for the student as determined by the IEP team.

UVA would enroll all categories of special needs students and provide all related services, assistive technology, and specialized instruction as determined by the IEP team in order to ensure the student has access to, participates in, and makes progress in the general education curriculum. K¹² schools are currently serving students with a wide variety of special needs spanning high and low incidence disabilities. Vision impaired students, while low incidence, are successfully served using assistive technology devices including screen readers for the on-line component of their academic work, mobility training as a related service, and books on tape. As a school of choice all special education students may enroll. Parents are provided with detailed information on how services can be delivered in the virtual school setting. The support and participation of the parent(s) in a virtual school is a critical component for all students and is especially critical for the parent(s) of the special needs student. UVA would provide multiple opportunities for parent training related to a specific student's needs in order to support the parent and student.

The virtual program promotes a high level of parental involvement. The IEP team includes the parent and the parent is a key member in the development of the IEP. Parents participate in the IEP conference according to their preference, either at a face to face meeting at a location convenient for the parent or through a phone conference.

The notice sent by UVA to meeting participants, including the parents, would include written notice of the purpose, date, time and location of the IEP meeting and a list of persons who would attend the meeting. The parents would be informed that they may invite persons who have knowledge or special expertise regarding the pupil. If transition issues would be discussed, notice of the meeting would be given to the pupil and the parent would be informed of the fact that the pupil would be invited to the meeting. A statement of parental rights/procedural safeguards would be given with the meeting notice.

The UVA IEP team would include the UVA Special Education Manager who is qualified to supervise and provide specially designed instruction, knowledgeable about the general education curriculum and the availability of resources, and possessing personal knowledge about the personnel and options for placement available to provide special education and related services to the student. In addition, the general education teacher of the student, parent, student (if appropriate), special education teacher, a member familiar with the tests and other assessments performed on or by the student and who can interpret the results of such tests, and any appropriate related service providers would attend. If the IEP included transition services or the discussion of needed transition services, the student and a representative of a participating agency would attend.

Special needs students are provided with assistive technology and technological support as determined by the IEP team. This may include a wide variety of options including text to speech software, speech to text software, and screen readers as a few examples. Any and all supports including related service personnel would be provided in order to ensure that all special needs students' individual learning and behavioral needs were met.

While technology is not an appropriate vehicle for educating students with all kinds of disabilities, it can be a powerful tool in providing individualized, self-paced learning in a flexible

and stress-free environment for many students with disabilities. We are excited about developing a strong support network and rich educational program for our special-needs students.

Section II – Admission

After the Utah State Charter School Board grants a written charter to the Utah Virtual Academy, UVA will begin to enroll students who meet state age and residency requirements. It is expected that the enrollment period could begin in the early spring of 2008 and continue through the summer of 2008. After the enrollment period, if the number of applicants does not exceed the space available based on the targeted enrollment stated in the charter, families will be notified by UVA to confirm their intent to enroll and complete the enrollment process in time to start school on August 26, 2008. They must submit all required documentation, including placement test information, before enrollment is approved. Teachers administer placement tests on line, and there is also a face-to-face interview, and a review of each student's history on previous tests.

Students will be enrolled on a first-come, first-served basis. Based on enrollments in other statewide virtual academies managed by K¹² and the fact that there are already approximately 1,000 students enrolled in four virtual K¹² programs operated by Alpine, Davis, Iron, and Washington districts as well as a program planned for Uintah district in the fall of 2007, it is expected that the Utah Virtual Academy will enroll more than 500 students in 2008-2009 if there is no cap on enrollment. UVA chose to use the projected enrollment of 500 in this application because it is a conservative estimate for budgeting and planning purposes. In the event that a lottery is required, that is, if applications do exceed space available at the end of the enrollment period, UVA will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held as needed to fill open seats. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

By Utah statute (53A-1a-508(2)(b)(i)), if the number of applications exceeds the capacity of the program, UVA may give preference to:

- a student of a parent who has actively participated in the development of the school;
- siblings of students presently enrolled in the school;
- a student of a parent who is employed by the school;
- students articulating between charter schools offering similar programs that are governed by the same governing body; and
- and students articulating between charter schools pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of Utah Virtual Academy, that space will be given to the next person on the list at that grade level.

After the first year, during the enrollment process, preference will be given to siblings of students currently enrolled. If one sibling is selected, all others will be enrolled.

Discipline Procedures: Special Education Students

A change of placement for a special education student will occur if the removal is for more than 10 consecutive school days and/or the student has a series of removals that are a pattern due to the length of the removal, the total amount of time the student is removed and the time in between removals.

If a student is removed for 10 school days or less in a school year services need not be provided to the student with a disability if services are not provided to students without a disability who have been removed for 10 school days or less. If a student with a disability has been removed from the student's current placement for more than 10 school days in the same school year, services will be provided to the student to the extent possible so that the student may appropriately progress in the general education curriculum and advance toward the attainment of IEP goals. These services will be provided in the student's home or at a location determined to be appropriate for the student and providers such as the school office or other public facility. The decision for the extent of the provision of these services will be determined by school personnel to include school administrators, special education manager, and the child's special education teacher.

A student with a disability may be removed to an interim alternative educational setting for the same amount of time that a student without a disability would be removed, but for not more than 45 days if the student carries a weapon to school or a school function, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function. The interim educational setting will be determined by the IEP team.

Within 10 business days after first removing a student for more than 10 school days in a school year, the IEP team will meet to review and modify, as necessary, the functional behavior and intervention plan. If a functional behavioral assessment and behavioral intervention plan has not been completed for the student, the IEP team will meet to develop such an assessment plan. As soon as possible after the development of the assessment plan and the completion of the assessments required by the plan, the IEP team will meet to develop appropriate behavioral interventions to address the behaviors identified by the assessment.

A hearing officer under IDEA-B may order a change in the placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 calendar days if the hearing officer, in an expedited due process hearing determines that the LEA has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, considers the appropriateness of the student's current placement, considers whether the LEA has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services, and determines that the interim alternative educational setting is proposed by school personnel who have consulted with the student's special education teacher and meet the requirements of Utah State Board of Education Special Education Rule V.I.

Any interim setting must enable the student to continue to progress in the general education curriculum even though it is another setting. The student must continue to receive services and modification as specified by the IEP that will enable the student to meet the goals described in the IEP. Services and modifications that will address the behavior identified by the functional behavior assessment will be provided so the behavior does not recur.

All manifestation determination guidelines will be followed if a student is removed or there exists the possibility of being removed for weapons violations, drug violations, or any behavior that may result in injury to the student or to others or another behavior that violates any rules that apply to all students which could result in a change of placement for the student. A review by the IEP team will occur no later than 10 school days after the date on which the decision to remove the student. This review will include the relationship between the student's disability and the behavior subject to the disciplinary action. The manifestation review will follow all the guidelines as outlined by Utah State Board of Education Special Education Rule V.K. and V.L.

Section 12 – Procedures to Review Complaints

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

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

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

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the UVA governing body. The UVA governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. UVA has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Complaints of Parents of Students Served Under Section 504 or IDEA

A parent may file a complaint stating that UVA has violated a requirement of Part B of the IDEA or Utah State Board of Education Special Education rules and should include the facts upon which the statement is based. UVA will resolve the complaint within 30 days unless exceptional circumstances exist and then an extension of not more than 10 days will be granted. During this time frame UVA will carry out an independent on-site investigation, give the complainant the opportunity to submit additional information about the allegations, review all relevant information and make a determination as to whether the LEA is violating a requirement of Part B of the IDEA or of Utah special education rules, issue a written decision to the complainant (copying the State Director of Special Education) that contains findings of facts and conclusions and the reasons for UVA's final decisions, determine implementation steps for the decision, inform the complainant of the right to appeal the decision, and ensure that the full LEA and SEA complaint resolution will total no more than 60 days.

Parents have the right to request a hearing and UVA will ensure that the parent is informed of the model USOE request form to guide them in this process. UVA will, upon receipt of a written request for a hearing, inform the parents of any free or low-cost legal services, as well as other services relevant to mediation or a due process hearing, inform the parents of the availability of mediation, and notify the State Director of Special Education of the request for the hearing. UVA will ensure that procedures for mediation are established and implemented to allow parties to resolve the disputes through the mediation process which will be available whenever a due process hearing or an expedited due process hearing is requested. These procedures will ensure

the mediation process is voluntary and not used to deny a parent's right to a due process hearing or any other rights under IDEA Part B and is conducted by a qualified and impartial mediator who is trained in effective mediation techniques, will be scheduled in a timely manner and held at a location convenient to the parents, result in a written mediation agreement signed by both parties, and abide by the determination that all decisions reached will be confidential between the parties.

Section 13 – Opportunities for Parental Involvement

Expectations and Opportunities for Parental Involvement

Direct parental and community member involvement is fundamental to the success of UVA—though it is voluntary. Parents and community members can hold a direct leadership position and influence the management of the school by serving on the UVA Board of Trustees. The Board will set policy and provide oversight on UVA academic, extracurricular, finance, personnel, operations, and legal matters. As required by R277-470-9, the UVA Board will have at least one elected parent representative chosen by and from parents of students currently attending UVA to serve on a rotating basis as a voting member of the Board. Additional parents of students currently attending UVA will constitute a minimum of 25% of the Board. There are already two parents on the Board whose children will probably apply to enroll in UVA in 2008. Additional parents and community members will be sought who represent a diversity of expertise and interests.

Parents who are not members of the Board of Trustees will be actively encouraged to attend Board and other UVA meetings and to participate on ad-hoc committees appointed to address specific issues. In the ramp-up phase of the school, ad-hoc committees will allow the Head of School and Board to develop strong ties among school staff, community members, and families before creating permanent standing committees when the school reaches capacity.

Parents can also participate in the *Parent Advisory Group*. The Parent Advisory Group is parent-driven and is recognized as the official voice of UVA parents. The group serves as a direct communication link between UVA families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to school administration. The Board will appoint the officers of the Parent Advisory Group in the first year the school is open. Thereafter, the Parent Advisory Group will elect its own officers each year. A designee of the Parent Advisory Group (as determined by an election of the parents) will serve each year on the UVA Board as the elected parent representative required by Administrative Rule R277-470(9).

UVA will offer an extensive network of communication tools designed to connect parents and children to both the school community and to each other. The academy will involve parents and community members in its state-wide virtual community through support phone calls, email, face-to-face gatherings and meetings, a website, community discussion board, parent training workshops, and special events. The virtual school model places great importance on the parent or other responsible adult's role on the teaching team and the expectation that they will contribute significantly to the successful operation of the school in that role. The teachers and administrators of the school will communicate regularly with parents and students, knitting the community together with bulletins, teaching tips, school events, and more. Teachers may initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. We expect parents to be proactive: to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community. For instance, parents may serve as mentors to new families and families that are struggling with technology complications or curriculum problems.

UVA will also publish a website which will have a moderated UVA online community discussion board to facilitate a constructive and interactive communication process. We expect parents to volunteer their time and effort on behalf of the school – and to suggest, help organize, and participate in field trips, other educational outings, and social events.

Parents will help us to continuously evaluate the operation and governance of the school both online and offline. UVA will survey parents online twice each year to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, *Online School System*, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other UVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at UVA.

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

Parent Training

Parental involvement in the operation of UVA will be enhanced by the fact that the school will be educating not only students but its parents as well. Throughout the academic school year, parent education sessions will take place at both physical locations as well as via their own interactive synchronous group sessions using the web conferencing platform *lluminate Live!* (using audio feed and interactive whiteboard), over the phone, and by email. Parents will be trained on the K¹² instructional system and will be exposed to its content-rich curriculum. Parents will be taught how to be effective instructional coaches, under the guidance of qualified and certificated teachers. Parents may learn how to use computers for the first time and will become expert email and Internet users. Examples of workshop topics include how to manage multiple children in the Utah Virtual Academy program, why certain courses are built the way they are, reading strategies, writing skills, Algebra I, needs of English Language Learners, and middle school student behavior. Teachers are available to provide training to the individual parent as needed.

Section 14: Educator Qualifications

The UVA Board of Trustees will assume ultimate responsibility for all of the operations and the budget of the academy. The Board of Trustees will be responsible for monitoring K¹²'s performance under and in compliance with the terms of the services agreement for educational, administrative, and technology services related to the operation of UVA which is subject to further negotiation. The Board of Trustees will also arrange for a third-party evaluation of K¹² Utah's performance as well as the academic and operational performance of the academy.

K¹² Utah will employ the administrative staff necessary to provide the educational products and services as agreed to by K¹² Utah and UVA in the services agreement such as the Head of School (HOS) and other potential positions such as the Operations/Business Manager, Special Education Manager, Technology Manager, and Administrative Assistant/Registrar. K¹² Utah will have the responsibility and authority for determining staffing levels necessary to carry out its obligations to the Board as agreed in the services agreement.

UVA administrative staff will manage the academy, handling all day-to-day academic, operational, and management issues. They will be certified administrators with leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The UVA administrative staff will be structured based on the academy's education program and projected enrollment.

Unless otherwise agreed in writing by K¹² Utah and UVA, UVA teachers will be employees of the academy.

Administrative Staff

K¹² will employ, as appropriate, and determine the employment terms for academy administrative staff such as Head of School, Operations/Business Manager, Special Education Manager, Technology Manager, and Administrative Assistant. The UVA administrative staff will manage the academy and handle day-to-day academic and operational issues. The administrative staff will assist in the development of policies concerning educational and operational issues of the academy for the UVA Board of Trustees consideration and adoption, but the Board of Trustees itself will retain ultimate responsibility for the adoption of academy policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

UVA administrative staff will be certified administrators with leadership experience as academy principals or school district leaders. They are expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The administrative staff will be structured based on the academy's education program and projected enrollment.

Prior to opening in the fall of 2008, the process to advertise for, select and employ administrators for the academy will begin in the fall of 2007 and continue into the summer of 2008 as necessary. Academy administrators will be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, and in local media throughout Utah. Resumes will be reviewed and sorted.

Reference checks and background checks will be completed on each candidate including educational, DMV, criminal history, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation. As authorized by the services between UVA and K¹² Utah, academy administrators will be hired by K¹² Utah. Compensation levels (salary and benefits) for Utah Virtual Academy administrative staff will be competitive with starting local salary and benefits. Employment agreements will be signed. Benefits will be secured. As administrative vacancies occur during the school year, the same recruitment, selection, and employment techniques will be used.

