Office of Charter Schools

REQUEST FOR PROPOSAL

For

Crossroads Virtual Academy Charter School

Opening in the 2016-2017 School Year

This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team's CSAPPHIRE account to ensure that your team receives all general communications promptly.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Keith A. Marsh

Mailing address: 5719 Lawton Loop E. Drive, Suite 102
Street/ PO Box

Indianapolis IN 46216
City State Zip

Phone: (day) (317) 201-8734 **(evening)** (317) 201-8734

Email address: kamarsh1@att.net Fax**:** NO FAX NUMBER

Primary contact for facilities planning: No facilities is required for this charter school.

Phone Number: N/A **e-mail**: N/A

Name of team or entity applying: Crossroads Virtual Academy Charter School

Names, roles, and current employment of all persons on applicant team (*you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Keith A. Marsh	Dean of Students, Bishop Luers High School	Executive Director
J. Kevin Turner	Vice President, Wurster Construction	President, Board of Directors

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

If yes, identify the authorizer(s):_____

Planned submission date(s):_____

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

Authorizer(s):_____

Submission date(s):_____

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2016 - 2017	**Entire state of Indiana. This is a virtual charter school.**	**K – 12**	**All grades**

Model or Focus of Proposed School (*e.g.*, Arts, College Prep, Dual-Language, etc.), if any:
Online Virtual School for grades k – 12 that will offer Dual Credit courses in high school.

***Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**
☐Yes ☒No
If yes, identify the ESP or other partner organization: _____

**** If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.***

Proposed Principal/Head of School Information, if known**:**

Name of proposed Principal Candidate: Not Determined At This Time

Current employment: _____

Daytime phone: _____ Cell phone: _____

Email: _____

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2016 – 2017	500	500	K – 12
Year 2 2017 – 2018	750	750	K – 12
Year 3 2018 – 2019	1000	1000	K – 12
Year 4 2019 - 2020	1500	1500	K – 12
Year 5 2020 – 2021	2000	2000	K – 12
At Capacity (specify year) 2020 – 2021	2000	2000	K – 12

SCHOOL NARRATIVE

School Overview

Mission
Crossroads Virtual Academy will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The school will be dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

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

Educational Need and Anticipated Student Population

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

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

Crossroads Virtual Academy will offer enrollment to students in grades K-12. In year one of the school's operation, enrollment will be limited to 500 students state-wide. In subsequent years, enrollment will increase as detailed in the school proposal overview and enrollment projection. The school may increase the number of Student Support Centers based on student enrollment and where they are coming from geographically. Our growth projections are small because we want to be able to serve our students effectively and with a more personal touch than traditional online schools.

Education Plan/School Design

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

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

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

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

Crossroads Virtual Academy educational design is based on 31 years of experience in K-12 traditional education and online education. The success of the Crossroads Virtual Academy educational model will ensure that this school's students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

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

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

1. Have a thorough understanding of Accelerate Education and any other curricula in use.
2. Maintain accurate records for each student under your supervision. Graduation check lists should be prepared for each high school student working directly with the schools Guidance Director as soon as possible and are to be updated as the student completes courses.
3. Monitor each student's progress every week or more often, if needed.
4. Contact by phone each student under your supervision. Students are to be contacted weekly, although some students may require more frequent contact. Accurate call logs must be kept and updated daily.
5. Return all phone calls within 24 hours and document all phone conversations with any student or parent.
6. Develop an accurate email list so that information can be shared with families as needed. All mass emails should be sent as blind carbon copies as many families do not like their email addresses to be shared with others.
7. Respond to all emails and/or phone calls within 48 hours.
8. Direct students to NWEA testing prior to ordering courses.
9. Maintain an up-to-date Harmony page. Your Harmony page should include a section where families can retrieve important documents and a section with your contact information. You will use this page to post important announcements and as a major method of communication with your families.
10. Order new curriculum as needed.
11. Write letters of recommendation and providing SAT and ACT information and/or referring students to the guidance department.
12. Remind families to fulfill all course requirements.
13. Insure each senior has completed all graduation requirements.
14. Prepare students for taking all state-mandated tests.
15. Withdraw a student if needed.
16. Check each student's attendance and course progress prior to your weekly phone call.

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

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

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

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

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

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

NWEA – Northwest Educational Assessment (K-12)

NWEA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's academic growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation.

School achievement data will be reported on a quarterly basis along with annual reports, which will include the school's progress on state report cards, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to academic achievement.

With its unique integration of technology and individualized educational programs, Crossroads Virtual Academy will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods,** including cutting edge applications of technology to meet very specific student learning needs.
- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.

- **Create new professional opportunities for teachers,** who are at the very center of Crossroads Virtual Academy education model.
- **Assist all students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.

Community Engagement

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

Leadership and Governance

Full Name	Current Job Title and Employer	Position with Proposed School
Keith A. Marsh	Dean of Students, Bishop Luers High School	Executive Director
J. Kevin Turner	Vice President, Wurster Construction	President, Board of Directors

Age and Grade Range of Students to be Enrolled.

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 500	Year 2 750	Year 3 1000	Year 4 1500	Year 5 2000	At Capacity 2000
Pre-K	0	0	0	0	0	0
K	38	54	76	115	153	153
1	38	58	76	115	153	153
2	38	58	76	115	153	153
3	38	58	76	115	153	153
4	38	58	76	115	153	153
5	38	58	76	115	153	153
6	38	58	76	115	153	153
7	38	58	76	115	153	153

8	38	58	76	116	153	153
9	38	58	76	116	155	155
10	40	58	80	116	156	156
11	40	58	80	116	156	156
12	40	58	80	116	156	156

Section 1. Curriculum and Instructional Methods

Education Program
Program Overview

Crossroads Virtual Academy will be a K-12 statewide virtual charter school with Student Support Centers located across the state. Crossroads Virtual Academy will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn from the safety of their own home under the supervision of a certified teacher. Each student will have an individual education plan crafted to meet his/her individual needs and will be assigned to a teacher, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family. Additionally, students can visit Learning Support Centers (LSC) for tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. LSCs will be located in regions throughout the state. Students can access their classes 24/7/365, and they will have access to the courses' teacher facilitators via email, discussion board, or phone Monday through Friday. Teachers will be available via email and phone Monday through Friday with times that will be determined by the teacher. Teachers of record have the same student load as in traditional schools, approximately 125 students for grades 5 through 12, and 60 for grades K through 4. Special education teachers will have a student load of 25 – 50 students.

Curriculum and Instructional Design

Crossroads Virtual Academy will be a K-12 statewide virtual charter school with Student Support Centers located across the state. Crossroads Virtual Academy will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn from the safety of their own home under the supervision of a certified teacher. Each student will have an individual education plan crafted to meet his/her individual needs and will be assigned to a teacher, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family. Additionally, students can visit Learning Support Centers (LSC) for tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. LSCs will be located in regions throughout the state. Students can access their classes 24/7/365, and they will have access to the courses' teacher facilitators via email, discussion board, or phone Monday through Friday. Teachers will be available via email and phone Monday through Friday with times that will be determined by the teacher. Teachers of record have the same student load as in traditional schools, approximately 125 students for grades

5 through 12, and 60 for grades K through 4. Special education teachers will have a student load of 25 – 50 students.

Accreditation and Course Audit Process:
AdvancED, a parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) provide our evaluation to be accredited. This accreditation will support the school's annual performance evaluation by the school board as well as the evaluation that will be conducted by the authorizer.

The audit process will include at minimum:

Tier I – An evaluation of the quality of the content of the schools academic courses.
Tier II – The collection and analysis of feedback provided by students enrolled in Crossroads Virtual Academy.
Tier III – A study of achievement and performance of students enrolled in Crossroads Virtual Academy.

Significant revisions and improvements of Accelerate Education are the result of the three-tiered audit process conducted by the school and in an effort to continuously improve what the school is doing academically, this process of evaluation and analysis is ongoing.

Design:

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

Because Accelerate Education courses are designed specifically for use in an asynchronous environment, these courses provide unprecedented innovative learning opportunities. All Accelerate Education courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student's ability to achieve success in an online learning environment. Each semester course includes four units, comprised of ten lessons. Each lesson contains differentiated learning tabs, color coded to allow the student to recognize with ease the desired level of instruction and to work on one or more level. These levels include "Key Concept," which provides the essential information for mastery of the subject; "Reinforcement," which provides remedial instruction for mastery of the subject; and "Enrichment," which offers in-depth assignments and concepts beyond grade-level to challenge the advanced student. Reinforcement links provide students with additional information to enhance their mastery of the lesson's objectives. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology. All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in Lincoln courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects. Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

All Accelerate Education courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to Crossroads Virtual Academy includes gap and coverage information, as well as details of scaffolding. Courses are aligned to Indiana State Standards and common core standards.

Pupil Performance Standards

Goal 1: Academic Achievement

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

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

Goal 2: Documentation of Value Added

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

Benchmark	Rating
>80%	Exceeded
70-80%	Met
<70%	Did Not Meet

Goal 3: Graduation Rate

Using the first year of operation as a baseline, the graduation rate will increase a minimum of 5% on an annual basis.

Goal 4: Participation Rate

Beginning in year 1, the percentage of students required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%. Minimum participation rate will be 95%.

Goal 5: School-wide Satisfaction

The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third party survey, agency to be determined at a later date.

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

Organizational Goals

With its unique integration of technology and individualized educational programs, Crossroads Virtual Academy will:

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

Establish new forms of accountability for schools by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.