Teacher Selection Process

Prior to opening in the fall of 2008, the process to advertise for, select and employ instructional staff for the academy will begin in the spring and continue into the summer of 2008. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, and in local media throughout Utah. UVA administrators will also attend job fairs and set up recruiting sites to inform teachers about the academy and interview them. An effective method of recruitment is through the word of mouth of current teachers. As teachers see their former colleagues grow and enjoy the virtual environment, they too want to jump on board! The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher candidates will be interviewed by the Head of School. To ensure certification compliance, reference checks and background checks will be completed on each candidate including educational, DMV, criminal history, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation.

Teachers will be hired by the UVA Charter School. Benefits will be secured. Compensation levels (salary and benefits) for Utah Virtual Academy administrative staff will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- a. Ability to work from home
- b. Removal of pressure of classroom management from instructional duties
- c. Significant adult contact
- d. Exposure to a rich and rigorous curriculum
- e. Family involvement in education
- f. Additional economic benefits such as a subsidized high-speed internet connection and unlimited long distance calling

The costs of providing the technology, instructional materials, and an online service provider is much greater as compared to brick and mortar schooling and so teacher costs and other costs must be carefully managed. An attractive incentive plan allows teachers to increase compensation through bonuses for meeting performance metrics, stipends for ad hoc work, and working days beyond the contractual obligation (summer work).

Teacher Qualifications

The UVA Board of Trustees will hire teachers for UVA who are experienced educators and highly qualified as defined by the No Child Left Behind Act of 2001 as outlined in R277-510. UVA hiring policies will govern the hiring of teachers. They will have a Bachelor's or higher degree, holding an appropriate license with areas of concentration and endorsements as outlined in R277-520(3). Teachers will be highly qualified as outlined in R277-510. Each teacher will also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include regular and special education teachers at the elementary, middle, and high school levels.

Paraprofessional Qualifications

UVA will only hire paraprofessionals for programs supported by Title I funds that meet the qualifications outlined in R277-524.

Criminal Background Checks

Reference checks and background checks will be completed on every employee including educational, DMV, criminal history, personal references, and certifications.

Section 15 – Administrative Services

A menu of services to be provided by K12 Utah L.L.C. has been drafted for consideration by the UVA Board of Trustees when it is formed. A copy of that draft is provided for information:

Draft Proposed K12 Utah L.L.C Services for and on behalf of the Utah Virtual Academy

The list of services below provides an indication of the nature and type of services that K12 Utah L.L.C. is prepared to provide to the Academy. K12 Utah L.L.C. and the Academy will work together to see that the services provided fit with the particular priorities and needs of the Academy and that the services are adapted over time to conform with the changing issues and needs of the Academy.

Start-up

- Assist the committee with the development of the Academy's charter application
- Work with the committee to develop a proposed budget for the charter application
- Present and defend the Academy's charter application with the committee before the Sponsor at public hearings

Human Resources

- Prepare and place advertisements for administration, teacher, and staff recruiting
- Organize recruiting sites for teaching staff interviews
- Review and sort resumes
- Assemble interview team
- Conduct interviewing (including second- and third-round, if necessary)
- Correspond with applicants regarding the status of their applications
- Check references / certification / background checks of finalists
- Prepare employment agreements for teachers on behalf of the governing body
- Negotiate and secure benefits for health, retirement, etc. for teachers on the Academy's behalf

Financial

- Provide financial services in accordance with Utah statutes and regulations
- Assist in establishing a line of credit for the Academy's day-to-day operations on the Academy's behalf
- Hire and train the Business Manager
- Set up third-party accounting software
- Load the Academy's chart of accounts according to Utah guidelines
- Prepare annual budget for adoption by the governing body
- Perform accounting services for the Academy
- Prepare and file any tax exempt filing that is necessary or desirable

- Manage employee benefits for the Academy
- Assist with the administration of federal entitlement programs (e.g., Title I, IDEA)
- Develop fundraising and revenue enhancements on behalf of the Academy
- Provide recommendations concerning Academy insurance to the governing body

Legal

- Review organizational documents of the Academy and assist administration in upkeep of minutes book
- Review contracts and agreements, as needed, on behalf of the Academy
- Review policies and operations, as needed, on behalf of the Academy
- Monitor and assist in litigation that involves the Academy, if any
- Work with local counsel to the governing body, if any, on legal matters affecting or of the Academy

Facility

- Research and identify a location for the Academy's administrative space
- Negotiate a lease for the Academy's administrative facility on the Academy's behalf
- Arrange for the remodeling of space for office and training needs, as needed, on the Academy's behalf
- Arrange for the wiring of the space for network on the Academy's behalf
- Arrange for the set-up of the network on the Academy's behalf
- Arrange for the installation of PBX phone system on the Academy's behalf

Administration

- Hire Head of School and other administrators, as needed
- Draft and propose policies and procedures for the Academy
- Assist with creating a filing system
- Enter student data into the Academy's student information system and generate administrative reports
- Plan, arrange, and lead school orientation sessions
- Arrange contracts with school districts, education services centers, and professional service providers for special education and other support services on the Academy's behalf as needed
- Manage day-to-day operations with families, students, teachers, governing body, press, vendors, contractors, districts, education service centers, etc.
- Oversee compliance with the Academy's policies and procedures, subject to governing body oversight
- Report to the governing body all significant developments in the Academy
- Manage budgets, personnel, and human resources issues
- Develop strategic plan for school development (including year-end transitions and addition of new grades) in consultation with the governing body
- Work with families to improve the quality of the Educational Program
- Prepare the Academy to meet reporting and audit requirements
- Prepare the Academy for the accreditation process
- Represent the Academy at conferences, Open Houses, and other meetings
- Work with school staff to create, design, and arrange for the publication

- and dissemination the Academy's annual report
- Arrange for and attend meetings with individuals and groups interested in the Academy
- Develop community outreach strategy and connect with local organizations (e.g., YMCA's, Boys & Girls Clubs)
- Work regularly with the administration to develop human resources policies, bonus plans, and strategic plans for staffing, development, and growth
- Participate in the charter renewal process with the governing body, as needed

Admissions, Enrollment, and Pupil Recruitment

- Create, design, and publish the Academy's applications and enrollment packages and make them available on the Academy-specific web site for download
- Answer enrollment questions from potential families (phone, mail, and e-mail) and assist the Academy in managing the enrollment process, including the processing of paperwork, data entry, and training and security in the process
- Send out letters or notices to families apprising them of their status in the Academy's enrollment process, in conjunction with the Academy's administration
- Work with the Academy to conduct a random lottery, by grade, if there are more applicants than slots available
- Assist with public relations for the Academy and its Open Houses and other events via mail, e-mail, newspapers, magazines, journals, radio, television, community forums, town hall meetings, and other forms of communication and outreach on the Academy's behalf
- Assist with the drafting and distribution of Academy press releases
- Schedule, organize, and ship all materials to, and participate in Open Houses for families on the Academy's behalf
- Assist the Academy staff in other aspects of the admissions and enrollment process

Family Services

- Field and respond to incoming calls, letters, faxes, and e-mails about the Academy, its curriculum, the application/enrollment process, instructional materials, etc.
- Pass along questions and concerns to the administration and work with them in resolving issues
- Conduct focus groups, surveys, interviews, observation sessions, and/or user testing on the online school program to obtain feedback on how to improve the program
- Create "feedback buttons" on lessons so that students, parents, and teachers may send in lesson comments and suggestions; respond to suggestions and implement improvements
- Assist the Academy with setting up school outings and events throughout the year
- Assist with setting up and implementing special education policies, procedures, and services for children with special needs
- Conduct exit interviews for those who disenroll in order to learn more about how to improve the program for families

Logistics

- Arrange for the negotiation, selection, contracting, distribution, tracking, leasing, refurbishing, reclaiming (as necessary), and storing of computers and printers for

- families, administrators, and teachers
- Arrange for the negotiation, selection, contracting, rollout, and reimbursement process (as needed) for Internet Service Provider service for administrators and teachers on the Academy's behalf
- Arrange for the negotiation, selection, contracting, distribution, tracking, refurbishing, reclaiming (as necessary), and storing of instructional materials for students, administrators, and teachers on the Academy's behalf
- Create, design, and deliver virtual school binders to Academy teachers and administrators
- Set up and disseminate K12 Utah L.L.C. login and password accounts to students, teachers, and administrators and manage changes to those accounts

Teacher Training and Professional Development

- Produce, design, and disseminate a teacher training manual to all the Academy's teachers, and an administrator manual for all the Academy's administrators, as needed
- Design and deliver comprehensive teacher training on the Academy's curriculum, technological systems, policies and procedures, and more
- Complete and mail a parent manual and/or student handbook which includes a starting kit for logging onto the system
- Design and deliver orientation sessions with the school administration, including curriculum, technological systems, policies and procedures, and more
- Support teachers as they connect with families via email and phone in the days leading up to launch and throughout the school year
- Work with the Academy's administration to address the continuing professional development needs of the staff
- Organize and deliver national teacher training available to Academy teachers. Travel and expenses to be borne by the Academy.

Marketing and Design Team

- Design and revise the content and the look and feel of the Academy-specific web site
- Design teacher, administrator, and student recruitment ads
- Design school recruitment materials
- Design school letterhead, cards, and logos
- Design school application and enrollment forms
- Design and code teacher web pages, school calendars, threaded discussion groups, message board, and other community-building aspects of the Academy-specific web site
- Test and ensure the quality and functionality of each web page and link on the Academy-specific web site
- Proof the quality of all new images and text for the Academy-specific web site
- Test and ensure the security of all password-protected sections of the K12 Utah L.L.C. web site

Business Development

- Identify and source all curriculum and assessment materials necessary for the Educational Program
- Identify the requirements and software to meet the computing needs of the Academy's students, teachers, and administrators

- Negotiate a distribution agreement with the Academy's school supply vendors on the Academy's behalf
- Negotiate a distribution agreement with the Academy's curriculum providers on the Academy's behalf
- Negotiate agreements with the Academy's professional service providers and testing centers for proctored examinations on the Academy's behalf

Technology

- Develop, design, publish, and maintain the Academy-specific interactive web site
- Negotiate a contract for and supervise the construction and installation of the Academy's internal computer and telephone network on the Academy's behalf
- Negotiate contracts with software vendors and office set-up vendors on the Academy's behalf
- Support teachers and customer care associates in answering technology-related questions from students, parents, teachers, and administrators
- Hire and train a high-tech "Swat Team" to answer computer- and technology-related questions during the beginning of the school year
- Install software to generate "ghost" computer configurations for teachers, administrators, and students
- Research, study, and select a Web-based student information system to handle student records, grades, attendance, registration, enrollment, health, and other necessary information
- Set up and maintain student information and accounting systems
- Provide electronic security of student records (through the use of encryption, firewalls, etc.
- Research, study, and select a web-filtering device to restrict student access to inappropriate materials on the Internet
- Prepare for, supervise, and implement all system roll-overs at the end of each academic year
- Work with the Academy's Business Manager to send invoices to the appropriate state, local, and federal entities and contractors
- Assist with local, state, and federal reporting requirements
- Prepare the Academy for attendance and other audits
- Attend administrative training sessions on the web-based student information system to stay current with new plug-ins, fixes, and functionality
- Design and implement inventory management systems with the Academy's distribution and hardware vendors, as well as recycling programs, as needed
- Support and design the Academy's accounting system as it connects with all other systems
- Develop community tools on the Academy-specific web site (including threaded discussions, message board, password protection, moderation functionality, etc.)
- Determine hardware configurations (including software and operating systems) for the Academy's technology needs
- Conduct teacher and administrator training in all the Academy's technology systems
- Support the Academy's administration in troubleshooting system errors

Project Management

- Oversee changes to the Academy-specific web site to maintain quality assurance and make sure that there are not "version control" problems
- Coordinate security, creative, and content issues pertaining to the Academy-specific web site
- Coordinate web hosting contracts and relationships with vendors, as needed, on the Academy's behalf
- Handle troubleshooting issues for the Academy-specific web site and send issues to the appropriate person or division for resolution

Budget

The UVA budget (see Attachment 1) supports the administrative services listed above.

Educational Products and Services Agreement (Memorandum of Understanding)

The UVA Board will negotiate an educational products and services agreement with K¹² Utah which will be executed upon approval of the charter by the Utah State Office of Education.

Job Descriptions

Head of School

The Head of School (HOS) will be responsible for managing the school's day-to-day operations. The HOS will be the principal administrator for the school, and will be guided by the policies defined by the Board of Trustees. The HOS will be the key role model for the school and will be the example to follow in upholding school values and standards at all times.

Responsibilities include:

- Chief liaison to the Board of Trustees
- Provision of policy recommendations to the Board
- Responsible for developing and implementing UVA Mission, Vision, Strategic Planning
- Oversees academic and operational aspects of school including curriculum, assessment, instruction, special education, student data, technology and staff development.
- Provision of policy recommendations to the Board of Trustees
- Oversight of school finances
- Spokesperson for the UVA
- Supervision of school personnel reporting to the Board of Trustees
- Creates a school culture of achievement
- Nurtures a strong relationship among UVA staff, families, students, and the Board

Desired Qualifications: Valid Utah teacher's license with an administrative endorsement; or a Master's degree in school administration, public administration or business

administration; or a baccalaureate degree with at least five years of experience in administration. School administration experience. Experience with school boards. Experience with local, state, and federal laws and reporting. Great organizational and time management skills. Flexible schedule. Proficient in MS Excel, MS Word, and Outlook. Experienced with Internet. Experience using a student information system or other database. Strong written and verbal communication skills.

Operations/Business Manager

The responsibilities and qualifications for this position are:

- Reports to the Head of School
- Is responsible for day-to-day operational affairs of the school, including budget, bookkeeping, record keeping, cash collections and disbursements, vendor contracting, security, legal matters, and other non-academic matters.

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

Section 16 – Library Plan

UVA's Links to Research

Conventional brick-and-mortar libraries in schools and facilities for the general public are now moving to a mode where they are not so much collections of paper books as they are centers of "connectivity" to authoritative online sources of texts, data, and research. Because of UVA's virtual model, we are ahead of this development, and many of the research links students need are built into our courses. Guiding principles for how to do such research—the kind one traditionally gets from the personnel of a brick-and-mortar library—are also built into our curricula. In short, when one considers the direction in which brick-and-mortar libraries are headed, it's fair to say that the UVA model is already there and thereby meets the Northwest Association of Accredited Schools' library goals.

K¹²'s LMS currently includes thousands of hyperlinks to educational resources that supplement instruction and enhance student learning and are equally accessible to all students. These external websites are reviewed for content and aligned with K¹²'s lessons for specific learning objectives. Students are warned through a pop-up window when they are accessing a hyperlink that takes them to a website that is external from K¹²'s OLS. Examples of external websites linked to the OLS include: NASA, Discovery Channel, National Geographic, Government websites, Fun Brain and many more. In addition, K¹²'s OLS includes a help section that provides students with direct access to an online encyclopedia at no extra cost (i.e. Grolier's Encyclopedia).

UVA will be evaluated favorably using the Northwest Association of Accredited Schools *Distance Education Standards for Accreditation* rubric for Library Information Services, namely that:

- a wide range of materials, technologies, or other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning;
- the library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies; and
- policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Northwest Association of Accredited Schools Accreditation

UVA will seek dual accreditation: from the Northwest Association of Accredited Schools and the Commission on International and Trans-Regional Accreditation (CITA). Virtual schools using K¹² curriculum have received accreditation from a variety of qualified accrediting organizations across the country including the Northwest Association of Accredited Schools (Idaho Virtual Academy) and the Western Association of Schools and Colleges (California Virtual Academies).

CITA accredits over 30,000 schools in more than 100 countries.

The following organizations are part of the CITA Alliance:

- Middle States Association of Colleges and Schools (MSA)
- Commission on Elementary Schools (MSA-CES)
- North Central Association of Colleges and Schools (NCA)
- Commission on Accreditation and School Improvement (NCA-CASI)
- Southern Association of Colleges and Schools (SACS)
- Council on Accreditation and School Improvement (SACS-CASI)
- Western Association of Schools and Colleges (WASC)
- Accrediting Commission for Schools (ACS-WASC)
- National Council for Private School Accreditation (NCPSA)
- Council on Occupational Education (COE)

For schools and providers that wish to earn accreditation from more than one accreditor, CITA provides opportunities for dual accreditation using established agreements where one process meets the requirements of more than one accreditor. The member commissions may have some additional requirements for coaccreditation.

Section 17 – Terms and Conditions of Employment

Fair employment practices begin with the initial screening and hiring of employees. The school will use a standard interviewing process, panel of interviewers, and set of questions to allow candidates an equal opportunity to present themselves and their experience. During the interview process, candidates are informed of the pay schedule and performance pay plan available to them. The metrics that are used to judge performance are described to the candidates so that they are aware of expectations set forth by the school.

Equal Employment Opportunity Policy

UVA and K¹² Utah L.L.C. will provide equal employment opportunities to all employees and applicants without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer related or HIV/AIDS related) or sexual orientation in accordance with applicable federal, state and local laws. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) requires an employer to provide reasonable accommodations for individuals with disabilities, unless it would cause undue hardship. A reasonable accommodation is any change in the work environment or in the way a job is performed that enables a person with a disability to enjoy equal employment opportunities.

UVA and K¹² Utah L.L.C. employees requiring an accommodation must inform their supervisor that there is a need for an adjustment or change at work for a reason related to a medical condition. UVA and K¹² Utah L.L.C. will respond promptly and to the best of our ability to accommodate the needs of all employees.

Employment-At-Will

All employment at UVA is “at-will,” as governed by the laws of the State of Utah. Either party has the right to terminate the relationship at any time for any reason, with or without notice. UVA and K¹² Utah L.L.C. also retain their discretion to make all other decisions concerning employees, including such items as demotions, transfers, job responsibilities, increases or reductions in salary, bonuses, other compensation, or any other decision by management with or without cause or notice.

No UVA or K¹² Utah L.L.C. representative is authorized to modify this policy for any employee or enter into any agreement, verbal or written, contrary to this policy, except that the President or CEO of K¹² Utah L.L.C. or the President of the UVA Board, as appropriate, may do so in a written contract signed by both parties. This policy may not be modified by any statements

contained in other UVA or K¹² Utah L.L.C. policies or any other employee handbooks, employment application, employment agreement (other than provided above), UVA or K¹² Utah L.L.C. recruiting materials, memorandums, or other materials provided to applicants and/or employees in connection with their employment. Nothing in UVA or K¹² Utah L.L.C.'s policies is intended to create a contract of any sort on the part of UVA or K¹² Utah L.L.C., or any of its employees, officers, directors, or agents, for employment in other than an at-will status.

Termination of Employment

Whether a termination is voluntary or involuntary, supervisors must bear in mind that each termination may involve consideration of unique facts or circumstances. All termination decisions should, therefore, be made in a manner consistent with applicable federal, state and local laws, and only after approval of one level of management above the supervisor recommending the termination, and a Human Resources Director.

UVA and K¹² Utah L.L.C. may choose to terminate an employment relationship for any reason or no reason, with or without cause or notice. When appropriate, UVA and K¹² Utah L.L.C. may consider a development plan or other appropriate action prior to terminating an employee. However, UVA and K¹² Utah L.L.C. have the right to terminate an employee without using one or any of these methods.

While UVA and K¹² Utah L.L.C. have the right to terminate an employee for any or no reason, they specifically reserve the right to terminate an employee immediately when they have a basis for believing that the employee has engaged in conduct that they consider serious and unacceptable. Employees whose employment terminates due to lack of work or who otherwise lose their job due to no fault of their own may be eligible for unemployment compensation, subject to applicable state unemployment laws. It is the responsibility of the terminated employee to file his or her unemployment compensation claim.

Prior to taking any action regarding termination by UVA and K¹² Utah L.L.C., the supervisor must first consult with the appropriate Human Resources Department to assess the circumstances, appropriateness, risk, seriousness, and effect on the school. Either the Human Resources Department or senior management must approve any employee termination.

Anti-Harassment Policy

It is the policy of UVA and K¹² Utah L.L.C. to maintain a working environment which encourages mutual respect, promotes respectful and congenial relationships between employees and is free from all forms of harassment of any employee or applicant for employment by anyone, including supervisors, co-workers, vendors, or customers. Harassment in any manner or form is expressly prohibited and will not be tolerated by UVA and K¹² Utah L.L.C. Accordingly, UVA and K¹² Utah L.L.C. are committed to vigorously enforcing this policy against harassment, including but not limited to sexual harassment, at all levels within the school.

All reported or suspected occurrences of harassment will be promptly and thoroughly investigated. Where harassment is determined to have occurred, UVA and/or K¹² Utah L.L.C. will immediately take appropriate disciplinary action, including written warnings and possible suspension, transfer and/or termination.

UVA and K¹² Utah L.L.C. will not permit or condone any acts of retaliation against anyone who files harassment complaints or cooperates in the investigation of the same.

1. The term "harassment" includes but is not limited to unwelcome slurs, jokes, verbal, graphic or physical conduct relating to an individual's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer related or HIV/AIDS related) or sexual orientation.
2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:
 - a. Submission to such conduct is an explicit or implicit term or condition of employment.
 - b. Employment decisions are based on an employee's submission to or rejection of such conduct; or,
 - c. Such conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.
3. The term "harassment" may also include conduct of employees, supervisors, vendors and/or customers who engage in verbally or physically harassing behavior which has the potential for humiliating or embarrassing an employee UVA or K¹² Utah L.L.C.

Section 13 Employee Evaluation

Administrative Staff Evaluation

The UVA Board will meet with the lead UVA administrative staff (e.g., Head of School, Director of Operations/Business Manager, and Special Education Manager) at least once per month. During these meetings, the Board will receive status reports on progress in all aspects of the school's operations including meeting the terms of the UVA charter, budget, disciplinary actions, and indicators of student achievement. The Board of Trustees will monitor and evaluate progress in reaching school and student goals and the effectiveness of administrators.

K¹² Utah and Utah Virtual Academy, as appropriate, will negotiate the terms and conditions of initial employment contracts with administrator and teacher employees based on the individual's education and experience relevant to the virtual school environment. Experience with technology and customer service skills are also important factors. The terms of subsequent contracts will be based on measurable performance, as well as length of service. Performance pay and evaluation systems will be transparent and measurable.

Teacher Evaluation

The UVA Board, in consultation with and involvement of elected representatives of the teachers or their designees, will develop a policy for objective evaluations in narrative form. It will be a policy defining optimal performance and a system for measuring it on a periodic basis throughout the school year. It will be a policy discussed at new staff orientations and reviewed during the year for all staff. It will help all staff learn what is expected of them and conversely provides for administrators to learn what the staff expects of them. Upon hire, teachers are also provided a mentor or lead teacher to aide in their training. These individuals do not hold evaluative positions and in turn are available to provide new teachers with needed support.

Our virtual academy program strives to attract, retain, and support high quality teachers. To that end, we have created a draft of a standard teacher evaluation system to guide our recruiting, hiring, and training methods. As the role of the virtual academy teacher requires innovative skills and non-traditional methods, so too does the evaluation method. Our goals are three-fold:

- To improve the quality of teaching in the virtual academy
- To recognize and reward quality teaching in the virtual academy
- To ensure a high level of teaching performance in the virtual academy

A system of evaluation which has worked well in other virtual academies is that formative evaluations of teachers are conducted at least twice a year by administrative certified personnel including the Head of School and Director of Operations/Business Manager. Teachers are evaluated based on four domains:

Planning and Preparation

Demonstrating Knowledge of K¹² Curriculum Content
 Demonstrating Knowledge of State Standards
 Demonstrating Knowledge of Students and Parents
 Demonstrating Knowledge of Resources
 Selecting Instructional Progress Goals

Instruction and Student Achievement

Communicating Clearly and Accurately
 Providing Feedback to Students and Parents
 Demonstrating Flexibility and Responsiveness
 Reflecting on Teaching
 Student Achievement

Virtual Classroom Environment

Creating an Environment of Respect and Rapport
 Managing Virtual Classroom Procedures
 Organizing Physical and Virtual Space
 Demonstrating Knowledge of Technology

Professional Responsibilities

Communicating with Students and Parents
 Contributing to Virtual Academy Community
 Growing and Developing Professionally
 Showing Professionalism

Specifically, teachers' performance will be measured in the following areas:

- Attending and actively participating in regularly scheduled Professional Development
- Submission of accurate and timely student reports (documents including progress reports, report cards, etc)
- Setting, measuring and attaining individual student goals (individualizing the program for students)
- Student Progress and Attendance (measured through state achievement test scores and attendance rates)
- Parent Satisfaction (measured through surveys)
- Student Retention
- Maintaining Additional Professional Requirements (i.e. CPR certification, State Certification, NCLB HQ certification)

Teachers are rated as Unsatisfactory, Basic, Commendable, or Distinguished in these domains and recommendations for improvement are discussed. At that time, renewal or non-renewal of a teacher contract is determined. Special Education teachers' evaluations also include a focus on issues related to special education compliancy issues.

A draft implementation calendar outlines the steps in the evaluation process:

Steps in Process	Proposed Date '08-'09
1. Administration to communicate process and standard form to teachers.	August Orientation week
2. Hold evaluators' Alignment Training.*	First: By Dec 14 Second: By Apr 11
3. Supervisor completes observations.* <ul style="list-style-type: none"> • Conference calls • Email samples • Home visit (optional) • Outings (optional) 	By Apr 30
4. Supervisor completes data review process.* <ul style="list-style-type: none"> • Student achievement results • Re-enrollment statistics • Parent satisfaction surveys • K¹² curriculum mastery report • Teacher metrics report • Teacher self-evaluation 	May 5- May 16
5. Teacher completes and submits his/her column of the Teacher Evaluation Form.*	May 5- May 16
6. Administrator completes draft of his/her section of teacher evaluation form.	May 5-May 16
7. HOS reviews draft evaluation form and signs off on final merged version of teacher evaluation form.	May 19- May 23
8. Administrator and Teacher meet for teacher evaluation conference; final forms signed and dated. (Lead Teacher included, if applicable.)	May 27- Jun 9
9. Distribute completed evaluation form to teacher for preview.	1-2 days before scheduled conference
10. Forms filed (electronically and hard-copy) as part of teacher's permanent record.	Upon completion of the teacher evaluation conference.

* Details below.

The following paragraphs provide further details and recommendations relevant to Steps 2-5 in the Implementation Calendar.

Step 2: Evaluators' Alignment Training

Different evaluators often have different interpretations of particular areas of teacher performance. To ensure consistency and fairness, we recommend that all administrators who will have a role in teacher evaluations participate in an evaluators' alignment training. The individuals will work as a team to complete a practice evaluation using actual teachers whose performance is well known to each member of the group. It is recommended that the group choose to discuss several different teachers who model the various qualities of the evaluation rubric.

Step 3: Complete Observations

Conference calls: It is recommended that one parent-teacher conference call per semester be held on a three-way conference line so the administrator can observe the teacher's interaction with the parent as well as his/her interaction with the student, if appropriate. Parental permission will be required.

Face to face conferences: Administrators may choose to observe the teacher's routine and organizational space by observing the teacher for one hour in face to face conferences

Synchronous Instruction: During the school year administrators gather information on the frequency, quality and duration of teacher synchronous instruction using web conferencing platforms such as Elluminate.

Email: Because email communication is a vital part of the virtual teacher's role, administrators are encouraged to review random samples of the correspondence sent to parents. The Tech Specialist, who is backing up the teacher's Outlook files regularly, should gather samples. Administrators should focus on grammar, content, and tone of the teacher's email communication.

Outings (optional): Administrators may choose to observe the teacher's scheduled outing to observe student/teacher interaction and planning.

Step 4: Complete Data Review Process

Data	What Is It?	Who's Responsible	Availability of the Information
Parent satisfaction surveys	Web survey released in fall and spring to all virtual academy families	K ¹² Usability Team	<ul style="list-style-type: none"> Fall semester: Results in by Nov. 15 Spring semester: Results in by Mar. 30
K ¹² curriculum mastery report	Assessment of teacher's curriculum knowledge will be assessed through completion of teacher goals and specialization planning.	K ¹² Curriculum and Training personnel	TBD, depending on version of assessment.

Teacher Year-End Metrics	Statistical report documenting information such as retention/re-enrollments, outings, marketing efforts, etc	Administrator Teacher	Maintained throughout the year
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Supplemental Evaluation Techniques

Other evaluation techniques to be considered are:

- Teacher goal-setting at the beginning of the year
- Portfolio system
- Videotaping
- Mid-year review, particularly to provide early attention and support to teachers who are having performance issues

Step 5: Complete Teacher Evaluation

Teachers will complete portions of the Teacher Evaluation Form to include an opportunity for self-evaluation. The Administrator will then evaluate the teacher in the same areas and makes a final recommendation regarding the next step – renewal of a contract.