- **Create new professional opportunities for teachers,** who are at the very center of Crossroads Virtual Academy education model.
- **Assist all Indiana students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.
- **Become a laboratory for the development of best-practices** in every aspect of online education

Additional Assessments

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

Measurement and Evaluation of Academic Progress

Student assessment data will be collected daily, weekly, monthly, at the end of each semester, and at the end of the school year. State-mandated test results, NWEA assessments, and other artifacts of student work will be used to determine academic growth. Students placed into the RtI Program will be tracked separately, in addition. Results of the NWEA assessments will be compiled by grade level and for the school as a whole. Students in grades K-4 will be promoted based on the successful completion of all core courses; however, students may work off-level in some subjects. Because this is a virtual school, grade level determination is made on a case-by-case basis after careful examination of the student's transcripts, standardized test score, other artifacts of student work, and any additional factors such as an IEP, GIEP, or 504 Plan. As a part of the initial course selection process with the student's teacher, parents and students are provided with specific information regarding the student's current grade level and the requirements' for progressing to the next in each subject area. Students in grade 9 and above will have a graduation check list created for them by the schools Guidance Director. This document will be constantly updated and reviewed with both the student and his or her parents, so that they are always informed of the student's progress toward completing all graduation requirements.

Student Information System

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

High School Graduation Requirements *(High Schools Only)*

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

The rigor of the academic courses, combined with the number and types of courses required by Indiana for a student to graduate absolutely ensures that the student will be well prepared for post-secondary opportunities, either academic or in the workforce. A key component of

Crossroads Virtual Academy will be offering its qualified students the opportunity to enroll in dual credit courses, thus enabling students to graduate with several college credits.

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

School Calendar and Schedule

Crossroads Virtual Academy will operate year round, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her teachers and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 48 hours or less, Monday through Friday. Students may access their courses at any time, 48 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed in 18 weeks, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total in excess of 900 hours of instructional time per 190 days.

Each day that a student is in attendance, the student will log in to Harmony to access his or her courses. The students are assigned login passwords and usernames by the Technology Director when the course selection is complete. Students are provided with extensive orientation by the school about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into Harmony automatically records attendance, time spent in the courses, grades, and any additional information needed by the school.

This data is housed in Harmony, the Student Information System. According to data collected on current online schools throughout the country, elementary students typically spend about 5 hours per day doing course work, and they typically divide this time into 2 sessions. Middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their teacher, devise a block schedule for themselves, thus progressing through their course work at a different pace. Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. Crossroads Virtual Academy will utilize the attendance policies developed by Crossroads Virtual Academy. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

1. ***Students who are ill*:** Students with chronic or acute illnesses, such as cancer, should notify their teachers of any special needs they have with regard to completing course work. The teachers may request that the attending physician write or email the school explaining the student's needs. The teachers will document those needs, and ensure that the student's record reflects this.
2. ***Students who are elite athletes*:** Students who compete in a sport that requires travel should notify their teachers of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.
3. ***Students who are performers*:** Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their teachers and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

School Culture

Crossroads Virtual Academy's educational design is based on 31 years of experience in K-12 online education. The success of the educational model will ensure that this school's students will have access to the highest quality online Accelerate Education and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success. Crossroads Virtual Academy will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a teacher who will fill the roles of mentor, learning coach, and guidance counselor. The teacher will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

During the enrollment process, students and parents will be provided with a student-parent handbook that contains extensive information about every aspect of the school, including contact

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

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

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

Teachers, who are Indiana certified, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. Teacher create a schedule for calls so that the parent and student are available for this weekly contact. During the call, the teacher will review the student's attendance and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. Teacher must return all phone calls and emails in 48 hours or less. Teachers may also meet with the student and his or her parents at one of the Student Support Centers to provide additional assistance to the student.

Supplemental Programming

Crossroads Virtual Academy will operate year-round, with the exception of national holidays or as indicated on the school's web site.

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

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

Crossroads Virtual Academy will utilize the full range of supplemental programs designed to engage students, encourage those who are struggling and empower those who are excelling to expand their academic horizons. Students in grades K-5 can explore multiple foreign languages, as well as electives in music, art, photography, cooking, and other areas. Middle school students have equally fascinating electives available to them, and students in high school can, with the assistance of their teacher, develop pathways that include dual credit courses, as well as other options.

Special Populations and At-Risk Students

This school will serve students with disabilities whose needs can be met in an online environment, even if the use of assistive devices is required for the students to complete their course work and even if the student has been unable to have his or her needs met in a traditional brick and mortar classroom. Is it the experience of our team that many students with disabilities thrive in this online learning environment, particularly students with Asperger Syndrome, Tourette Syndrome, ADHD, ADD, PDD-NOS, and other disabilities. Students with profound hearing loss may also be very successful in this learning environment, as are students with school phobia, chronic illness, physical disabilities, and other disabilities.

This school will hire a fully-qualified and experienced Director of Special Education Services, with experience in online education, to oversee the special education faculty and to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's IEP, and to oversee and direct all activities of the special education department, including testing and evaluations, IEP conferences and any other duties as may arise. The Director of Special Education will be a certified special education teacher in the state of Indiana, with experience in administration of special education programs. All Student Learning Advocates assigned to students with IEPs or who have been identified under IDEA will be certified in special education in the state of Indiana. It is the responsibility of this school to ensure that all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This school fulfills the above duties with this annual notice, and will continue to post this notice annually. This school is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to school age children with disabilities who need special

education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

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

Screening

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

Evaluation

When screening indicates that a student may be eligible for special education, this school will seek parental consent to conduct an evaluation. “Evaluation” means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAT), which includes a teacher, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think

their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation Crossroads Virtual Academy shall provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The school must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

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

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

Services for Protected Handicapped Students

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

eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

Mode of Communication

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

Transition Services

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

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

Assistive Technology

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

Descriptions of Assistive Technology Products

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

- Alternative keyboards—featuring larger- or smaller-than-standard keys or keyboards, alternative key configurations, and keyboards for use with one hand.
- Electronic pointing devices—used to control the cursor on the screen without use of hands. Devices used include ultrasound, infrared beams, eye movements, nerve signals, or brain waves.
- Sip-and-puff systems—activated by inhaling or exhaling.
- Wands and sticks—worn on the head, held in the mouth or strapped to the chin and used to press keys on the keyboard
- Joysticks—manipulated by hand, feet, chin, etc. and used to control the cursor on screen.
- Trackballs—movable balls on top of a base that can be used to move the cursor on screen.
- Touch screens—allow direct selection or activation of the computer by touching the screen, making it easier to select an option directly rather than through a mouse movement or keyboard. Touch screens are either built into the computer monitor or can be added onto a computer monitor.
- Braille embossers transfer computer generated text into embossed Braille output. Braille tranteachertion programs convert text scanned-in or generated via standard word processing programs into Braille, which can be printed on the embosser.
- Keyboard filters are typing aids such as word prediction utilities and add-on spelling checkers that reduce the required number of keystrokes. Keyboard filters enable users to quickly access the letters they need and to avoid inadvertently selecting keys they don't want.
- Light signaler alerts monitor computer sounds and alert the computer user with light signals. This is useful when a computer user cannot hear computer sounds or is not directly in front of the computer screen. As an example, a light can flash alerting the user when a new e-mail message has arrived or a computer command has completed.
- On-screen keyboards provide an image of a standard or modified keyboard on the computer screen that allows the user to select keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option that highlights individual keys that can be selected by the user. On-screen keyboards are helpful for individuals who are not able to use a standard keyboard due to dexterity or mobility difficulties.
- Reading tools and learning disabilities programs include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading. Options can include scanning, reformatting, navigating, or speaking text out loud. These programs are helpful for those who have difficulty seeing or manipulating conventional print materials; people who are developing new literacy skills or who are learning English as a

foreign language; and people who comprehend better when they hear and see text highlighted simultaneously.

- Refreshable Braille displays provide tactile output of information represented on the computer screen. A Braille "cell" is composed of a series of dots. The pattern of the dots and various combinations of the cells are used in place of letters. Refreshable Braille displays mechanically lift small rounded plastic or metal pins as needed to form Braille characters. The user reads the Braille letters with his or her fingers, and then, after a line is read, can refresh the display to read the next line.
- Screen enlargers, or screen magnifiers, work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.
- Screen readers are used to verbalize, or "speak," everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface. Screen readers are essential for computer users who are blind.
- Speech recognition or voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice.
- Text-to-Speech (TTS) or speech synthesizers receive information going to the screen in the form of letters, numbers, and punctuation marks, and then "speak" it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and also provide a spoken voice for individuals who cannot communicate orally, but can communicate their thoughts through typing.
- Talking and large-print word processors are software programs that use speech synthesizers to provide auditory feedback of what is typed. Large-print word processors allow the user to view everything in large text without added screen enlargement.
- TTY/TDD conversion modems are connected between computers and telephones to allow an individual to type a message on a computer and send it to a TTY/TDD telephone or other Baudot equipped device.

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

The establishment of English Language Learners Committee is vital when considering the educational needs of ELL identified students. Members shall include an administrator, ELL teacher/coordinator, classroom teacher, parent/guardian and, if needed, family representative to serve as tranteachertor, community language facilitator or liaison, teacher, and the ESE teacher. This notion of committee validates the point that education is a multi-aspect endeavor. This also reinforces the school's commitment in establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their natural language.