When the completed evaluation is presented to the Teacher, a meeting should occur to discuss the results of the evaluation. Both parties should sign and date the document. At this time, it is recommended that discussion revolve around not only individual performance for the current year, but goal setting for next year if appropriate.

K¹² Utah and UVA will employ growth plans and intervention plans to assist struggling UVA teachers. These plans would have measurable goals for teachers to achieve to change their intervention status. Terminations would be approved by the UVA Board of Trustees.

The UVA Board of Trustees will negotiate the terms and conditions of initial employment contracts with teacher and K¹² with administrator employees based on the individual's education and experience relevant to the virtual school environment. Experience with technology and customer service skills are also important factors. The terms of subsequent contracts will be based on measurable performance, as well as length of service. Performance pay and evaluation systems will be transparent and measurable.

Section 19 – Employment of Relatives

UVA will permit the employment of qualified relatives of employees so long as such employment does not, in the opinion of UVA, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. UVA will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood or marriage are permitted to work in the school provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which UVA believes an inherent conflict of interest may exist.

This policy applies to all categories of employment at UVA, including regular, temporary and part-time classifications.

Section 20 - Insurance

UVA will carry all insurance coverage required by the State of Utah as described in the letter* and written estimate of the cost of obtaining this insurance prepared by Arthur J. Gallagher Risk Management Services (see **Attachment 9**). The estimate for this insurance is between \$10,000 and \$30,000 subject to underwriting approval of exposures. This amount has been included in UVA's budgeted expenses (see **Attachment 1**). UVA assures that it will acquire, before opening date and annually thereafter, a certificate of insurance, thereby maintaining a certificate of insurance at all times.

*Please note:

(1) The required Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law are covered under the Employment Practices Liability Policy.

(2) The Treasurer's Bond is included in the Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds.

Section 21 - Assurances Attachment H

Please see Attachment H.

**Section 22 – Waivers for State Board of Education Rules
(Attachment B)**

Because UVA will not be requiring a formal school facility, UVA is asking for a waiver from the following Utah statutes and Utah State Board of Education Rules:

(1) 53A-1a-507(9). Requirements for charter schools.

(9) Beginning on July 1, 2007, a charter school shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract.

(2) R392-200 Design, Construction, Operation, Sanitation, and Safety of Schools

Since the Utah Virtual Academy will only have an administrative facility which will be occupied by administrative staff, the school is requesting a waiver from the requirements of this rule which apply to school buildings occupied by students, teachers and administrators.

(3) Any rules requiring that property acquisition and construction be accomplished by a particular date.

Section 23 Additional Information/Letters of Support

Please see **Attachment 12**.

Section 4 - Utah State Retirement

Utah Virtual Academy has elected not to participate in the Utah State Retirement System. UVA is currently evaluating several retirement plan options and intends to offer a 401(k), 403(b), or similar plan. The plan selected will be competitive with the retirement plans of local public schools with the goals of helping to attract and retain good teachers. The proposed Planning and Year 1, Year 2 and Year 3 Operational Budgets (see **Attachment E**) include retirement benefits for all UVA employees during those years.

ATTACHMENTS

- 1. Planning and Year 1, Year 2 and Year 3 Operational Budgets (Attachment E)**
- 2. Minutes of UVA Board Meeting of May 29, 2007, approving May 24, 2007 Minutes re: Purchasing Policies and Procedures)**
- 3. Background Information Sheets (Attachments F)**
- 4. Resumes (Attachment G)**
- 5. Articles of Incorporation**
- 6. Grades K-8 Courses**
- 7. Grades K-8 Lesson Plans**
- 8. Grades 9-12 Master Course List**
- 9. Insurer Letter**
- 10. Assurances (Attachment H)**
- 11. Waivers for State Board of Education Rules (Attachment I)**
- 12. Letters of Support**
- 13. K¹² Curriculum Alignments and Scope and Sequences (separate CDs)**

		Planning Period		FY 2008-2009		FY 2009-2010		FY 2010-2011	
		#	\$	#	\$	#	\$	#	\$
REVENUE									
State Funding									
Federal & State Projects									
Private Grants & Donations									
Loans									
Other									
TOTAL REVENUE			2,582,785		2,582,785		2,582,785		2,582,785
EXPENSES									
Instruction									
Salaries									
Head of School	1	55,500		1	55,500	1	55,500	1	55,500
Business Administrator	0	41,800		1	41,800	1	41,800	1	41,800
Teachers - Regular Ed	2	34,850		8.5	34,850	8.5	34,850	8.5	34,850
Teachers - Special Ed	1	36,800		2	36,800	2	36,800	2	36,800
Employer Retirement Contributions									
Employee Benefits									
Employee Bonuses									
Teacher Training									
Continuum									
Student Materials									
Field Trips/Extracurricular Programs									
Testing									
Administration									
Administrative Services									
Administrative Supplies									
Education Computer Equipment									
Board Development Training									
Travel									
Technology Training									
Operations									
Technology Services									
Student Computer Usage									
ISP Reimbursement									
Supplies									
Insurance									
Utilities									
Rent									
Communication									
Commodities									
Printing & Reproduction									
Freight/Delivery/Postage									
Maintenance & Repairs									
Furniture & Equipment									
Loan/Lease Payments									
Support									
Auditing									
Banking									
Board of Trustees									
Consulting									
Legal Fees									
Marketing									
Contingency Fund									
Miscellaneous									
TOTAL EXPENSES			2,776,442		2,776,442		2,776,442		2,776,442
Fee Reduction by K12									
BALANCE			173,677		173,677		173,677		173,677
			\$0		\$0		\$0		\$0

For K12 Agreement school year eligible credits if available to pay in the subsequent 2 school years

CHARTER SCHOOL WORKSHEET

FY 2008-2009

*****PROJECTION ONLY*****

School Name

UTAH VIRTUAL ACADEMY

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	50.0	0.55	27.5
Estimated ADM (1-3)	150.0	0.9	135
Estimated ADM (4-6)	150.0	0.9	135
Estimated ADM (7-8)	100.0	0.99	99
Estimated ADM (9-12)	50.0	1.2	60
Special Ed Pre-School	0.0		
Special Ed ADM (K)	5.0		
Special Ed ADM (1-12)	45.0		
Special Ed (Self-Contained)	0.0		
Number of Teachers (K-6)	7.0		
Number of Teachers (7-12)	3.5		
WPU Value	\$2,589		
Prior Year Teacher FTE (CACTUS)	10.5		
Prior Year WPUs	456.5		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	456.5000	\$ 1,182,070
Professional Staff	0.03800	17.3470	44,919
Restricted Basic School			
Special Ed-Add-on	1.0000	47.7500	123,645
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		96,750
Total WPU Programs		521.5970	\$ 1,447,384
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 249,360
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE \$78 per total prior year WPUs; OR If new, \$78 X C35 or current WPUs		9,912 - 34,694 -
Local Discretionary Block Grant	\$41		18,717
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		10,043 -
Special Populations			
At Risk Regular Program	\$6 per total prior year WPUs; OR if new, \$6 X C35 or current WPUs		2,739 -
Gifted and Talented	\$4 per K-12 WPU		1,828
Other			
School Land Trust Program	\$39 per student		-
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student		8,874 600
Charter Administrative Costs	\$42 per low income student \$62 per student		- 31,000
Local Replacement Dollars	Average \$1,021 per student		567,000
Total Non-WPU			\$ 934,564
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) \$310 or \$235 per teacher (7-12) ²	7 3.5	1,995 823
ADM costs (ongoing & one-time)	\$393	500	196,500
Library Books and Resources	\$3 per student	500	1,500
Total One Time			\$ 200,818
ESTIMATED Total All State Funding			\$ 2,582,765
¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-17-07

**CHARTER SCHOOL WORKSHEET
FY 2009-2010 (Projection Only)**

126

Attachment 1

School Name

UTAH VIRTUAL ACADEMY

Average Daily Membership

Rating Factor WPU Generated

Estimated ADM (K)	50.0	0.55	27.5
Estimated ADM (1-3)	150.0	0.9	135
Estimated ADM (4-6)	150.0	0.9	135
Estimated ADM (7-8)	100.0	0.99	99
Estimated ADM (9-12)	50.0	1.2	60
Special Ed Pre-School	0.0		
Special Ed ADM (K)	5.0		
Special Ed ADM (1-12)	45.0		
Special Ed (Self-Contained)	0.0		
Number of Teachers (K-6)	7.0		
Number of Teachers (7-12)	3.5		
WPU Value	\$2,589		
Prior Year Teacher FTE (CACTUS)	10.5		
Prior Year WPUs	466.5		
ELL Students	0		
Low Income Students-prior yea	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	466.5000	\$ 1,182,070
Professional Staff	0.03800	17.3470	44,919
Restricted Basic School			
Special Ed-Add-on	1.0000	47.7500	123,645
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		96,750
Total WPU Programs		521.5970	\$ 1,447,384
Non-WPU Programs			
Related to Basic Programs			
SS & Retirement	\$ 478.07 per WPU		\$ 249,360
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE \$76 per total prior year WPUs; OR if new, \$76 X C35 or current WPUs		9,912 - 34,694 -
Local Discretionary Block Grant	\$41		18,717
Interventions-Student Success	\$22 per K-12 WPU \$90 per ELL student		10,043 -
Special Populations			
At Risk Regular Program	\$6 per total prior year WPUs; OR if new, \$6 X C35 or current WPUs		2,739 -
Gifted and Talented	\$4 per K-12 WPU		1,826
Other			
School Land Trust Program	\$39 per student		-
Reading Achievement Program	\$19 per total prior year WPUs \$3 per K-3 student \$42 per low income student		8,674 600 -
Charter Administrative Costs	\$62 per student		31,000
Local Replacement Dollars	Average \$1,021 per student		567,000
Total Non-WPU			\$ 934,564
One Time			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) ¹ \$310 or \$235 per teacher (7-12) ²	7 3.5	1,995 823
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Total One Time			\$ 200,818
ESTIMATED Total All State Funding			\$ 2,582,765
¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7667			
Updated 04-17-07			

CHARTER SCHOOL WORKSHEET
FY 2010-2011 (Projection Only)

127

Attachment 1

School Name

UTAH VIRTUAL ACADEMY

Average Daily Membership

Rating Factor WPU Generated

Estimated ADM (K)	50.0	0.55	27.5
Estimated ADM (1-3)	150.0	0.9	135
Estimated ADM (4-6)	150.0	0.9	135
Estimated ADM (7-8)	100.0	0.99	99
Estimated ADM (9-12)	50.0	1.2	60
Special Ed Pre-School	0.0		
Special Ed ADM (K)	5.0		
Special Ed ADM (1-12)	45.0		
Special Ed (Self-Contained)	0.0		
Number of Teachers (K-8)	7.0		
Number of Teachers (7-12)	3.5		
WPU Value	\$2,589		
Prior Year Teacher FTE (CACTUS)	10.5		
Prior Year WPUs	456.5		
ELL Students	0		
Low Income Students-prior yea	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	456.5000	\$ 1,182,070
Professional Staff	0.03800	17.3470	44,919
Restricted Basic School			
Special Ed-Add-on	1.0000	47.7500	123,645
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
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Related to Basic Programs			
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Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE \$76 per total prior year WPUs; OR if new, \$76 X C35 or current WPUs		9,912 - 34,694 -
Local Discretionary Block Grant	\$41		18,717
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Other			
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¹ Steps one through three get \$360; steps four or higher get \$285			
² Steps one through three get \$310; steps four or higher get \$235			
Questions: Call Cathy Dudley @ 538-7867			
Updated 04-17-07			

Attachment 2**Minutes for UVA Board Meeting for May 22, 2007****BOARD MEMBERS IN ATTENDANCE:**

- Teresa Alldredge, President (Academic Chair)
- Kim Smith, Secretary
- Lori Harmon
- Lilian Dyer
- Ken Anderson
- Bryan Quick (left early)

NEW MEMBERS/VISITORS:

potential – Craig Johnson (not present)

MEMBER INFORMATION UPDATE:

none

ITEMS OF BUSINESS:

- Teresa called this meeting to order.
- Teresa called for a motion to accept the minutes from last meeting (see below).
- Background information/affidavit and resumes to be submitted before the 29th of May.
- Teresa made a list of the questions involving the charter application (below).
- Question from last week: Can a member of the board be a director over the pilot program?
- We need 8 or 9 teachers to start (including special ed). K12 to do hiring according to application.
- Is the pilot program mentioned in the proposal? No.
- Add a new board member before application is submitted. Kary to contact Craig Johnson.
- Teresa calls for a motion on proceeding with the application to a vote.
- Board discusses concerns about K12 application.

QUESTIONS about K12 application draft for Kary: Kary answers via phone conversation.

- Q: What about the said fees for background checks? A: No need for now.
- Q: (Control) UVA board members have concern about K12 intentions with control. K12 sending a contract between UVA and k12? A: UVA will have control to fire K12 only; but K12 wants the responsibility over all of the other issues relating to the charter school structure.
- Q: In that case, what happens to the UVA charter school if k12 was fired? A: we develop another program.
- Q: What about the pilot program? A: This is threatening to K12, and they will not allow it in the proposal.
- Q: How would we fund a separate pilot? A: Good question. (no real answer)
- Q: Is K12 losing money doing this? Shouldn't they purpose a budget for approval? It is illegal for a charter board NOT to be in control of the money. A: UVA would be in control of the money, but we would need to allocate it to them. They would manage the money.
- Q: Ultimate enrollment: What is our estimated growth? Is 1250 a threat to the board? Start at 500, then maybe increase to 750 for 2nd year, and then as funds allow and demands require. A: No problem. The board should be fine with the 1250. They won't deny an application on that basis.
- Q: Admission: Lottery is ambiguous. Does the lottery include just above the 500? What about sibling preference? A: Decide previously which slots are available, then conduct a

lottery; no need to restrict number per grade because we are virtual; Teresa to ask Julie about it, and also ask Laura about certification for teachers.

- Q: Curriculum: K12 doesn't mention 12th grade? A: Good question to ask K12.
- Q: How bound are we to the charter as far as K12's involvement? A: We can maintain our charter without k12 if necessary.
- Q: What do we do with teachers that have approached us about a job? A: Take applications.
- Q: How many founding members do we need? A: 5% or less of student population; does not need to be established at this point.