Included in the enrollment packet is a Home Language Survey which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home

Language Survey Questions. Upon review the form will be filed and remain in the student's cumulative folder. The Home Language Survey consists of three questions as follows:

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

Students who have answered yes to any of the three questions will be required to participate in a language assessment. A student who answers yes to question #1 will be assigned to a regular education classroom until the program assessment and language assessment can be administered. If a student answers yes to questions #2 and/or #3, he/she will be placed into an ELL classroom until the English language proficiency assessment is administered. A student's educational background, previous transcripts, assessments and parental input are important components of the decision making process. The ELL committee will review the student's previous work and meet with the student and parent to discuss placement and to develop his/her ELL Student Plan. A community language facilitator will be made available to the parent and family as needed during this process. The ELL Student Plan is a written document that identifies the student's name, instruction by program, including programs other than the ESOL programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit the student as English proficient. The ELL Student Plan will be filed with his/her cumulative folder. Each student's ELL plan is reviewed and updated by the teacher mid-year.
Crossroads Virtual Academy will use resources that are made readily for the implementation of ELL services. These services may include but are not limited to community partnerships with resources made available through the IDOE, and professional development opportunities. This aspect of ELL is done to ensure that Crossroads Virtual Academy is providing the most effective academic services to ELL students with respect to both academic and cultural values.

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

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

cumulative folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL teacher and general education teacher.

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

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

The school will make sure that:

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

Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to assist the student in meeting state expectations for proficiency.

- A LEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials that are tranteacherted to their language.
- The school will not deny English Language Learner students access to any Accelerate Education being offered to non ELL students.

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

At the heart of this model is the focus that students use only a standards-based Accelerate Education, with sound instructional practices, and ongoing measurement of performance. As soon as any screening indicates that a student is in need of intervention, the school will act

immediately to insure that the student is placed into an appropriate program. The teacher will contact the student's parents/guardians, and together they will formulate a plan for that student.

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

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

Study Iteachernd gives students practice in the content standards that are found on state-wide assessments. The program is divided into sections based on subject matter, and they include math, reading, writing, and science. Each section is comprised of approximately 30 topics and corresponding to a state standard or multiple, related standards.
Topics consist of a lesson and a bank of practice questions with explanations**.** All students will be encouraged to visit Study Iteachernd frequently to help them prepare for the state-mandated assessments.

Tier 2 is a more intense intervention and places the student into the IReady Intervention program and may include placing the student into other supplemental programs. These students will be expected to spend a minimum of 30 minutes a day at least three days per week working in the appropriate identified academic area.

IReady Interventions are programs that were built using Brain Study Research that works to change the way the student processes information. The program works to break down the skills to simpler components to help with task analysis, deciphering, and fluency. When the student works in the program consistently, approximately 5 times a week in 30 minute intervals, the student will show rapid skill development. The goal of each program is to use the program methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills to help students achieve rapid and permanent gains.

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

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

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

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

It is the belief of this school that every student can achieve and maintain academic progress. The goal of this intensive, student-centered program is to help the student enrolled in either or both Academies make significant progress quickly. Working closely with each student and his or her parent/guardian, recommendations, adaptations, and adjustments can and will be made in order to help the student continue to grow. The first priority of every TEACHER and the entire faculty and administration of the school is to keep every student moving in the right direction, achieving academic goals and learning life-long skills.

To summarize this RtI Program:

Response to Intervention Overview

What is RtI?

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

The Goal

To develop:

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

The Model

- an integrated approach for general, remedial, and special education needs

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

General Outcomes

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

Admissions Policy and Criteria

For year one of the charter, Crossroads Virtual Academy will limit enrollment to 500 students. In year two, the school will allow a maximum enrollment of 750, in year three - 1000, in year four - 1500, in year five - 2000. A student enrollment lottery is in place and will be used for the 2016-2017 school year. See the policy at the end of the application with Attachment 6.

Both broad-based publicity efforts and targeted marketing will emphasize the mission of Crossroads Virtual Academy, so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The school will research and utilize and outside firm to help with our marketing and recruiting expertise and will utilize a fully developed plan to promote student enrollment.

Marketing and Recruiting Strategies for Crossroads Virtual Academy

STRATEGY AND GOALS

Our goal for Crossroads Virtual Academy Marketing and Recruiting campaign is twofold:

1. To raise awareness among parents and families in Indiana about the school, a new state-wide, full-time, online learning option for all K-12th graders. Crossroads Virtual Academy will open for the 2016-2017 school year.
2. To promote the Accelerate Education online learning option, featuring innovative and engaging courses, and to build the credibility of Crossroads Virtual Academy as the leading online learning option in Indiana.

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

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

TARGET AUDIENCES

Primary Audiences

Families in participating districts

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

Secondary Audiences

The Media

Extracurricular Groups

Religious Groups

Tertiary Audiences

Local and State Policymakers

TACTICAL EXECUTION

- **Crossroads Virtual Academy Reputation Audit**
  The conversations surrounding an organization online are critical to its brand and the impression of key audiences. In this case, because Crossroads Virtual Academy is launching for the 2016-2017 school year, there will be very little – if any – existing online conversation about the program. That being said, it is still essential that the school gauges the environment and tone surrounding the general concept of online learning and e-schools in Indiana, as well as the presence and reputation of Crossroads Virtual Academy's competitors. We will conduct an online audit to examine these various conversations, researching traditional and online media, blogs, and social media to determine the impression of Indiana e- learning opportunities. By establishing a foundation of understanding of these broader topics in Indiana, we can ensure that we position Crossroads Virtual Academy in a way that will resonate with our key audiences.

- **Crossroads Virtual Academy Landing Page**
  It will be important for parents, school counselors, and administrators to access Indiana- specific information, provided and managed by Crossroads. Crossroads Virtual Academy will create a fully functional, easily searched website. This site will provide a description of the school and highlight its course offerings, particularly Accelerate Education. The website will also feature enrollment and contact information, as well as a form that visitors can fill out that will enable the school to

capture their information for future reference. The website will also feature information on the individual course offerings for academic initiative.

Outreach to Local Media Outlets

Reaching out to key education reporters, bloggers, television producers, radio hosts, and other media personalities in media markets throughout Indiana will raise awareness about Crossroads Virtual Academy and its Accelerate Education offerings. To that end, CVA will do a series of statewide press releases highlighting the launch of the cyber program. These press releases will focus on introducing CVA and announcing enrollment for the 2016-2017 school year, the individual course offerings of the Cutting Edge Science and World Languages courses, and the benefits and opportunities of online learning. All the releases will maintain a particular focus on the Accelerate Education and the benefits and options it provides to students and families who participate.

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

- **Social Media**

Involvement in social media will be essential to spreading our key messages in Indiana. CVA is in the process of dramatically expanding their presence on Facebook and Twitter. The school will capitalize on this expanded presence, driving traffic to these sites to build the online community of ACCELERATE EDUCATION supporters for individuals interested in Crossroads Virtual Academy information. It has been our experience that traditional media outreach and social media presence are intertwined; as one grows, the other grows, and vice versa. The outreach in both spaces will use the best stories, case studies, reporting, and community activity to continue to create awareness about our Accelerate Education and the online learning options provided through Crossroads Virtual Academy.

- ***Facebook – Crossroads Virtual Academy***
  CVA will be creating a Facebook page to promote the cyber school's brand and online learning options. This page will provide a community forum for the students and families who enroll in the school, as well as serve to share the story of the organization with potential students & interested parents. Once the school year begins, that presence will continue to grow with direct input from teachers, school administrators, and even students. The Facebook page will also drive traffic back to the CVA landing page.

- ***Facebook* – Accelerate Education**
  The Facebook page will serve as a key resource and promotional tool in a space where many of the target audience members visit at

least once a day. The page will house key information about the Accelerate Education and courses available, and allows users of the Accelerate Education from across the country to virtually meet and form an online community of users.

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

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

  First tier

Internet Accelerate Education Indiana	Internet courses
Indiana online classes Indiana	online courses Indiana
online education Indiana	e-school Indiana
Indiana home school	ACCELERATE
EDUCATION (specific school district)	virtual learning
Indiana Indiana virtual learning	e-learning Indiana
Indiana e-learning	online Accelerate
Education	
e-learning	Crossroads Virtual Academy

  Second tier

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

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

    This online advertising will be important in the outreach to Indiana families to ensure that they are aware of the launch of the school; it can also be tailored to provide details and specifics on the various information sessions that will be held in the state, to drive attendance to those sessions.

- **Radio & Print**
  Crossroads will develop a soft radio & print marketing campaign promoting the school and the Accelerate Education offerings, and open enrollment, to run in participating Indiana

markets in early Spring 2016. This campaign will ramp up as information sessions are established.

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

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

Student Discipline

Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the virtual school environment, and the role of the teacher is an important part of this, since the teacher is the student's first point of contact with the school and his or her resource for all academic issues. A process will be in place to deal with students who are not fulfilling their responsibility academically while a student at Crossroads Virtual Academy. This process is called Academic Review Status which has a three step process. The process is included in Attachment 4 of the application.

Documentation of Attendance

Crossroads Virtual Academy will operate year round, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to Harmony to access his or her courses. The students are assigned login passwords and usernames by the teacher when the course selection is complete. Students are provided with extensive orientation by the teacher about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into Harmony automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in Harmony, the Student Information System. According to data of existing virtual schools and

research, elementary students typically spend about 5 hours per day doing course work, and they typically divide this time into 2 sessions. Middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their teacher, devise a block schedule for themselves, thus progressing through their course work at a different pace.

Progress in Course Work

Students' progress will be carefully monitored by the teacher assigned to that student, and this will be done on a weekly basis or more frequently, if needed. Each week the teacher will contact the student and parent/guardian to discuss the student's attendance and progress in all courses. Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently in order to best meet their needs.

Student Discipline

Crossroads Virtual Academy is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.
CVA will create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, teacher-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function, or interacting with school personnel. Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all district policies. Crossroads Virtual Academy is dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

Parent and Community Involvement
Role in Development of School

The Governance for Crossroads Virtual Academy has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, teachers, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.
Parent involvement is an important component for student success. Parents will be encouraged to attend "Parent Night" meetings which provide parents and guardians the opportunity to learn about the school, meet with administrators to discuss student progress and learn tips on how to support student learning and attendance. These will be held at specific locations throughout the state. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the school.

Process for Dissemination of Information

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

Program to Encourage Parental/Community Involvement

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

The Role of the Parent/Guardian

1. Available to supervise the student while the student is completing his/her school work.
2. Contact should be maintained with your teacher or anytime you have a question.
3. Adhere to Crossroads Virtual Academy's attendance policies. Immediately inform your teacher of any illness or extended time away from your child's studies.
4. Provide proper documentation to the IS of any email address, phone number or residency changes.
5. Participate in universal screening and interventions, including but not limited to NWEA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.

7. Notify your TEACHER if you have a technical issue that prohibits your child from completing school work based on their academic plan.

8. Liability for the school's equipment and materials is the responsibility of the parent.
9. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
10. Parents will also be invited to become a part of the School Advisory Committee.
11. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
12. Parents will also be invited to become a part of the School Advisory Committee.

Community Resources, Evidence of Support

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

Educational Program Capacity

The Board of Directors and Executive Director will conduct a search for a qualified School Leader. Utilizing ads in professional journals and other sources, Crossroads Virtual Academy will compile a list of qualified applicants, and then begin the process of interviewing them in person. The Executive Director will communicate with the Board of Directors providing regular updates on status of the leadership team and other employees of the school.

Qualifications for Executive Director:

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

Additionally:

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

The staff from Crossroads Virtual Academy represent the leading experts in the US in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

The team from Crossroads Virtual Academy will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school's opening and ongoing management, including but not limited to the following: admissions, marketing, SIS, Accelerated Education, universal screening, RtI and student achievement programs, professional development for all

Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

Responsibilities and roles of leadership team:

Management structure:

Title	Job Description	Roles and Responsibilities	Accountability
Executive Director	Head of School	Oversees all day-to-day operations of school, responsible for all Directors	Reports to Governance Board
Director of Instruction	Head of Teachers and academic program.	Oversees all day-to-day operations and programs for all regular education students, RtI programs, and any other	Reports to Executive Director
Director of Special Education	Head of all Special Ed services and instructional personnel	Oversees all day-to-day operations and programs for all students with an IEP or GIEP, oversees all	Reports to Executive Director
Business Manager	In charge of all financial processes, records, and reports	Oversees all day-to-day financial transactions, prepares all financial reports for Executive	Reports to Executive Director
Human Resources	Responsible for all hiring, personnel records, clearances, enforcement of HR	Oversees all HR functions, including all personnel matters, insurance, enforcement of HR policies	Reports to Executive Director, Board
Technology Director	Help Desk functions	Staff help desk, address any and all technology issues, including hardware, software, and connectivity	Reports to Executive Director, Dir. of Special Ed., Dir. of Instruction
Teacher	Academic advisor and mentor	Provides all services to students including ordering courses, monitoring progress, and all guidance duties	Reports to Director of Instruction or Director of Special Education

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

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

The organizing group has set up a corporation, Crossroads Virtual Academy, Inc., and has created Articles of Incorporation, By-Laws, and will submit an application with the IRS to become a 501(C)3 corporation (See Attachment for the application and copy of check).

Organization Charts

See Attachment 13 of Crossroads Virtual Academy Organization Chart.

Governing Board

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

Full Disclosure of Board Members:

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

Board Training and Compliance:

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

Officers of the Governing Board:

President and Vice-President of the Board

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

Vice President

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

Treasurer
The Treasurer shall be the chief financial officer of the School and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the School; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the School. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by any School District, State of Indiana, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

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

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

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

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law, including compliance with the Open Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held primarily at the office located at 5719 Lawton Loop E. Drive, Suite 102, Indianapolis, IN. It is likely that in the early stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. Board meetings will be attended by: the school's administration, school personnel, any other relevant service providers, and such meetings will be open to parents and the general public.

General Duties by Statute and Contract:

Board Members must perform all duties:
• In good faith

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

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

Specific Duties by Statute and Contract

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

Develop and implement an Educational Plan that will:

• Provide students with a quality education and one year's worth of learning for one year's worth of instruction

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

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

Roles and Responsibilities

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director, and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable. Further, the Governance Board will ensure that: the school's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

Board Creation/Transition

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

Pre-existing Nonprofit Organization
NA

Procedures

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

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

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the office located at 5719 Lawton Loop E. Drive, Suite 102, Indianapolis, IN. It is likely that in the early stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results.

Ethics and Conflicts of Interest

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict of Interest Policy. See Attachment 15.

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

Governing Board Removal Procedures and Term Limits:
Removal Procedures

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

Advisory Bodies

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

Grievance Process

The Executive Director will be an experienced school leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the teacher, and the appropriate Director of Instruction, the Executive Director is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may

request an appearance before the school Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable school law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

School Management Contracts

Not Applicable. We are not using any outside contracts.

Staffing

Staff Structure

See Attachment 17 for a complete staffing chart for Crossroads Virtual Academy. The staff from Crossroads Virtual Academy represent the leading experts in the US in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

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

Staffing Plans, Hiring, Management, and Evaluation

The administration and board will carefully research salaries and benefits with other virtual schools and traditional public school districts throughout the state. Typically, personnel who are certified teachers and/or have advanced degrees and certifications are compensated at the same or higher rate as the state reported averages. Most employees are at-will employees, although some may have contracts. All employees of the school will be provided with health insurance, retirement benefits, and other benefits as required by IC 20-24-3-5(b)(3)(S).

Crossroads Virtual Academy will conduct searches for qualified personnel via ads in IDOE website, professional journals, and other local media outlets. Crossroads Virtual Academy will ensure that all hiring meets or exceeds requirements as set forth in IC § 20-24-6-5. 100% of teachers employed by Crossroads Virtual Academy are certified in the state in which they are teaching and are Highly Qualified Teachers.

Crossroads Virtual Academy requires all employees to undergo FBI and BCI clearances, as well as any other clearances required by a specific state. Procedures for hiring and dismissing school personnel are detailed in the Employee Manual.

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

Crossroads Virtual Academy will utilize the RISE evaluation process which is constructed to look at all elements that are reflected within the school's model in order to accurately determine the effectiveness of the Executive Director. Elements in the assessment model may include:

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

Prior to the opening of the school, the Board of Directors and administration for Crossroads Virtual Academy will work in developing evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person's supervisor.

Professional Development

Crossroads Virtual Academy will provide all its administrators, teachers, and staff with intensive professional development programs. CVA will implement ongoing, intensive professional development for its teachers, administrators and staff.

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

- The complete guide to Accelerated Education courses
- Best practices in e-pedagogy
- Online mentoring and monitoring
- Effective strategies for promoting student achievement in an online environment
- Training in the use of the SIS (Backpack™)
- Best practices in special education academic course development
- The online RtI process and programs
- Student achievement and universal screening
- Reading across the Accelerated Education

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

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

- Understanding Accelerated Education - design, development, content
- the use of the SIS
- student achievement and universal screening
- the online RtI process and programs
- online mentoring and monitoring

Crossroads Virtual Academy aims to become an example of very high-quality online education, and it will seek to hire and train teachers to serve students in this environment. The strong

commitment to professional development and teacher training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 20 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, Accelerated Education, education, and other topics.

Crossroads Virtual Aacaemy will support all administrators, faculty, and staff on an on-going basis. In addition to the frequent professional development sessions, CVA will routinely provide over-the shoulder mentoring and guidance.

All personnel, administration, members of the Governance Board, and any other stakeholders will participate in an extensive orientation program on the organization and design of a successful virtual charter school, using experts from other online virtual academies, Accelerated Education specialists, and technology field.

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

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

- Accelerated Education design, development, content
- The use of the SIS
- Student achievement and universal screening
- The online RtI process and programs
- Online mentoring and monitoring

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

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

Performance Management

BSU will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Facilities
Not applicable. We will not have a brick and mortar building. Crossroads Vitrual Academy plans to open Student Support Centers across the state using existing facilities. This will be determined once the school is approved.

Start-Up & Ongoing Operations

Start-up Plan
Attachment 22 contains a detailed start-up plan with timelines.

Transportation
Because Crossroads Virtual Academy is a state-wide virtual charter school, the school will not provide transportation. Students attending Crossroads Virtual Academy will not be required to attend any functions at the school's offices other than certain required testing, IEP meetings, or other such state and/or federally mandated occasions. Thus Crossroads Virtual Academy will not provide transportation for students, although the teachers and other school personnel will work closely with families who need assistance in traveling to the school's offices or to scheduled school events held at other locations, such as field trips. Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. Because of the nature of this school, appointments and testing can be scheduled with some degree of flexibility, thus public transportation options are available to our students who want or need them. Crossroads Virtual Academy will comply with all requirements of the McKinney-Vento Homeless assistance Act, 42 USC 11431 for homeless students, including the stipulation that these students shall have transportation to school.