BOARD CONCERNS about K12 application:

- Why can't we just buy the curriculum from k12?
- K12's application is not worded in a fair manner; they should be willing to share responsibilities concerning hiring, budget, etc.
- What is UVA's obligations concerning the budget? Can funds also be allocated for emergency, etc.?
- UVA is supposed to make the application sound like it is coming from UVA perspective, but it's NOT. Isn't this deceiving to the charter board?

ACTION ITEMS (assignments):

Teresa:

- contact and ask Julie Adamic about lottery verbiage for application.
- contact and ask Laura Belnap about certification teachers need and statistics of grades levels/families.
- contact Debbie Reagan about pilot program to make sure she understands it.
- send a copy of the by-laws and Utah State charter laws to board members
- send a copy of the questions about the charter application to Kary
- read through new application draft from K12 and be prepared to discuss it by the next meeting

Bryan:

- review Charter By Laws from IVA (Idaho Virtual Academy); send suggestions to Teresa
- read through new application draft from K12 and be prepared to discuss it by the next meeting

Lori:

- read through new application draft from K12 and be prepared to discuss it by the next meeting

Lilian:

- read through new application draft from K12 and be prepared to discuss it by the next meeting

Ken: (from last meeting)

- rough draft of Fiscal Procedures and Purchasing Policies, send copy to Kary
- submit background information, notarized affidavit, and resume to Kary by Tuesday
- read through new application draft from K12 and be prepared to discuss it by the next meeting

Kim:

- read through new application draft from K12 and be prepared to discuss it by the next meeting

Kary: (most from meeting two weeks ago)

- call Craig Johnson and get him the background/affidavit/resume info.
- Education Landscape in the Community (from last week)
- Competitive Advantage (from last week)
- send budget (from last week)
- create Organizational Chart (from last week)
 - TOP: Board President (Academic Chair)
 - NEXT: Secretary, Treasurer, Technology Chair, Elected Parent, Compliance Officer
 - NEXT: School Administration, Teachers, Counselor, Special needs
- send Teresa information about By-Laws and Articles of Corporation. (from last week)
- read through new application draft from K12 and be prepared to discuss it by the next meeting

MOTIONS:

- Lori motioned to accept minutes from the last meeting; Ken 2nds, vote is unanimous in the affirmative.
- Kim motioned to accept proceeding with the application written by K12 *for this week only*; Lilian 2nds; opened for discussion; Lori calls to accept the first question; vote is 3 in the affirmative; 1 negative; and 1 abstained.

NEXT MEETING:

Teresa called for adjournment of this meeting until next meeting to be held on *May 29, 2007 at 4pm at Teresa's home.*

05-24-07

Addendum to this meeting:

In the course of the UVA board meeting held 5/24/07 (Teresa, Lori, Lilian, and Kim present), the following information is addendum to the minutes of our last meeting held on 5/22/07:

Committees assigned by Teresa Wang (and members of the board present accepted):

Official Liaison between Excel Education and K12: Teresa Wang

Marketing: Lilian Mendoza Dyer and Ken Anderson (if he accepts)

Enrollment: Lori Harmon

Content and Curriculum: Teresa Wang and Craig Johnson (if he accepts)

Policy and Compliance: Bryan Quick (if he accepts)

MOTIONS MADE:

Lori motions to ratify the Purchasing Policy for UVA; Lilian 2nds; vote is unanimous in the affirmative.

NEXT MEETINGS:

The UVA board will still plan to meet next Tuesday (5/29/07) at 4:00 p.m., AND ALSO next Wednesday (5/30/07) at 4pm at the home of Teresa Wang.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Lori Harmon Social Sec. No. 280-04-8825
 Address 6139 E. Cumulus Cir Salt Lake City UT 84118
 Street City State

Phone 801-955-1335 Zip 84118 Date of Birth 9-17-1970 Place of Birth Bethesda, MD

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table border="0"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO
VERIFY ANY INFORMATION PROVIDED ABOVE FOR Lori Harmon

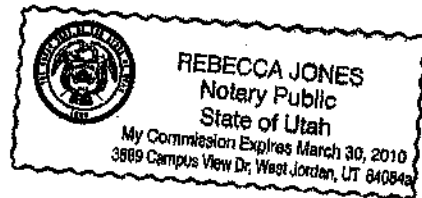
CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT
TO THE BEST OF MY KNOWLEDGE.

Lori A. Harmon

Applicant's Signature

Subscribed and sworn before me this 21 day of May Year 2007
County of Lehi State of Utah
Notary Public Rebecca Jones My Commission Expires 3-30-2010



TO BE PROVIDED BY BOARD MEMBERS**Background Information**

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Lori Herman

Role in School (list positions with school)

Parent representative + Board President

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have homeschooled for three years and used the K/12 virtual curriculum for this past year. I also run my own small business which has given me valuable experience.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I have received my bachelors degree in Political Science from Brigham Young University. Even more beneficial has been homeschooling my own children.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I believe in the K/12 virtual curriculum and have seen the benefit in using it with my own children. I have helped to draft this application and believe in the principles it stands for.

Lori Harmon

Objective

To provide my qualifications for membership on the board of Utah Virtual Academy.

Education

1988-90, Political Science Associates Degree, Ricks College
1990-94 Political Science Bachelors Degree, Brigham Young University

Work Experience

2001-07

Educational Development Corporation
Independent Supervisor Usborne Childrens Books

2003-07

Home School Teacher

Volunteer Work

2006-07 West Jordan Home School Co-op 4th Grade Science Teacher
2005-06 West Jordan Home School Co-op Preschool Teacher
2005-04 West Jordan Home School Co-op Literature Teacher
2004-05 Cub Master Boy Scouts of America
2005-07 Wolf and Bear Den Mother
2003 Committee Chairman Unit 3246
2001-03 PTA Board Fox Hills Elementary

6139 So. Cumulus Cir.
Salt Lake City, UT 84118

Phone: 801-955-1335
Cell: 801-795-5576
Email: loriubah@xmission.com

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.			
Name	<u>Lilian Mendoza Dyer</u>	Social Sec. No.	<u>529-37-5755</u>
Address	<u>1487 W 5550 S</u>	Taylorsville	Utah 84123
	Street	City	State Zip
Phone	<u>801.983.4923</u>	Date of Birth	<u>12/01/62</u>
		Place of Birth	<u>La Paz, Bolivia</u>

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
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<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO
VERIFY ANY INFORMATION PROVIDED ABOVE FOR Utah Virtual
Academy
CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT
TO THE BEST OF MY KNOWLEDGE.

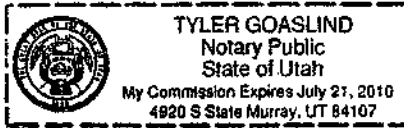
[Handwritten Signature]

Applicant's Signature

Subscribed and sworn before me this 9th day of May Year 2007.

County of SALT LAKE State of UTAH

Notary Public [Signature] My Commission Expires July 21, 2010



Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Lilian Mendoza Dyer

Role in School (list positions with school) Member of the Board + Board Secretary

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

My experience has been mainly tutoring students both at BYU and at UVSC. But also I had the opportunity to participate in setting up a computer lab, networking the computers, loading the necessary software, etc. I have seen first hand the development of academic programs using the latest in technology at the time. I am a firm believer that education could be enhanced by technology, in this case, an online charter school.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I attended the LDS Business College where I obtained an Associates Degree in Data Processing (1984). A couple of courses that are applicable here are Accounting and Business Law. Later, I graduated from Brigham Young University with a Bachelors degree in Computer Science in 1993. My most favorite subject to study has always been Math because I believe it is the base for most any career and it has certainly helped me in the study of computer programming languages.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

My personal goal is to make a difference in my kids' education so that they can reach their potential. I believe in them completely. I have been teaching them using the k12 curriculum for this school year. By being part

of the board, I could not only help my own kids but also others that could benefit from this experience. Since my native language is Spanish I could also help the Hispanic population here in Utah.

*The information and resume provided will be subject to verification by the board.

Lilian Mendoza Dyer

1487 W 5550 S
 Taylorsville, UT 84123
 Home Phone (801) 983-4923
 E-mail: lmd@pobox.com

OBJECTIVE: Contribute to the Virtual Charter School as a member of the board.

EDUCATION *Brigham Young University, Provo, UT*
 B.S., Computer Science, August 1993

L.D.S. Business College, Salt Lake City, UT
 A.A., Data Processing, May 1984

- EXPERIENCE**
- | | |
|--|-------------------------|
| <p>Website Design/Maintenance
 <i>Salt Lake Home Educators - Murray, UT</i></p> <ul style="list-style-type: none"> ▪ Creation and maintenance of web page | <p>2006-2007</p> |
| <p>Document Preparation
 <i>MultiLing - Provo, UT</i></p> <ul style="list-style-type: none"> ▪ Prepared documents for translation ▪ Trained Individuals ▪ Reviewed documents for final approval | <p>2004-2007</p> |
| <p>Private Tutor
 <i>University Partnership office- UVSC, Orem, UT</i></p> <ul style="list-style-type: none"> ▪ Helped students with projects and test preparation ▪ Programming Classes: Java, C++, Visual Basic ▪ Web Design: HTML, Dreamweaver, Fireworks ▪ Math: Applied Calculus, Trigonometry | <p>2001-2004</p> |
| <p>Programmer
 <i>Programming Dept. - INSURQUOTE, Provo, UT</i></p> <ul style="list-style-type: none"> ▪ Programmed comparative rating software in Pascal for Insurance Agents ▪ Maintained existing software ▪ Supervised three other programmers | <p>1993-1996</p> |
| <p>Teaching Assistant/Computer Support
 <i>Family History Dept. - Brigham Young University, Provo, UT</i></p> <ul style="list-style-type: none"> ▪ Coordinated set up of hardware and software ▪ Assisted students with application programs ▪ Provided technical support | <p>1991-1992</p> |
| <p>Teaching Assistant
 <i>I.A.S. Computer Lab. - Brigham Young University, Provo, UT</i></p> <ul style="list-style-type: none"> ▪ Assisted students with application programs ▪ Provided technical support | <p>1990-1991</p> |

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR THE UTAH VIRTUAL ACADEMY CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREBIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

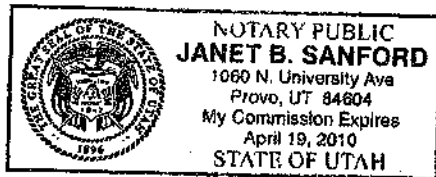


Applicant's Signature

Subscribed and sworn before me this 21 day of May, 2007.
County of Utah State of Utah.

Notary Public Janet Sanford

My Commission Expires 4-19-2010



Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.

Ken Anderson

Treasurer, Board of Trustees

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Employment

Guam Department of Education, Simon Sanchez High School, Yigo 1990-99
Instructor: Japanese & English, Advanced Placement/Honors
Ocean Adventures, Cocos Island scuba operator 1989-90
Marketing Director and Instructor: Japanese introductory beach dives
Provo School District, Timpview High School 1987-88
Instructor: English and Geography

Corporate

Commonwealth Capital, Inc. - Founder & Chairman of the Board
(travel services corporation)
Pacific Rim Resources, Inc. - Founder, Corporate Secretary, Board
(metallic waste recycling company) [through 2004]
Kingfisheries - CFO, Controller, Director of Sales, Board
(tuna fish jerky manufactory) [through 2001]
Trans Asia Shipping - CFO, Controller, Board
(shipping agent) [through 2000]
Fantasy Cove - Founder, Development Director, Corporate Secretary, Board
(entertainment facility & dinner show) [through 1997]

Self-Employment

BottomLine (financial and administrative services) 1987-present
Micronesia TravelPlex (unique-travel promoter) 1990-present
Shimomura Schools (language & culture education) 1989-2006
Grey Havens (Saipan real estate & business consultant) 1992-2006
Serkul Marketing (specialty products wholesaler) 1985-2005
Guam Real Estate Agent 1991-2005

While teaching at Simon A. Sanchez High School, I implemented much of the curriculum I had developed privately for the Japanese I program there. Our Japanese I program quickly gained a

reputation among the five public and seven private high schools on Guam as a leader in innovation and technology.

I developed a revolutionary, new self-paced curriculum for Japanese II. This program was one of the top programs in the nation for Japanese teaching.

I was a significant participant in the implementation of the island-wide Language Fair at the University of Guam for all secondary language students. In support of that annual competition, I expanded and improved the Sanchez language fair into a six-week event famous for its depth and intensity of student participation, training, and testing.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Bachelor's degree in Secondary Education, Idaho State University, 1987 (Japanese & English).
Advanced studies at ISU, BYU & UOG.

Served on seven boards for non-profit organizations.

1991-92 I took classes in, received training for, and was part of a select group of five English Department teachers who set up the Advanced Placement & Honors English program at Simon A. Sanchez High School in Yigo, Guam (grades 10-12). Subsequently, I continuously taught a section of the 12th grade AP/Honors class.

Other significant postgraduate studies involved administrative and developmental courses, and following that study I served for six years as Chair of the newly created and developed Modern Languages Department at SSSHS.

I have been the founder and co-founder of two non-profit educational associations on Guam, The Pacific Institute of Language and Culture & Japan Club Sponsors' Association). I have also served on the board and as an officer of a third such organization, Japan Language Teachers Association of Guam. These institutions have been for the last two decades at the forefront of promoting and organizing educational endeavors on Guam, particularly the teaching of the Japanese language and culture. PILC has been the premier organization for training students to go on school trips and exchanges in Japan. I have been a director and leader of 19 student trips to Japan (both land and cruise), and of over 30 exchange programs on Guam. These organizations have sent Guam students of Japanese to five national competitions in Washington.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I would like to see Utah enjoy the educational benefits of the latest technological and methodological advances in the field. I am committed to seeing that goal realized through organization of this charter school.