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

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

- Helps prevent children from deliberately or inadvertently accessing inappropriate sites
- Helps prevent predators from talking to children online
- Allows students to research within a safe learning environment. If a student tries to access a site that is blocked, the student will see this:

Data Security

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

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

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

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

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

Student Acceptable Use of Technology Policy

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

Technology Specifications and Requirements

Students will be provided with the following:

All students will be supplied with a fully configured laptop and will have Internet reimbursement provided for high-speed connectivity. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec in order to properly view streaming video and interactive content. Minimum system requirements: Memory 256 Mb. Hard Drive 40 GB, Processor P4-2.4 GHz, operating system Windows 2000. All necessary software will be installed prior to the student receiving the computer. Crossroads Virtual Academy recommends high-speed connectivity because of the media-rich content of all Accelerated Education courses. There are some downloadable software packages that will be needed in order for students to participate fully:

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

Go to the Microsoft Downloads Page here and download and install the necessary viewer:
http://search.microsoft.com/Results.aspx?qsc0=0&q=viewer&x=0&y=0&mkt=en-US&FORM=QBME1&l=1

Open Office:

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

http://www.openoffice.org/

Media Players

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

QuickTime
http://www.apple.com/quicktime/download/

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

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

Real Player
http://www.real.com/

Windows Media Player
http://www.microsoft.com/windows/windowsmedia/default.mspx

iTunes - iTunes can be used to mobilize the pod casts that appear in each lesson and play some required videos.
http://www.apple.com/itunes/download/

Java Runtime Environment
http://www.java.com/en/download/index.jsp
(Java is particularly important for Foreign Language courses)

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

Students will have access to technical support from 8-8, M-F. Support staff may be located at one of the Student Support Centers or at the technology department at Crossroads Virtual Academy. Students may contact the tech support help desk via email or by phone. All calls will be returned in 24hrs. See item 3 "Data Security" above.

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

The Crossroads Virtual Academy DRP (Disaster Recovery Plan) indicates that the critical systems leveraged for the e-learning practice within the Network Operations Center (NOC) are to be backed up offsite via server snapshot hourly, and stored at our partner site, which is to be determined once the school is approved. The NOC will be designed to survive catastrophic failure, and includes local data backups, as well as redundant systems, battery backups, and diesel generator capable of fueling the NOC and enabling normal usage.

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

Acceptable Use of Technology Policy

Students are responsible for appropriate behavior on the school's computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

The use of the computer is a privilege, not a right. The school may suspend Internet reimbursement or deny the use of school computer equipment to any student who abuses that privilege.

Students are personally responsible for their actions in accessing and utilizing the school'scomputer resources.

Students are advised never to access, keep, or send anything they would not want their parents or teachers to see. With regard to privacy, computer storage areas may be treated like the "traditional" school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should never download or install any commercial software, shareware, or freeware onto their computers unless they have written permission from the technical support staff at the school.

Students should not use profane, abusive, or impolite language when communicating online.

Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents immediately who should then contact the school with this information.

The school expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

The following types of access are considered to be inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult
- Attempts to disrupt access
- Causing damage to, or changing function, operation or design of, the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting web pages without the consent of a teacher or authorized adult
- Buying or selling any products or services

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with teachers, Instructional Supervisors and any other staff.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss of Internet access, the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

Section 3. Budget and Financial Plans

Financial Plan

The Board of Directors of Crossroads Virtual Academy is primarily responsible for the financial management and fiduciary oversight of the school. The Executive Director will hire a quality financial management team which will primarily consist of a full time Business Manager located at the main office of the school. The Business Manager selected will be a person with experience in providing various accounting and financial management services in the past. The Business Manager is responsible for preparing the budgets which are approved by the board. The school organizing team understands the different ancillary programs such as textbook rentals and/or reimbursement, federal Title 1 monies, ½ day kindergarten, and federal charter school grant programs administered by the Indiana Department of Education. See Attachment 25 which shows the schools budget.

***In developing your budget, contact Indiana Department of Education to determine your per pupil funding estimates. These figures are based on figures from 2015 -2016 and should be used for planning purposes only.**

Financial Management Capacity

The Board of Directors will look at instituting a guide for Policies and Procedures for the Office of Institutional Advancement. This is to help offset costs that will be incurred by the school and is unique in how charter schools operate financially. See document with Attachment 24.

J. KEVIN TURNER
Kturner.home@gmail.com

8165 Upper Bay Lane

INDIANAPOLIS, IN 46236
(317) 339-0135

AFFILIATIONS

- Lawrence Township Schools
  - BOARD OF EDUCATION (1996-2004), President (2000, 2003)
  - Parents/Faculty Organization (PFO), President
  - Citizen's School Organization (CSO), Co-Chairperson
  - Lawrence Twp. Schools Foundation – Board Member (2004 – 2008)
- Society of Marketing Professional Services (SMPS)
  - Board of Directors, Past President
- Stanley K. Lacy Executive Leadership Series, Class XIX-1994
  - Alumni Board of Directors (1996-2000)
  - Opportunity Indianapolis; Moderator (1996), Chairperson (1997-2000)
- Hope Academy Charter School – Board Member (2013-present)
  - Vice Chair (2014-2015)
  - Recovery High School; affiliated with Fairbanks Hospital
- 2001 World Police and Fire Games, Transportation Co-Chair
- 500 Festival Associates-Parade Marshal, Floats
- 2006 NCAA Men's Basketball – FINAL FOUR; Game Operations
- 2006 National Track Federation – USA Track & Field Championships
- Local Initiatives Supporting Communities (LISC)
  - Project Review Committee (2010 – Present)

EMPLOYMENT

Wurster Construction Company, Inc.
8463 Castlewood Drive
Indianapolis, IN 46250
(317) 841-1000

Albert Wurster, President

REFERENCES

Mr. David Bayse
Retired
317- 445-7799 Mobile

Mr. Steven Brineger
317-727-2027 Mobile
317- 848-7222 Home

Mr. Mark Bowell
President
Tesco Crane
317-244-7801 Office
317-840-8111 Mobile

Ms. Molly Burns
Director of Business Development
Fairbanks Addiction and Treatment Center
8102 Clearvista Parkway
Indianapolis, IN 46256
317-849-8222, Ext 318 Office
317-440-6071 Mobile
317-788-8682 Home

KEITH A. MARSH

2190 Seasons N. Drive
Indianapolis, Indiana 46280
Cell: (317) 201-8734

EDUCATION

Year	Degree	Institution	Location
1979	Bachelor of PE/Health	Purdue University	West Lafayette, Indiana
1993	Completion of EPPSP GROUP 10	Butler University	Indianapolis, Indiana
1994	Master of Science Educational Administration	Butler University	Indianapolis, Indiana
2006	Certificate of Completion (Indiana Principal Leadership Academy)	IPLA – Group 41	Indianapolis, Indiana

LICENSE

Indiana Teachers License (Professional)
Secondary Administrative and Supervision License

EDUCATIONAL WORK EXPERIENCE

2015 – Present **Dean of Students – Bishop Luers High School**

2015 – Present **Highmark Companies/Pearson – Curriculum Specialist (Part-time)**

- Professional training for school districts and teachers in Indiana with Pearson Curriculum

2014 – 2015 **Indiana Cyber Charter School – Academic Leader**

- Oversee academic operations of the school
- Analyze all academic data
- Evaluate Student Learning Advocates, Online Teachers, and Support Staff
- Oversees all Professional Development
- Develop and implementation of online curriculum

2012 – 2014 **Regional Operations Director IN/OH Region – Imagine Schools, Inc.**

- Supervise 1 school in Indiana and 3 schools in Ohio
- Work directly with school leaders in the total operation of the school
- Work with all schools in the IN/OH region on board development
- Work with all schools in the IN/OH region on facility issues

2008 – 2014 **Principal**
Imagine Schools Indiana/Indiana Life Science Academy West

- Oversee all operations of Imagine West which includes finances, instructional, business operations, and human resources.
- Responsible for compliance with Office of Charter School BSU and with the Indiana Department of Education.
- Work directly with the Board with all board related activities.
- Secure and implement IDOE planning grants for the initial startup of new Schools and Common School Loan.
- Responsible for hiring of all faculty and staff.

2007 to 2008

Assistant Director
Office of Charter Schools
Ball State University, Muncie, IN

- In collaboration with other Office of Charter Schools staff, coordinate regular updates and improvements to the Accountability Framework and related documents guiding the Office of Charter Schools' accountability process.
- Plan and prepare the annual Charter School Accountability Report.
- In collaboration with other Office of Charter Schools staff, serve as a resource to field representatives regarding existing schools' contract compliance issues and all aspects of the Accountability Framework.
- In collaboration with other Office of Charter Schools staff, contribute to the school oversight, school-specific Accountability Plans, and proposal process.
- Lead the development, and regular updating, of a compliance handbook summarizing state, federal, and University compliance requirements for charter schools sponsored by the University.
- Lead the development of Office of Charter Schools Policy Manual and Office of Charter Schools Procedures Manual.
- Coordinate and supervise meetings and events, such as workshops for existing schools, new school orientations, public meetings for prospective charters and applicant workshops.
- Identify opportunities to work collaboratively within the Teachers College and with other areas of the University to identify resources that will help the Office of Charter Schools, and the schools it sponsors, achieve their full potential.
- Serve as the primary liaison to the Indiana Department of Education on issues related to regulatory requirements applicable to charter schools.