Résumé

Ken Anderson

Corporate

Commonwealth Capital, Inc. - Founder & Chairman of the Board
(travel services corporation)

Pacific Rim Resources, Inc. - Founder, Corporate Secretary, Board
(metallic waste recycling company) [through 2004]

Kingfisheries - CFO, Controller, Director of Sales, Board
(tuna fish jerky manufactory) [through 2001]

Trans Asia Shipping - CFO, Controller, Board
(shipping agent) [through 2000]

Fantasy Cove - Founder, Development Director, Corporate Secretary, Board
(entertainment facility & dinner show) [through 1997]

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Shimomura Schools (language & culture education) 1989-2006

Grey Havens (Saipan real estate & business consultant) 1992-2006

Serkul Marketing (specialty products wholesaler) 1985-2005

Guam Real Estate Agent 1991-2005

Community

Pacific Institute of Language and Culture (nonprofit educational association)
Founder, Chairman of the Board, President 1999-present

Japan Club Sponsors' Association (nonprofit educational association)
Founder, Chairman of the Board 1992-1999

Villa Rosario Condominium Homeowners' Association
President 1995-97; Accountant 1997-98

Employment

Guam Department of Education, Simon Sanchez High School, Yigo 1990-99
Instructor: Japanese & English, Advanced Placement/Honors

Ocean Adventures, Cocos Island scuba operator 1989-90
Marketing Director and Instructor: Japanese introductory beach dives

Provo School District, Timpview High School 1987-88
Instructor: English and Geography

Education

Idaho State University, bachelor's, Secondary Education (Japanese & English)

University of Guam, ISU, BYU, postgraduate studies (Education & Business)

importance of opportunities that an education can give to one, and the diversity of individual ideas that can all contribute to and increase the quality of education of every individual.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

My role and intent is to help establish a quality alternative to individuals who would otherwise educate their children in a less organized and qualified manner. My intent is to ensure that the goals for quality educational opportunities is maintained and that priorities are kept within the initial plan and intent of the school.

*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Bryan L. Quick Social Sec. No. 529-25-3010
Address (w) 9615 S. 700 E. Sandy, UT 84070

Street _____ City _____ State _____ Zip _____
Phone (w) 571-5515 Date of Birth 12-30-71 Place of Birth Salt Lake City

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO [X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden	

<p>name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table data-bbox="272 556 1006 661"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(16) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						

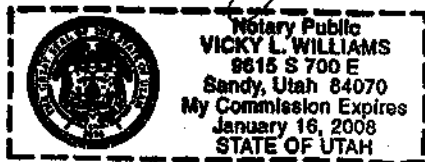
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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Utah Virtual Academy CHARTER SCHOOL (UVA).

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Handwritten Signature] May 22, 2007
Applicant's Signature

Subscribed and sworn before me this 22 day of May Year 2007.
County of Salt Lake State of Utah
Notary Public Vicky L. Williams My Commission Expires 1/16/2008



Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Bryan L. Quick

Role in School (list positions with school) Board Member

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Employment history in the practice of law (see Resume) provides experience working with others to whom you owe fiduciary and legal duties, working both with business and individuals. In this regard, I have not only had involvement with the rights, duties, and concerns of others, but also the operation of my own career and professional development. Additionally during law school I was employed as an employee of the Academic Support Program to provide support and tutoring to first years (and second years who were in need) to help them to adjust to and meet the rigorous requirements of law school. All of allowed me an opportunity to teach, become involved in the development and success of fellow students.

Education History:

Using as much space as necessary below, please provide information on your educational qualifications to be considered sufficiently qualified to operate a charter school.

During law school I served as the Editor-in-Chief of the law school's Law Review, which is a publication of relevant and important legal issues to the legal community. In this position, I ran a publication staff with responsibilities to meet publication dates, financial budget, raise funds, and started a new Lecture series for preeminent Constitutional Scholars to come to the school and lecture on the leading legal and educational issues of the year. This creation was done in honor of Judge Browning of the Ninth Circuit Court of Appeals who was a former member of the school's Law Review. My duties also included direct involvement with the school faculty and administration in order to meet both the bar's and the school's goals and desires for the law school. Additionally, my position required that I was an Ambassador for the school with important quests that visited for other established lecture series, symposiums, or other special events. This allowed me the opportunity to attend private parties as a representative of students and meet and converse with many judges from multiple circuit court of appeals, the former director of the F.B.I., William Bennett, a justice from the Constitutional Court of South Africa, the Chief Judge for the Navaoo Nation, as well as many congressman and senators of the United States. All of which gave me greater insight into education, the

BRYAN L. QUICK

11983 S. Bluff View Dr.

Sandy, Utah 84092

H: (801) 576-0911 W: (801) 531-7733

email: montanaquick@hotmail.com

149

EDUCATION

University of Montana School of Law, Missoula, Montana

Juris Doctor with High Honors, May 2002; Top 5% (Rank #2)

MONTANA LAW REVIEW

- Editor-in-Chief 2001-2002
- Staff 2000-2001

Scholarships and Awards:

- West Group's Outstanding Scholastic Achievement Award
- Scribes Award & Honorary Membership
- Carol Mitchell Award for Alternative Dispute Resolution
- Judge Russell E. and Mary Ruth Larison Smith Award
- Judge Lester H. Loble Scholarship
- The Allen Kendrick Smith Memorial Award
- Cali Awards for Excellence (Highest Grade in Class)

Academic Support Program Tutor

Phi Delta Phi

Publication: Bryan L. Quick, *Keystone, Inc. v. Triad Systems Corporation, Is the Montana Supreme Court Undermining the Federal Arbitration Act?* 63 MONT. L. REV. 445 (2002).

University of Utah, Salt Lake City, Utah

Bachelors of Science, 1996

PROFESSIONAL EXPERIENCE

Ivory Law Firm, P.C.

Attorney 2007-present

Full service law firm with emphasis on business law, business progression, litigation and estate planning.

Berrett & Taylor, L.C.

Attorney 2005 - 2007

Managed cases from initial filing through resolution, including various dispositive and discovery motions, mediations and settlement conferences. Cases included tort, employment, contract, construction, and insurance law.

The Honorable J. Thomas Greene, United States District Court for Utah

Law Clerk 2002-2005

Performed extensive legal research and writing, attended hearings and trials, and managed the calendar and cases for the Court. Drafted memoranda, assisted with trials before the Court, drafting orders for the Court, and consulted with the judge regarding the disposition of various motions.

Boone & Karlberg, P.C. Missoula, Montana (formerly Boone, Karlberg & Haddon)

Summer Associate and Clerk 2000-2001

Researched and drafted memoranda analyzing legal theories arising from tort, anti-trust, family law, business law, civil rights, bad faith insurance claims, and contract cases.

PROFESSIONAL AFFILIATION

Utah State Bar - #9481

Arizona State Bar - #024848

Aldon J. Anderson Inn of Court

COMMUNITY SERVICE

Previous volunteer work for American Red Cross, Ronald McDonald House, and The Poverello Center.

Boy Scouts of America leader and Eagle Scout

Youth church and sports programs

PERSONAL

Enjoy outdoor recreation, running marathons, travel, art, reading and family

Born 12-30-71, Married to Kimberly Knight Quick, sons, Payton and Mason; daughters, Whitney and Olivia

Attachment 5**Utah Virtual Academy Charter School
Articles of Incorporation****ARTICLE I: NAME**

The name of the Corporation shall be the **Utah Virtual Academy Charter School (UVA)** (hereinafter "the Corporation").

ARTICLE II: PURPOSE

The Corporation shall operate a charter school and provide such support as such a school requires. The Corporation shall have such additional powers and rights as allowed under Utah and United States law for such a corporation.

ARTICLE III: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: 6139 So. Cumulus Circle, Salt Lake City, Utah 84118 and at such other place as the Board may select by resolution or amendment. The Secretary shall note any change in office on the copy of the Articles maintained by the Secretary.

ARTICLE IV: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE V: BOARD**A. Powers.**

The Board of Trustees shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Articles. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Articles, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

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Articles of Incorporation****ARTICLE I: NAME**

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ARTICLE V: BOARD**A. Powers.**

The Board of Trustees shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Articles. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Articles, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;



7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Utah Not-for-Profit Corporation Law and the limitations noted in these Articles.

B. Number of Trustees.

The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Term of Office.
 - a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire one year after the initial next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.
 - c. The term of office of a Trustee elected to fill a vacancy in these Articles begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Articles, or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Articles or other Board action.
5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Articles, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE VI: ACTION BY THE BOARD

A. Action by the Board.

1. **Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these Articles, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

B. Standard of Care.

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Articles, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may

delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

C. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "President"), Vice President (hereinafter "Vice President"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Articles, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Articles; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, so that officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Articles, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Articles. Without limiting the generality of the foregoing, words in these Articles shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Articles are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on,

nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Articles is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Articles subject to approval by the Charter Entity and applicable Utah law.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of Utah; that the foregoing Articles of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Articles are now in full force and effect.

_____, Secretary Dated: _____

Minutes for UVA Board Meeting for May 29, 2007 held at Teresa's home

BOARD MEMBERS IN ATTENDANCE:

- Teresa Alldredge, President (Academic Chair)
- Kim Smith, Secretary
- Lori Harmon, Parent Representative
- Lilian Dyer, Parent/Community Relations
- Ken Anderson, Treasurer

NEW MEMBERS/VISITORS:

Kary Burns, invited visitor

Craig Johnson, potential member (see below)

MEMBER INFORMATION UPDATE:

Craig Johnson

(c) 801-916-2027

(h) 801-495-1035

mailing address: 327 High Berry Lane, Draper, 84020

email address: craig@metaserve.org

ITEMS OF BUSINESS:

- Teresa calls this meeting to order.
- Teresa calls for a motion to accept the minutes from last meeting (see below).
- Teresa gave parents letters of recommendation to Kary
- Bryan called with concerns about By-Laws; members of board need to ratify any changes today. Discussion below.
- Background information and resumes to be submitted today or ASAP.
- Add a new board member before application is submitted. Craig Johnson (see below)
- Complete assignments for committees assigned by Teresa (Ken, Bryan, and Craig need to accept positions). Ken mentioned two committees that were missing; Audit and Finance. Ken will head those committees instead of being on the Marketing committee. Bryan previously accepted Policy and Compliance committee chair; Teresa appoints Craig Johnson as Content and Curriculum committee chair with Teresa.

Application changes for Debby Reagan (Teresa will send to Debby):

- update date of ratification on page 28 for purchasing policy (minutes approved today)
- page 31; change minimum number on board from 7 to 5. Also mentioned on page 34.
- page 51; Uinta was NOT serviced by k12 in 2006-07.
- page 72; need high school courses list
- page 92; ethics; house bill 164 ;
- add 501 (c) 3; obtain status (section 5)

- add statement about Families And Partnership for Education (FAPE); (special ed)
- we need to own our own data (in service agreement)
- section 13; 1st paragraph, add that there are 2 parents on the board whose children attend k12

ACTION ITEMS (assignments):

Teresa:

- send Debby changes to application (see above)

By-Laws for UVA concerns and questions:

- page 2; terms of office; change it to one year after the initial...
- page 3; difference between trustee and board member – can be both
- page 4; (c) 3c; in conflict of trustee – can't receive compensation – needs to be changed
- page 7; (b)1; change word “except” to “so that”
- change at bottom from “New York” to “UVA”
- change title page at beginning to “Articles of Corporation” and take out the words “By-Laws”. Make a separate “by-laws”.

Craig:

- send ethics laws to Kary asap
- submit background information, notarized affidavit, and resume asap

Bryan:

-

Lori:

- forward k12 agreement to everyone asap.

Lilian:

- send information to board about Bror's Blog

Ken:

- Ken to create by-laws for ratification and send to Debby

Kim:

- send minutes to Teresa ASAP
- send new contact information to board members.

Kary:

•

Charter Board Presentation information:

July 18th, 2007

10:00 a.m.- noon

250 E. 500 S.

MOTIONS:

- Lori makes a motion to accept the minutes from the last meeting, including addendum to said meeting; Lilian 2nds; vote is unanimous in the affirmative.
- Ken makes a motion to accept Craig Johnson as a new board member; Lori 2nds; vote is unanimous in the affirmative.
- Ken makes a motion to change minimum number for UVA board from 7 to 5; Kim 2nds; vote is unanimous in the affirmative.
- Lori makes a motion to ratify UVA By-Laws; Lilian 2nds; vote is unanimous in the affirmative.
- Lori makes a motion to ratify UVA Articles of Incorporation; Lilian 2nds; vote is unanimous in the affirmative.
- Craig motions to adjourn; Ken 2nds; vote is unanimous in the affirmative.

NEXT MEETING:

Teresa calls for adjournment of this meeting until next scheduled meeting to be held on *May 30, 2007 at 4pm at Teresa's home*, unless a special meeting is called before that date.

Attachment 6**K12® K-8 COURSE LIST**

ELEMENTARY SCHOOL COURSES FOR NEW STUDENTS						
K	Language Arts/Phonics	Math K	Science K	History K	Art K	Preparatory Music
1	Language Arts 1/Phonics	Math 1	Science 1	History 1	Art 1	Beginning Music 1
2	Language Arts 2	Math 2	Science 2	History 2	Art 2	Beginning Music 2
3	Language Arts 3	Math 3	Science 3	History 3	Art 3	Introduction to Music
4	Language Arts 4	Math 4	Science 4	History 4	Art 4	Introduction to Music
5	Language Arts 5	Math 5	Science 5	American History Before 1865	Intermediate Art: American A	Exploring Music
MIDDLE SCHOOL COURSES FOR NEW STUDENTS						
6	Intermediate Language Arts A	Pre-Algebra A	Earth Science	American History Since 1865	Intermediate Art: American A	Music Concepts A
7	Intermediate Language Arts B	Pre-Algebra B	Life Science	Intermediate World Hist. A	Intermediate Art: B American	Music Concepts B
8	Literary Analysis and Composition	Algebra 1	Physical Science	World Hist. B	Intermediate Art: World A	Music Appreciation

Attachment 8

K12 High School Online Courses

The following catalog of courses will be available for Fall 2007. K12 is developing and sourcing courses on a regular basis. Please contact K12 Inc. for most up to date course offering at any given time. Course placement will depend on courses taken previously, results of K12 placement tests (in certain cases), and most importantly, consultation with the student's teachers and school.

English

Required for UTVA Language Arts (4.0 credits).

Literary Analysis and Composition I

Literary Analysis and Composition I is designed to improve students' written and oral communication skills and to strengthen their ability to understand and analyze literature.

Composition

To understand the writer's craft, students examine model essays in various genres by both student writers and published authors. In writing their own essays, students go through a process of planning, organizing, drafting, revising, and proofreading. They pay attention to ideas, structure, organization, and style as they use feedback provided at critical points in the writing process to improve their essays.

Grammar, Usage, and Mechanics

The Grammar, Usage, and Mechanics (GUM) program offers practice in sentence analysis, sentence structure, agreement, and punctuation. The course teaches new skills and regularly reinforces the material covered through online Skills Updates. Students who have mastered the skills of a lesson are invited to answer the online Challenge questions, while students who have difficulty with a particular skill are offered additional help through the Extra Practice worksheets.

Vocabulary

The Vocabulary program builds knowledge of Greek and Latin words that form the roots of many English words, especially the polysyllabic terms that sometimes cause students to stumble. Students define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words.

Literature

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

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

Introduction to English Literature and Composition

In the Introduction to English Literature and Composition course, students develop reading, writing, and language skills as they explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. Students read and analyze examples of informational writing, such as a letter, magazine article, newspaper article, speech, editorial, and movie or book review. They practice reading skills and strategies relevant to these literary and informational writings. In addition, students practice writing and language skills as they employ the writing process to create narrative,

expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations, as well as fine-tune their listening skills.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

Literary Analysis and Composition II

In this course, students build on skills learned in Literary Analysis and Composition I and take them to a higher level of sophistication.

Literature

Students read works in various genres by both classical authors and modern writers. Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of non-fiction. Included in the course, among others, are poems by W.B. Yeats, Sara Teasdale, and Langston Hughes; short stories by Edgar Allan Poe, Kate Chopin, and Joyce Carol Oates; essays by Jonathan Swift, Martin Luther King, Jr., and Richard Rodriguez; and plays by William Shakespeare and Thornton Wilder. Students are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel. The course also provides opportunities for students to practice test-taking skills as they answer objective items about short passages of literature and non-fiction.

Composition

To become more proficient writers, students analyze model essays from the perspectives of both a reader and a writer. They focus on elements critical to successful essay writing, such as ideas and content, structure and organization, style, word choice, and tone. Students receive feedback at critical intervention points during the writing process, and they use that feedback to revise toward a polished final draft. In addition to writing formal essays, students write and deliver a persuasive speech, learn to write résumés and business letters, and respond to prompts such as those on state tests and the SAT.

Grammar, Usage, and Mechanics

Students learn new skills and review previously-taught skills. Each unit begins with a pretest so that students can determine the skills on which they need to focus. Students are introduced to skills online and then do practice activities both online and offline. Assessments include the kinds of questions commonly found on the SAT and other standardized tests. The course provides a handbook for student reference and study.

Vocabulary

This component strengthens student vocabulary through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies. The course also targets test-taking skills to help students succeed on standardized assessments such as the SAT.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10 or 11	LAC I

American Literature

American Literature is a literature and composition course that expands upon and deepens understanding of literary and communication skills covered in American Literature. The course focuses on literary analysis and expository writing, and includes instruction in vocabulary, listening and speaking skills, media literacy, and research. Reading selections include a variety of genres in literature and expository prose and focus on American literature from the colonial to the contemporary.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10 or 11	LAC II

British and World Literature

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	11 or 12	n/a

AP® English Language and Composition

In AP® English Language and Composition, students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP® Exam and for further study in communications, creative writing, journalism, literature, and composition.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

AP® English Literature and Composition

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

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

Mathematics

Required for UTVA Mathematics (3.0 credits) including Algebra and Geometry.

Fundamental Math

Fundamental Math prepares students to work with and apply basic math concepts in various contexts. Students study basic and advanced number concepts, addition and subtraction, and multiplication and division operations and concepts. They also learn about fractions, decimals, percents, and ratios; operations with fractions and decimals; problem solving; and basic concepts in geometry. The course guides students through mathematical concepts and principles, with numerous opportunities for practice and assessment. Students are further engaged through interactive tools, onscreen manipulatives, real-world problem solving, and interdisciplinary explorations. The course offers an audio option to have instructional text read to the student.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9	n/a

Pre-Algebra

In K12's Pre-Algebra course, students sharpen their computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving word problems. The course includes a textbook to provide students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback. There are numerous opportunities for practice and assessment throughout the course.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

Algebra I

K12's Algebra I program develops algebraic fluency by providing students with the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. Students also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to:

- Use number properties to simplify expressions or justify statements.
- Describe sets with set notation and find the union and intersection of sets.
- Simplify and evaluate expressions involving variables, fractions, exponents, and radicals.
- Work with integers, rational numbers, and irrational numbers.
- Graph and solve equations, inequalities, and systems of equations.
- Determine whether a relation is a function and describe the domain and range of a function.
- Use factoring, formulas, and other techniques to solve quadratic and other polynomial equations.
- Formulate and evaluate valid mathematical arguments using various types of reasoning.
- Translate word problems into mathematical equations, and then use the equations to solve the original problems.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

Geometry

Designed for secondary school students, the Geometry course prepares students to recognize and work with geometric concepts in various contexts. Students begin with the foundations of geometry, focusing on inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They will develop an understanding of and appreciation for mathematical structure, method, and applications of plane Euclidean and solid geometry, and use visualizations, spatial reasoning, and geometric modeling to solve problems. Students will study points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; and other geometry topics, such as geometric constructions, symmetry, fractals, the use of transformations and symmetry to analyze mathematical situations, and non-Euclidean geometries.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10, 11 or 12	n/a

Algebra II

Algebra II is designed to prepare secondary school students to recognize and apply algebraic concepts. Students apply and develop algebraic skills in various contexts such as the study of polynomials; conic sections; functions, relations and their graphs; rational expressions and equations; radical expressions and equations; exponents, and logarithms. Students explore mathematical concepts through engaging interactive tools, real-world problem solving, exploration, experimentation, and regular assessments.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	11 or 12	Algebra I

Trigonometry and Pre-Calculus

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	12	n/a

AP® Calculus AB

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

The content aligns with the scope and sequence specified by the College Board and with widely used textbooks.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

AP® Statistics

Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. AP® Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. Students learn to design and analyze research studies by reviewing and evaluating examples from real research. The equivalent of an introductory college-level course, AP® Statistics prepares students for the AP® Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

Science

Required for UTVA Science (3.0 credits) select from Earth Science, Biology, Chemistry or Physics.

Physical Science

Physical Science covers basic atomic and molecular theory and the fundamentals of physics. The course is intended as a precursor to the study of more advanced science topics in biology, chemistry, or physics. The major topics of study are mechanics, electricity and magnetism, and waves. Physical Science combines direct instruction, inquiry-based discovery, virtual and hands-on laboratory work, discussion, and written work in an exploration of the practical use of chemical and physical principles in everyday life. The course focuses more on the qualitative than the quantitative aspects of physics, so no advanced knowledge of math is required, though Introductory Algebra is recommended as a prerequisite.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9	Introductory Algebra

Earth Science

Designed for students who have been introduced to Earth Science topics in middle school, this college-preparatory course focuses on topics in geology, oceanography, astronomy, weather, and climate. The program combines online instruction with animations, hands-on laboratory activities, reference book study, and collaborative activities with virtual classmates. The course prepares students to take college courses in any of the Earth Science areas.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

Biology

Designed for students who have been introduced to biology topics in middle school, this college-preparatory course focuses on topics in cell chemistry and biology, genetics and evolution, biology of living things, and ecology. The program combines online instruction with animations, hands-on laboratory activities, reference book study, and collaborative activities with virtual classmates. The course prepares students to take an AP® Biology course or any beginning-level college biology course.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9, 10 or 11	n/a

Chemistry

In Chemistry, students explore the structure of atoms and molecules. The course focuses on atomic theory, the mathematics of chemistry, basic organic chemistry, acids and bases, oxidation and reduction, states of matter, environmental issues, sources of energy in food, and reaction rates and equilibrium. The course engages students in the exploration of scientific principles through chemical investigations.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10, 11 or 12	n/a

Physics

Students use quantitative concepts and tools to explore the physical world as they learn to use the language of mathematics to investigate natural phenomena. Topics of study include the conservation of mass and energy, the conservation of momentum, waves, fields, and the interactions of matter and energy.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10, 11 or 12	n/a

AP® Biology

Advanced Placement Biology engages accelerated students in the exploration of science as a process of inquiry and investigation. The course is designed in three modules, with correlating laboratory exercises: molecules and cells, heredity and the theory of evolution, and organisms and populations. Within these modules, students learn about energy transfer, continuity and change in the biological world, and relations between the structure and function of living things. They also analyze the interdependence of the elements of nature and the ways in which science must seek to preserve a balance between technology and nature. This course prepares students for the AP® Exam in Biology by modeling the thought processes and critical-thinking skills required to answer questions on the exam. The content aligns to the sequence of topics recommended by the College Board.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

AP® Chemistry

This course prepares students to solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments.

AP® Chemistry builds upon students' general understanding of basic chemical principles and engages them in a more in-depth study of the nature and reactivity of matter. Students first focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. The course prepares students for the AP® Exam. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)

Elective	1.0	10, 11 or 12	n/a
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AP® Physics B

AP® Physics B is a non-calculus survey course focusing on five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students gain an understanding of the core principles of physics and then apply them to problem-solving exercises. They learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape lenses for glasses. The equivalent of an introductory college-level course, AP® Physics B prepares students for the AP® Exam and for further study in science and engineering.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

AP® Psychology

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

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

History

Required for UTVA Social Studies (2.5 credits) to Include Geography for Life (0.5 credits); World Civilizations (0.5 credits), US History (1.0 credits) and US Government and Citizenship (0.5 credits).

World History

In World History, students follow the development of civilizations around the world from pre-history to the present, with a focus on human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems. They explore the importance of trade and cultural exchange in the development of civilization. Studies emphasize major changes in world history, such as the development of agriculture, the spread of democracy, the rise of nation-states, the Industrial Revolution, the spread of imperialism, and critical issues and conflicts of the twentieth century.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9	n/a

Modern World Studies

Modern World Studies traces the history of our world from approximately 1870 to the present. The course opens with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. The focus then shifts to our contemporary era, including two World Wars, the Great Depression, and the tensions of the Cold War as they played out around the globe. Students will examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students will also explore topics in physical and human geography, and analyze contemporary topics in specific world regions through a series of case studies. Interactive online lessons complement offline readings and activities.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9 or 10	n/a

U.S. Government and Politics

U.S. Government and Politics covers the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. They take a close look at the political culture of our country, and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. They also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues. The content is based on the National Council for the Social Studies (NCSS) standards and is aligned to state standards.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9 or 10	n/a

U.S. and Global Economics

The U.S. and Global Economics course provides students with a strong introduction to economic principles. Students explore choices they face as producers, consumers, investors, and taxpayers. They apply what they learn to real-world simulation problems.

Topics of study include: markets from both a historic and contemporary perspective; basics of supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money—what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve; Keynesian economics; how capitalism functions, focusing on productivity, wages, investment and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	10	n/a

U.S. History

U.S. History traces the political, social, economic, and cultural heritage of the United States through four centuries of change and development. Students read about the Native American, European, and African people who lived in what is now the United States before the Declaration of Independence. They also explore the multiple causes and effects of the Civil War, the Industrial Revolution, and the Great Depression. Students learn to use historical documents as evidence as they analyze past events and formulate their own ideas about the Great Awakening, westward expansion, the Roaring Twenties, McCarthyism, and the struggle for civil rights. The content is based on the National Council for the Social Studies (NCSS) standards and is aligned to state standards.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	10, 11 or 12	n/a

Geography and World Cultures

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	10, 11 or 12	n/a

AP® Macroeconomics

In this one-semester study of AP® Macroeconomics, students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. The equivalent of an introductory college-level class, this course prepares students for the AP® Exam and for further study in business, political science, and history.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	0.5	10, 11 or 12	n/a

AP® Microeconomics

In this one-semester study of AP® Microeconomics, students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. They also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. The course analyzes economic ways of thinking, promoting an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. The equivalent of an introductory college-level course, AP® Microeconomics prepares students for the AP® Exam and for further study in business, history, and political science.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	0.5	10, 11 or 12	n/a

AP® U.S. Government and Politics

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

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

AP® U.S. History

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

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

The Arts

Required for UTVA (1.5 credits) from any of the following performance areas: Visual Arts, Music, Dance or Theatre.

Fine Art

This course offers a comprehensive and practical view of the history and development of art. It surveys fine art beginning approximately 17,000 years ago and continues its analysis up through the present day. The course focuses not only on major periods of art history and culturally important masterpieces, but also on the various intellectual and technical processes that went into the creation of those masterpieces of fine art.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9, 10, 11 or 12	n/a

Music Appreciation

Music Appreciation introduces the student to the history, theory, and genres of music. The course explores the history of music from the surviving examples of rudimentary musical forms through contemporary pieces from around the world. This first semester covers early musical forms, classical music, and American jazz. Semester two presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide. In order to comply with state standards for the Arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met by participation in supervised instrumental or vocal lessons, participation in a church or community choir, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrument skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9, 10, 11 or 12	n/a

Health/Physical Education

Required for UTVA (2.0 credits) in the areas of Health (0.5 credits), Participation Skills (0.5 credits), Fitness for Life (0.5 credits), Individual Lifetime Activities (0.5 credits) or Team Participation (0.5 credits).

Physical Education

Physical Education is a one-semester course that combines online instruction with student participation in weekly cardiovascular, aerobic, and muscle-toning activities. The course promotes the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

The course:

- Demonstrates that physical activity will boost energy levels, which can make individuals more productive in all facets of their lives.
- Exposes students to a wide range of physical fitness options, which extend beyond the world of weights and sports. Special topics include yoga, Pilates, martial arts, and dance.
- Promotes positive body image, lifestyle choices, and understanding of wellness.
- Provides an array of activities that will encourage students to be fit now and beyond their teen years.
- Emphasizes the role of proper nutrition and diet in lifelong physical fitness.

Specific areas of study will include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation of product claims), and stress management.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
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Required	1.0	9 or 10	n/a
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Skills for Health

Skills for Health is a one-semester health education course designed for students in grades 9 through 12. Skills for Health focuses on important skills and knowledge in nutrition and physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9 or 10	n/a

Technology

Required for UTVA (0.5 credits) in Computer Technology.

Computer Technology

This course provides students with the basic computer knowledge and skills needed to operate in the 21st century while exploring the past, present, and future of computer technologies. Students begin by examining the basic components of computers, including hardware and software, and then explore programs such as Word, Excel, PowerPoint, Access, Dreamweaver, and Fireworks. Other topics of study include popular search engines; "malware" such as viruses, worms, and spies; computer ethics; and careers in the field of computer technology.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	1.0	9, 10 or 11	n/a

Other Courses

UTVA requires (0.5 credits) in General Financial Literacy and (1.0 credit) in the area of Career and Technical Education including Agriculture, Business, Family and Consumer Sciences, Health Science and Technology, Information Technology, Marketing, Technology and Engineering Education or Trade and Technical Education.