2003 to 2007

Saint Theodore Guerin High School, Noblesville, IN
Principal (School Opened August 2004)

Responsibilities:

- Articulates the mission of Saint Theodore Guerin High School to parents, faculty, staff, students and the wider community
- Acts as Administrative Officer of the School Governing Board
- Establish positive working relationships with the School Governing Board, Parish Pastors, school personnel, parents, students, and the Diocesan Pastoral Office of Catholic Schools
- Curriculum and Instruction for the high school
- Facilitates discussion with feeder grade schools for K – 12 Curriculum Alignment
- Planning and implementations of the International Baccalaureate Diploma Programme (Accepted by IB and started in August 2006)
- Hiring of Faculty/Staff and Completion of Faculty/Staff Evaluations
- State Reports for Indiana Department of Education
- Professional Development for faculty and staff
- Responsible for all aspect of the school's operation working closely with the Business Manager
- Responsible for all facility operations, renovations, and/or new construction
- Supervises the Custodial/Maintenance Director
- Leadership and planning to ensure the progress on the 3-Year Strategic Plan for educational and institutional advancement
- Ensures the implementation of all Board policies
- Prepares and presents an annual "State of the School" report
- Oversees the Director of Institutional Advancement for our Capital Campaign
- Ensured the development and implementation for Office of Institutional Advancement
- Ensured the development and implementation of a sustained marketing plan through the Development Office

- Serves as chief spokesperson for Saint Theodore Guerin High School

1999 – 2003 **Father Thomas Scecina Memorial High School, Indianapolis, IN**
President/CEO

Responsibilities:

- Articulated the mission of Scecina to alumni, parents, faculty, staff, students, and the wider community.
- Oversaw the implementation of the Development Department for Institutional Advancement
- Ensured the development and implementation of a sustained marketing plan through the Development Office
- Implemented and oversaw the Teacher Advancement Program (TAP) through the Milken Family Foundation.
- Responsible for all aspect of the school's operation working closely with the Principal, Controller, and Development Director
- Responsible for all facility operations, renovations, and/or new construction.
- Leadership and Planning for short and long-term goals and objectives
- Ensured the progress on the strategic plan for educational and institutional advancement
- Acted as administrative officer of the Scecina Board of Directors
- Ensured the implementation of all Board policies
- Prepared and presented an annual "State of the School" report
- Served as liaison between the school community and the Board of Directors
- Supervised the fiscal operations of the school
- Responsible for fund raising and grant writing
- Prepared annual operational budget for the school
- Ensured appropriate financial reporting through the school Controller
- Maintained liaison with legal counsel as named by the Archdiocese of Indianapolis
- Served as chief spokesperson for Father Thomas Scecina Memorial High School
- Employed, supervised, and appraised the performance of the high school principal

1998 – 1999 **Tri-Central Jr. /Sr. High School, Sharpsville, IN**
Principal

Responsibilities:

- Curriculum and Instruction/K – 12 Curriculum Alignment (Facilitator)
- Teacher Evaluations
- Hiring of Teachers/Staff
- State Reports For Department of Education
- Preparation and Supervision of school budget and Grant Writing
- Parent Advisory Council and Public Relations
- Professional Staff Development/Corporation Staff Retreat
- Technology Development
- Construction and Renovation
- Trojan Leadership Camp
- Corporation Negotiation Team (Contract)
- Middle School Reform
- Top 20 Senior Recognition Program

1994 - 98 **Lawrence North High School, Indianapolis, IN**
Assistant Principal

Responsibilities:

- Construction and Renovation for the high school
- Preparation and control of total school budget
- Curriculum Development and Scheduling
- Serve on the Township Curriculum Committee
- Technology/Supervise the Technology Coordinator
- High Schools That Work (Tech Prep)

- Buildings and Grounds (Maintenance/Custodial Staff)
- Faculty/Staff Evaluations
- Involved with development and writing policy for Lawrence Township Drug Testing – Presented the Policy to the Lawrence Township School Board
- Student Assistance Program
- Worked with Dean of Students on Discipline
- Administrator for Building Discussion Team (LEA)
- Graduation Ceremony and LN Awards Program
- Township Coordinator for Leadership Program Grades 7 - 12

1992 - 94 **Brook Park Elementary, MSD of Lawrence Township**
Indianapolis, IN
Home School Advisor

Responsibilities:
- Liaison between home and school
- In charge of all disciplinary issues
- Development of Student Assistance Program
- Counselor for Students and Families
- Supervise Custodial Staff
- Administrative Duties as assigned by Principal

1989 - 92 **Saint Matthew Catholic School, Indianapolis, IN**
Assistant Principal, Counselor, Teacher

1980 - 81 **North Miami Junior/Senior High School, Denver, IN**
Teacher and Coach

NON-EDUCATIONAL WORK EXPERIENCE

1981 – 1984 **Kokomo YMCA, Kokomo, IN**
Youth and Sports Director

1984 – 1989 **Lancaster YMCA, Lancaster, PA**
Senior Program Director

PROFESSIONAL HONORS/PRESENTATIONS

- Indiana Principal Leadership Academy – Graduate April 2006
- Workshop on Classroom Management for Teachers, Winter 1998
- Guest Speaker for Indiana School of Social Workers, Fall 1997
- Distinguished Educator Award IDEA Academy of Fellows 1996
- Outstanding Service and Contribution to Spina Bifida Association of Lancaster County Lancaster, PA 1985
- Outstanding Young Man of America by United States Jaycee and Indiana 1984

AFFILIATIONS

- Chair for AdvancED Quality Assurance Review Team – Evaluate Indiana schools for accreditation (North Central Accreditation)
- Indiana Association of School Principals
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- IDEA Fellows Program (Institute for Development of Educational Activities, Inc.)
- Rotary Club of Indianapolis
- EPPSP Alumni Association Group 10, Butler University
- Indianapolis Chamber of Commerce

COMMUNITY ACTIVITIES

- Board of Directors, Hamilton County Leadership Academy, 2006 - 2008
- St. Matthew Parish Council – At Large Member, President, 2005 - 2008
- Principal Search Committee – Holy Spirit Grade School (Chair), 2001; St. Matthew Grade School (Member) 2002
- Indiana Special Olympics Volunteer, 1989 - Current
- Indiana Special Olympics Tournament Board, 1992 – 1998
- Skiles Test Baseball League Volunteer Coach, 2011 - Present
- Fall Creek Valley Little League Softball Volunteer Coach, 2002 - 2005
- St. Matthew Catholic Church Confirmation Team, High School, 2001 & 2002
- United Way Board of Directors of Tipton County, 1998 - 1999
- Tipton County Council on Alcohol, Tobacco, and Other Drugs, 1998 - 1999
- Catholic Youth Organization, Coach, 1988 – Current

Crossroads Virtual Academy Charter School Academic Achievement Plan
2016 – 2017

GOAL #1: To increase our ISTEP+ (English/Language Arts) in Growth and Proficiency.
TARGET GOAL: % Passing

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	
2. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
3. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
4. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
5. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	

6. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

GOAL #2: To exceed state average in IRead 3. TARGET GOAL: % Passing

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I MEASURE PROGRESS? BY WHAT DATE WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	

5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

GOAL #3: To exceed state average in ECA Testing. TARGET GOAL: % Passing

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

4. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	
5. PROGRESS-HOW WILL I MEASURE PROGRESS? BY WHAT DATE WILL THIS GOAL BE COMPLETED?	

Crossroads Virtual Academy Charter School Academic Achievement Plan
2016 – 2017

6. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	
8. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

Course Description

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

Course length: Two semesters. Each semester consists of 18 weeks (90 days) of content.

Materials: A Chinese-English dictionary is recommended

Prerequisites: None

Overall Course Objectives

The Middle School Chinese 1 course helps students:

- Master common vocabulary terms and phrases, including personal contexts such as greetings, family, school, health and fitness, and hobbies
- Comprehend grammar patterns, including question words, basic syntax, comparisons, directional words, and the past tense
- Analyze and compare cultural practices, products, and perspectives of China through such topics as food, money, family life, and literature
- Participate in simple conversations and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Chinese
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

Vocabulary Theme

- Each unit presents a new set of vocabulary words pertaining to a particular theme. Each topic is first presented in context and then the vocabulary is further practiced through a variety of interactive activities and practices. A printable vocabulary list is also provided.

Grammar Concept

- Each unit introduces a new grammar pattern. The concept is first introduced in a contextualized situation and then presented in a multimedia grammar animation. The concept is then further practiced in several interactive activities throughout the unit. A printable explanation of the pattern is also provided.

Presentation of Culture through Culture Videos

- In each unit, students learn about various cultural or historical aspects (e.g. practices, products, and perspectives) of China through short video presentations.

"Out of Seat" Activities

- Several times during the year, students are given opportunities to use the language "outside" the course. These are specific assignments directing students to interact in a genuine way with the Chinese language or Chinese-speaking communities.

Speaking and Writing Activities

- Students complete speaking and writing activities in each unit. These activities give students a chance to become more familiar with the speaking and writing patterns of Chinese by applying them in communicative situations.

Listening and Reading Comprehension Activities

- Each unit contains both listening and reading comprehension practices. They are based on the vocabulary, grammar, or culture concepts presented that unit and challenge students to identify the main ideas and significant details of the listening/reading excerpts.

Assessments

- Listening and reading comprehension quizzes verify that students comprehend the main ideas and/or significant details of target language passages or conversations.
- Culture comprehension quizzes verify that students have understood important concepts presented in the culture presentations.
- Unit tests assess students' mastery of the vocabulary words and grammar concepts presented that unit. Each unit test also includes reading and listening comprehension questions and an oral or written assessment.
- Midterm and Semester Exams are comprehensive in nature. Not only do they assess students' knowledge of the language, but they also assess students' ability to produce the language in a communicative way. Midterms and Semester Exams include both oral and written assessments.

"Life-long Learner" Assignments

- Each semester, students are required to create a plan for incorporating Chinese into their daily lives. They accomplish this by outlining the long-term benefits of learning Chinese, by making goals for what they want to accomplish with their mastery of the language, and by creating a plan for accomplishing their goals.

"Explore" Activities

- These activities help students develop a more profound understanding of China and its culture.

Discussion Board Activities

- There is one discussion board activity in each semester. These activities provide opportunities for students to interact with other students and practice their new language.

Journal

- Journal assignments allow students to make cultural comparisons, reinforce new vocabulary and grammar patterns, and practice communicating in the language.