Business and Consumer Math

Students are introduced to mathematical skills relevant to everyday life, such as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. Students also explore basic business topics, including borrowing money, investing, and calculating business profits and losses. The course guides students toward logical thinking and problem-solving to help them make good decisions about money and finance. Projects and activities allow students to apply their skills and knowledge to real-life situations.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9, 10, 11 or 12	n/a

Business and Personal Protocol

This course provides valuable information and guidelines necessary to navigate business and personal relationships in today's global and multiethnic environment. Through a focus on cultural awareness, positive self-concept, leadership, and communication, the course examines how public, business, and personal behaviors intersect.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9, 10, 11 or 12	n/a

Career Planning

This course helps students plan for a successful first career by analyzing their own goals and decision-making processes. Students use various resources to investigate career options, master job-seeking techniques, and learn how to make the transition from school to work.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9, 10, 11 or 12	n/a

Personal Economics and Finance

Students learn about different aspects of personal economics and finance in a virtual "neighborhood" setting. Topics include spending plans and borrowing decisions, career planning, investing, insurance, and other financial services. Students complete activities and projects that apply the knowledge they gain to their own lives. This course is designed to meet the needs of most students requiring financial skills and an overview of economics.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Required	0.5	9, 10, 11 or 12	n/a

World Languages

Not required for UTVA.

Spanish I

This introduction to Spanish begins with fundamental building blocks in all four crucial areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are trained initially to recognize key sounds and basic vocabulary, not only in written form but also through ear-training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that constantly prompts students to use skills from all four language-learning areas. Fundamental grammar is taught as it is embedded in authentic spoken language; constant grammatical support is provided by supplemental texts supplying traditional charts, tables, and explanations. An additional handbook reinforces grammar by aligning Spanish grammatical topics with their English counterparts. Cultural information covers all major Spanish-speaking areas in Europe and the Americas.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9	n/a

Spanish II

This continuing introduction to Spanish deepens the focus on all four skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A storyline continues to introduce and reinforce new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, grammar is reinforced with supplemental texts supplying traditional charts, tables, and grammatical explanations. An additional handbook reinforces grammar by aligning Spanish grammatical topics with their English counterparts. Cultural information continues to address Spanish as it is used around the globe.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9 or 10	Spanish I

Spanish III

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	Spanish II

AP® Spanish Language

In AP® Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP® Spanish Language prepares students for the AP® Exam and for further study of Spanish language, culture, or literature.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

French I

This introduction to French begins with fundamental building blocks in all four crucial areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are trained initially to recognize key sounds and basic vocabulary, not only in written form but also through ear-training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that constantly prompts students to use skills from all four language-learning areas. Fundamental grammar is taught as it is embedded in authentic spoken language; constant grammatical support is provided by supplemental texts supplying traditional charts, tables, and explanations. An additional handbook reinforces grammar by aligning French grammatical topics with their English counterparts.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9	n/a

French II

This continuing introduction to French deepens the focus on all four skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A storyline continues to introduce and reinforce new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, grammar is reinforced with supplemental texts supplying traditional charts, tables, and grammatical explanations. An additional handbook reinforces grammar by aligning French grammatical topics with their English counterparts.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9 or 10	French I

French III

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	French II

AP® French Language

In AP® French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The

equivalent of a college-level language course, AP® French Language prepares students for the AP® Exam and for further study of French language, culture, and literature.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	10, 11 or 12	n/a

German I

This introduction to German begins with fundamental building blocks in all four crucial areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are trained initially to recognize key sounds and basic vocabulary, not only in written form but also through ear-training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that constantly prompts students to use skills from all four language-learning areas. Fundamental grammar is taught as it is embedded in authentic spoken language; constant grammatical support is provided by supplemental texts supplying traditional charts, tables, and explanations. An additional handbook reinforces grammar by aligning German grammatical topics with their English counterparts.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9	n/a

German II

This continuing introduction to German deepens the focus on all four skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A storyline continues to introduce and reinforce new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, grammar is reinforced with supplemental texts supplying traditional charts, tables, and grammatical explanations. An additional handbook reinforces grammar by aligning German grammatical topics with their English counterparts.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9 or 10	German I

Latin I

This introduction to "living" Latin clarifies the traditionally difficult aspects of the language through vocabulary, which follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. The special characteristics of Latin, notably noun cases and declensions, are brought into focus by being studied through vocabulary that is, in its meaning, already familiar. Ongoing practice in vocabulary and grammar leads to study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. An additional handbook reinforces grammar by aligning Latin grammatical topics with their English counterparts.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9	n/a

Latin II

Course description will be available soon.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9 or 10	Latin I

Chinese I

This course uses compelling stories, games, videos, and multimedia experiences to introduce Mandarin Chinese. The elegant simplicity of Chinese grammar and the subtleties of Chinese

pronunciation are taught through entertaining lessons that give students a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them.

CLASSIFICATION	CREDIT VALUE	GRADE(S) SERVED	PREREQUISITE(S)
Elective	1.0	9, 10 or 11	



Arthur J. Gallagher Risk Management Services

May 21, 2007

Utah State Charter School Board

**RE: Insurance Coverage for Utah Virtual Academy
Broker of Record - Arthur J. Gallagher Insurance Brokers of California**

Dear Utah State Charter School Board,

We are pleased to advise our intention to provide insurance services for the Utah Virtual Academy. Our division specializes in Public Entity and Scholastic risks, specifically school districts and charter schools throughout the country. We are licensed to work in Utah as required by Utah law. We typically obtain coverage from such major carriers as Philadelphia Insurance, The Hartford, Zurich, ACE, AIG, and Travelers.

Based on our experience with charter schools, we can secure insurance on behalf of the Utah Virtual Academy as listed below (limits subject to change if needed):

Coverage	Limit
General Liability	\$2,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits per Utah Law
Employee Benefits Liability	\$1,000,000 occurrence
Automobile Liability	\$2,000,000 occurrence
Excess Liability	\$10,000,000
Employment Practices Liability	\$2,000,000 occurrence
Educators Legal Liability	\$2,000,000 occurrence
School Board Errors & Omissions	\$2,000,000 occurrence
Sexual Misconduct Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$100,000
Property with all needed endorsements	Scheduled - All Risk Policy

As needed, all required additional insureds may be added to these policies as needed. Based on our experience with a school of this size, we expect a package policy with these levels of insurance to cost approximately \$10,000 to \$30,000. (subject to underwriting approval of exposures)

Enterprise, Suite 200
Aliso Viejo, CA 92656
949.349.9800
Fax 949.349.9900
License# 0726293
www.aig.com



Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Tom Boobar
Assistant Vice President
Arthur J. Gallagher Insurance
Brokers of California, Inc.

Cc: Steve Goetzinger, Controller - K12 Inc.
Allison Cleveland, K12 Inc.
Randall Greenway, K12 Inc.

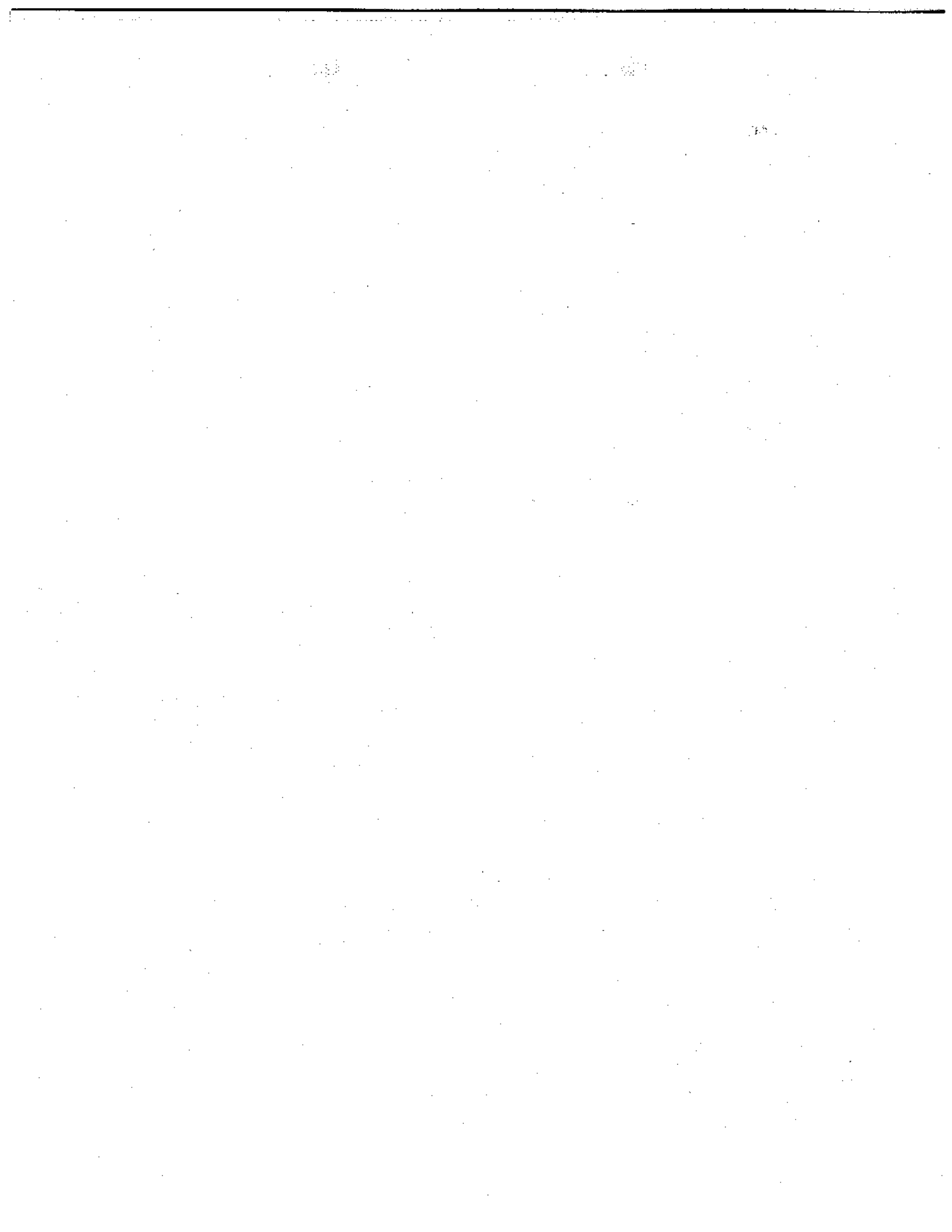
Attachment 10
(Attachment H)

Utah State Board of Education

UTAH CHARTER SCHOOLS
Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.



ATTACHMENT H (cont'd)

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

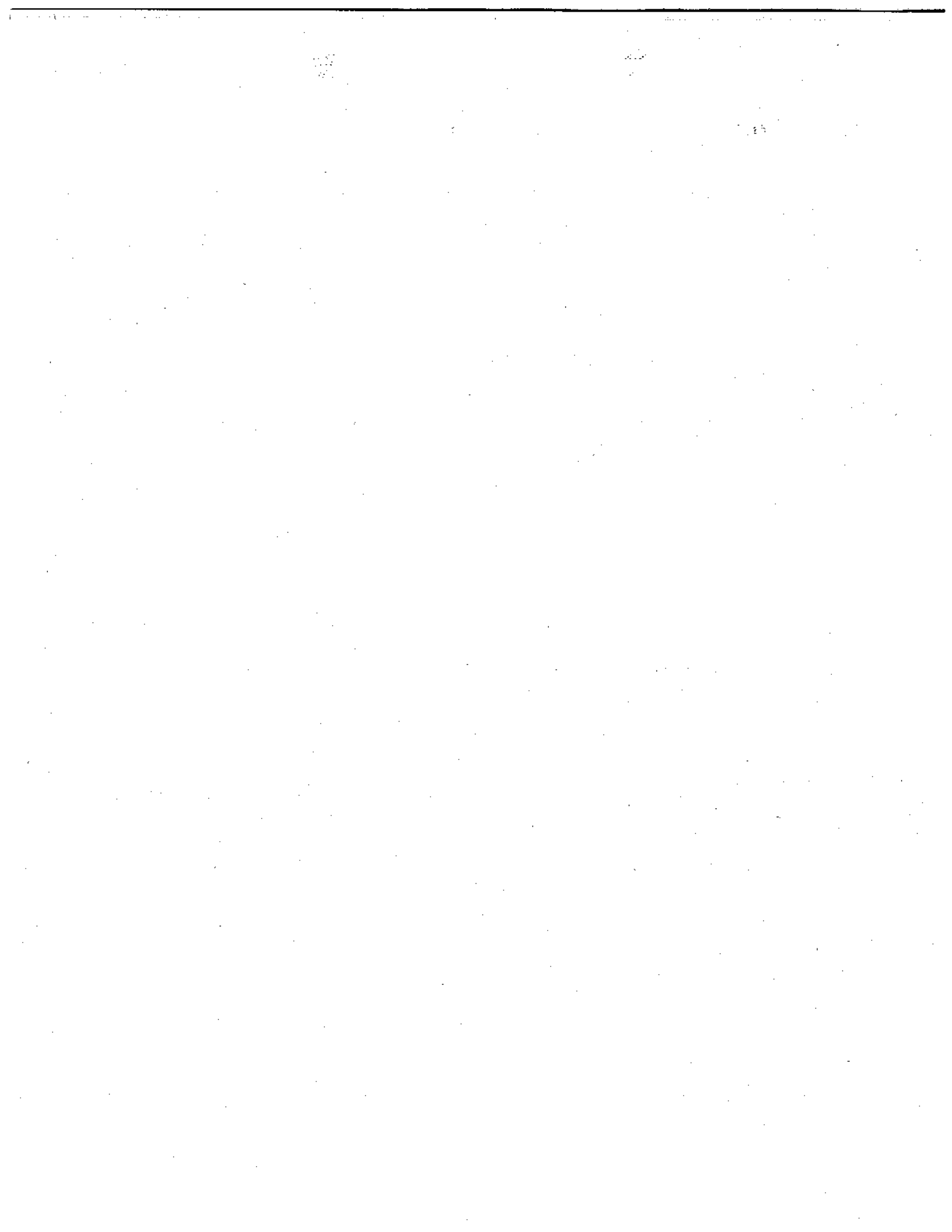
R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.



W. A copy of the charter will be supplied to interested individuals or groups on request.

ATTACHMENT H (cont'd)

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Lori Harmon

Title (type): President, Utah Virtual Academy, Inc.

Signature: 

Date: 8/16/07

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Utah Virtual Academy Charter School except those allowed by law.

Utah Virtual Academy Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