Romanization and Characters

- The nature of the Chinese language, being a tonal language with thousands of homophones, requires that nonr native students have a solid foundation with Pinyin to ensure accurate Chinese pronunciation in addition to correct tone usage. Pinyin is the Romanized text used to help non-native students understand the phonology of Chinese. Every unit requires students to use Pinyin to read and write the Chinese language. In Unit 10, students begin the transition from Pinyin into Chinese characters. After Unit 10, students are required to learn, recognize, and type 8-10 new characters each unit. There are several activities within each unit, which prepare students to learn these characters.

Pronunciation

- Pronunciation is a critical element of Chinese that is acquired through the use of Pinyin initial and final sounds. Each unit has a special lesson about one or more of the Pinyin initial sounds combined with all of the final sounds. This is accompanied by a practice activity. Every Pinyin activity also has a link to a printable PDF, which describes the rules and guidelines for proper use of Pinyin.

Tones

- Every unit contains ample practice with the four tones that are used to distinguish meaning from one homophone to another in this tonal language. Every Pinyin activity also has links to printable PDFs, which describe the rules and guidelines for proper use of tones as well as a reference chart that includes all the initial and final sound combinations of the Chinese language.

Course Scope and Sequence

Semester 1				
	Vocabulary	**Grammar**	**Culture**	**Pronunciation**
Unit 1	Greetings	Intro to STPVO and	Introduction to China 1	Introduction to Pinyin and Tones Final Sound /ao/
Unit 2	Numbers 1-20 Months Days of the Week	"How do you say...?" "。。。怎么说？" More on STPVO: "Time" in Chinese Sentences	The Lunar Calendar and Chinese Holidays	Final sound /iu/
Unit 3	Numbers 21-100 Age Quantity words - 多，少，一些	Question Particle 吗 Question Word 什么？ Question Word 几个？ Question Word 多少？	Chinese Numbers	Final sound /i/
Unit 4	Family and Friends	Intro to Measure Words:	Family in China	Final sound /un/
Unit 5	School	Measure Words continued: (classroom items) 本, 张, 支	Chinese Philosophy	Final sound /e/
Unit 6	Animals	MW for Animals Use Possessive Particle: 的 this/that, these/those & here/there : 这/那（(个, 些, 里, 儿）	Wolong and Panda Bears	Final sound /ang/
Unit 7	Descriptions	How to Use 是 and 很 How to Use 好 like "very"	Colors in China	Final sound /ong/
Unit 8	Countries and Nationalities	Verb Duplication Questions: 有没有, 好不好, 对不对, 可不可以, 是不是 Forms of "不" Come from: 从。。。来的	Chinese Dynasties	Final sound /ou/
Unit 9 Midterm Review and Test				

Semester 1 (Continued)				
	Vocabulary	**Grammar**	**Culture**	**Pronunciation**
Unit 10	Introduction to Characters Review: Numbers 1-20 and Subject Pronouns	Preferences: 喜欢, 不喜欢, 最喜欢 Gradation: 不好, 不太好, 还好, 好, 太好, 最好 真+ adj (真好) -好+verb (好听, 好玩, 好吃, 好看)	Beauty	Final sound /o/ & /uo/
Unit 11	Telling Time	Question Words Continued Review 谁, 什么时候, 怎么, 为什么 Then 然后 After 以后	Poem: Thoughts on a Quiet Night	Final sound /ian/
Unit 12	Professions	Ask about Professions: 做什么？ Express thoughts and desires: 觉得, 想, 要	Chinese Calligraphy	Final sound /uan/
Unit 13	Telephone	Polite Questions and Requests: 请 The several uses of 以下	The Four Gentlemen	Final sound /ua/
Unit 14	Clothing	Measure Words: (clothing) **件, 条, 双, 套**	Sichuan: The Land of Abundance	Final sound /u/
Unit 15	Food	Measure Words: (food) **个, 根, 串**, 块, **片** Review words for "want", "would like", "feel like"	Chinese Tea Culture	Final sound /iao/
Unit 16	Prepositions	STPVO: Placement of Prepositions in a Sentence Prepositions and Directions	A Trip to Shanghai: A Dazzling City	Final sound /ai/
Unit 17	Places	STPVO : place in Chinese sentences Ask/Give Directions: 怎么走, 右/左转, 直走, 一直走, 走到 Cardinal Directions: 北, 南, 西, 东	Xi'an, Historical City	Final sound /ia/
Unit 18 Final Review and Test				

Biology Curriculum Map

Module	LO #	Lesson Title	Objective(s)	Common Core State Standard(s)
Principles of Life	1.1	Introduction to Biology	Identify the major concepts in Biology. Make simple scientific observations. Differentiate between biotic and abiotic factors of an ecosystem.	W25: Scientists generate and evaluate questions to investigate the natural world. W26: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. W29: The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions. W36: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37: Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. C1: The fundamental life processes of plants and animals depend on a variety of chemi-cal reactions that occur in specialized areas of the organism's cells.
Principles of Life	1.2	Cell Theory	Define cell theory Explain the role of cell theory in scientists' study of biology. Describe the evidence that supports the accuracy of cell theory.	W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. W4: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. W30:Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. C2:Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
Principles of Life	1.3	Carbon Compounds	Define and identify examples of carbon compounds. Identify carbon compounds that	W2: The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society.

			are commonly found in cells. Describe the purpose of carbon compounds commonly found in cells.	N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N5:Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
Principles of Life	1.4	Cell Structures	Define cell organelle. Describe the function of cell organelles. Identify how cell organelles interact with one another.	W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. W4: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. C6:Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. C8:Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide. C5:Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
Principles of Life	1.5	Eukaryotic Cells	Identify the characteristics of a eukaryotic cell. Construct a model of a eukaryotic cell.	W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. W4: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. C11:Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

				N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
Principles of Life	1.6	Prokaryotic Cells	Define prokaryotic. Identify the characteristics of a prokaryotic cell. Compare and contrast prokaryotic and eukaryotic cell features.	W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. W4: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
Principles of Life	1.7	Cell Metabolism	Describe and identify examples of metabolic pathways. Describe the influence of enzymes on metabolic pathways. Construct a lock and key model.	W6: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell. C3:Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. N6:Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

				N7:Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. N9:Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Principles of Life	1.8	Transport Across Membranes	Differentiate between active and passive transport. Describe the process of osmosis. Analyze the results of an osmosis lab.	W4: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. C2:Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings. W25:Scientists generate and evaluate questions to investigate the natural world. W26:Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. W27:Conclusions must be logical, based on evidence, and consistent with prior established knowledge. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. W29:The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions. W30:Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Principles of Life	1.9	Photosynthesis	Describe the process of photosyntheis. Diagram the process of photosynthesis. Diagram how cells make ATP.	W2: The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society. W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. W21:Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system. C69:Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2, and ATP. C9:Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors. C10:Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. W6: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. N7:Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

				N6:Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. N9:Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Principles of Life	1.10	Cellular Respiration	Distinguish between aerobic and anaerobic respiration. Identify and describe the processes involved in cellular respiration. Diagram the overall sequence of aerobic respiration and the Krebs cycle.	W2: The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society. W3: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. C10:Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. C9:Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors. W6:All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. N7:Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. N6:Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

				N9:Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Principles of Inheritance	2.1	Cell Division	Explain why cells need to divide. Describe the phases of the cell cycle. Construct a model of mitosis.	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. N16:Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. N18:Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
Principles of Inheritance	2.2	Meiosis	Describe what happens during meiosis. Explain when and why meiosis occurs. Construct a model of meiosis.	W9: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring. C13:Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type. C14:Students know only certain cells in a multicellular organism undergo meiosis. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. N16:Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. N18:Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Principles of Inheritance	2.3	Reproduction	Summarize the process of sexual reproduction. Summarize the process of asexual reproduction. Compare and contrast asexual and sexual reproduction.	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. W9: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring. C16:Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization). N16:Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. N18:Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
Principles of Inheritance	2.4	Patterns of Inheritance	Explain the evidence used to support Mendel's law of segregation. Differentiate between an organism's genotype and phenotype. Analyze a Punnett square.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. W7: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment. W30:Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. W31:Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another’s investigations, check the reliability of results, and explain inconsistencies in findings. C17:Students know why approximately half of an individual’s DNA sequence comes from each parent.

				C19:Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents. C20:A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. C21:Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive). C22:Students know the genetic basis for Mendel's laws of segregation and independent assortment. C23:Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes. C25:Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept. C26:Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA. C29:Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. N18:Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
Principles of Inheritance	2.5	Chromosomes	Label the parts of a chromosome. Define chromosomal mutation.	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. C24:Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

				C15:Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
Principles of Inheritance	2.6	Human Genetics	Explain how human genes are passed along. Describe common human genetic mutations. Differentiate among types of chromosomal mutation.	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. W9: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring. W16: Biological evolution is due to: (1) genetic variability of offspring due to mutations and genetic recombination, (2) the potential for a species to increase its numbers, (3) a finite supply of resources, and (4) natural selection by the environment for those offspring better able to survive and produce offspring. W17: Random changes in the genetic makeup of cells and organisms (mutations) can cause changes in their physical characteristics or behaviors. If the genetic mutations occur in eggs or sperm cells, the changes will be inherited by offspring. While many of these changes will be harmful, a small minority may allow the offspring to better survive and reproduce. C12:Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept. C18:Students know the role of chromosomes in determining an individual's sex. C27:Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA. C28:Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

				N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
Principles of Inheritance	2.7	The Structure of DNA	Describe the structure and function of DNA. Explain how DNA is replicated. Analyze the effects of DNA replication.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. C27:Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA. C28:Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein C30:Students know proteins can differ from one another in the number and sequence of amino acids. C31:Students know why proteins having different amino acid sequences typically have different shapes and chemical properties. C32:The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. C33:Students know the general structures and functions of DNA, RNA, and protein. C34:Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Principles of Inheritance	2.8	From DNA to Proteins	Describe how DNA is transcribed to RNA. Evaluate the significance of the genetic code to scientific and medical research.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. C30:Students know proteins can differ from one another in the number and sequence of amino acids. C31:Students know why proteins having different amino acid sequences typically have different shapes and chemical properties. C33:Students know the general structures and functions of DNA, RNA, and protein. C34:Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA. N1:Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
Principles of Inheritance	2.9	Gene Expression	Describe the process of gene expression. Compare gene expression in eukaryotes and prokaryotes.	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. N19:Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Principles of Inheritance	2.10	Genetic Engineering	Describe the processes and procedures involved in genetic engineering. Identify and describe ways in	W8: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Most cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.

			which genetic engineering is used in various sciences	W33:Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W38:It is important for all citizens to apply science and technology to critical issues that influence society. C35:Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products. C36:Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecule. C37:Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. N19:Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Plants	3.1	Classifying Life	Explain the role of classification in the field of biology. Describe the system used to classify organisms. Explain how plants differ from animals in their characteristics.	W1:Carbon containing compounds are the building block of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy rich compounds that contain carbon (food) and release oxygen. C7:Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide. C42:Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. N4:Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

				N9:Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Plants	3.2	Plant Classification	Describe how plants are classified. Create and label a plant diagram. Use plant diagrams to classify and identify a plant.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring.
Plants	3.3	Seedless Plants	Describe the characteristics of lycophytes. Compare lycophytes, horsetails and ferns. Diagram the life cycle of seedless plants.	W19:The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. W28: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. C47:Students know why natural selection acts on the phenotype rather than the genotype of an organism. C50: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions. C54: Students know how natural selection determines the differential survival of groups of organisms. C60:Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual

				reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Plants	3.4	Seed Plants	Describe the characteristics of spermophytes/seed plants. Diagram the life cycle of seed plants.	W19: The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. W36:The ability to solve problems is greatly enhanced by use of mathematics and information technologies. C50: Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions. C51:Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. C52:Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotype. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Plants	3.5	Gymnosperms	Describe the characteristics of a gymnosperm. Identify examples of gymnosperms.	C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. C45:Students knowhow to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

				C46:The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. C48:Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool. C55:Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment. C57: Students know reproductive or geographic isolation affects speciation. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Plants	3.6	Angiosperm	Describe the characteristics of an angiosperm. Identify the parts of a flower. Describe the parts of a seed.	W25:Scientists generate and evaluate questions to investigate the natural world. W26:Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. W27:Conclusions must be logical, based on evidence, and consistent with prior established knowledge. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. W29:The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions. W30:Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light.

Plants	3.7	Seed Dispersal	Explain how seeds and fruits form. Compare the methods by which seeds are dispersed.	C46:The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. C48:Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool. C49: Students know new mutations are constantly being generated in a gene pool. C56: Students know the effects of genetic drift on the diversity of organisms in a population C57:Students know reproductive or geographic isolation affects speciation N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Plants	3.8	Plant Tropisms	Define and identify examples of tropism. Define phototropism. Define gravitropism. Investigate and describe phototropism in a particular plant.	W25:Scientists generate and evaluate questions to investigate the natural world. W26:Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. W27:Conclusions must be logical, based on evidence, and consistent with prior established knowledge. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. W29:The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions. W30:Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Plants	3.9	Seasonal Changes in Plants	Identify examples of seasonal changes. Identify physical changes to plants caused by the changing of seasons. Explain what causes seasonal physical changes in plants.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C59:Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationship. N14: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. N22: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
Plants	3.10	Plants and Humans	Describe the ways in which plants are important to humans.	N13:Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Classification	4.1	Classification Systems	Explain the Linnaean scheme for classifying organisms. Name and describe the levels of classification. Define phylogeny.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

			Differentiate between Linnaean scheme and phylogeny.	W31:Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings. W32:Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.
Classification	4.2	Kingdoms	Name the six kingdoms in the Linnaean schema for classification. Identify key characteristics of the six kingdoms Classify organisms, based on characteristics, into the the correct kingdoms.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Classification	4.3	Eubacteria	Describe the characteristics of eubacteria.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C74:Students know how vaccination protects an individual from infectious diseases. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Classification	4.4	Archaebacteria	Describe the characteristics of archaebacteria. Differentiate between archaebacteria and eubacteria.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C74:Students know how vaccination protects an individual from infectious diseases. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Classification	4.5	Protista	Describe the characteristics of protists. Label an image of a protist.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

Classification	4.6	Fungi	Describe the characteristics of fungi. Describe the role of fungi in ecosystems and food webs.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C43:Students know a vital part of an ecosystem is the stability of its producers and decomposers. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Classification	4.7	Plantae	Describe the characteristics of plants. Describe the role of plants in food webs and ecosystems.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. N4:Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
Classification	4.8	Animalia	Describe the characteristics of animals. Classify animals as vertebrates or invertebrates.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Classification	4.9	Viruses	Describe the characteristics of viruses. Describe the lytic and lysogenic cycles of virus reproduction. Compare the lytic and lysogenic pathways for virus multiplication.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C74:Students know how vaccination protects an individual from infectious diseases. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

Classification	4.10	Protozoa	Describe the characteristics of protozoa. Explain how protozoans impact the health of human beings.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C74:Students know how vaccination protects an individual from infectious diseases. C4:Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
Animal Invertebrates	5.1	Overview of Animal Kingdom	Describe the levels of organization in animals. List and describe the features that animals have in common.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring.
Animal Invertebrates	5.2	Body Plans	Define symmetry. Classify animals based on their symmetry.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.
Animal Invertebrates	5.3	Phylum Placozoa	Describe the features of organisms in the Placozoa phylum. Draw an example of a species in the Placozoa phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.4	Phylum Porifera	Describe the features of organisms in the Porifera phylum. Draw an example of a species in the Porifera phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.5	Phylum Cnidaria	Describe the features of organisms in the Cnidaria phylum. Draw an example of a species in the Cnidaria phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.

Animal Invertebrates	5.6	Phylum Rotifera	Describe the features of organisms in the Rotifera phylum. Draw an example of a species in the Rotifera phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.7	Phylum Mollusca	Describe the features of organisms in the Mollusca phylum. Draw an example of a species in the Mollusca phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.8	Phylum Annelida and Platyhelminthes and Nemotoda	Describe the features of organisms in the Annelida, Platyhelminthes and Nemotoda phylums. Differentiate between the three worm phyla. Draw an example of species in the Annelida, Platyhelminthes and Nemotoda phylums.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.9	Phylum Echinodermata	Describe the features of organisms in the echinodermata phylum. Draw an example of a species in the echinodermata phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Invertebrates	5.10	Phylum Chordata	Describe the features of organisms in the Chordata phylum. Draw an example of a species in the Chordata phylum.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Vertebrates	6.1	The First Vertebrates	Describe the first vertebrates. Describe the characteristics of vertebrates.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.

			Describe how vertebrates differ from invertebrates.	
Animal Vertebrates	6.2	Fish	Describe the characteristics of fish. Compare cartilaginous and bony fish.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Vertebrates	6.3	Amphibians	Describe the characteristics of amphibians. Differentiate among the three orders of amphibians. Diagram the life cycle of an amphibian.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W37:Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W33:Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W38:It is important for all citizens to apply science and technology to critical issues that influence society. C40:Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
Animal Vertebrates	6.4	Reptiles	Describe the characteristics of reptiles. Hypothesize about the importance of the amniotic egg.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Vertebrates	6.5	Birds	Describe the characteristics birds. Compare the three types of bird feathers. Investigate the importance of beak shape and size in birds.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W18: The great diversity of organisms is the result of more than 3.5 billion years of evolution that has filled available ecosystem niches on Earth with life forms.

				W16: Biological evolution is due to: (1) genetic variability of offspring due to mutations and genetic recombination, (2) the potential for a species to increase its numbers, (3) a finite supply of resources, and (4) natural selection by the environment for those offspring better able to survive and produce offspring. C47:Students know why natural selection acts on the phenotype rather than the genotype of an organism.
Animal Vertebrates	6.6	Mammals	Describe the characteristics mammals. Differentiate among the three classes of mammals.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.
Animal Vertebrates	6.7	The Primates	Differentiate between the two sub-orders of primates. Describe and classify the first hominids.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W16: Biological evolution is due to: (1) genetic variability of offspring due to mutations and genetic recombination, (2) the potential for a species to increase its numbers, (3) a finite supply of resources, and (4) natural selection by the environment for those offspring better able to survive and produce offspring. W19: The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution.
Animal Vertebrates	6.8	Skeletal Systems	Describe the purpose of the skeletal system. Identify the major vertebrate bones in a diagram. Distinguish among the types of joints.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
Animal Vertebrates	6.9	Muscular Systems	Define the three kinds of muscles and their purpose. Identify the locations and functions of major muscle groups.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C69:Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2, and ATP. N2:Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Animal Vertebrates	6.10	Sensory Reception	Identify and compare the five senses of vertebrates. Describe sensory receptors. Assess how stimuli affect sensory receptors.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C63:Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. C65:Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. C66:Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
Human Body	7.1	Homeostasis	Identify the processes involved in maintaining homeostasis. Investigate how homeostasis maintains a stable internal body temperature, when external temperatures change.	W24:Systems can be changing or in equilibrium. W21:Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system. W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C61:As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. C70:Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.2	Circulatory System	Identify and describe the major structures of the circulatory system. Diagram the circulatory system.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

				N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.3	Respiratory System	Identify and describe the major structures of the respiratory system. Explain how gas is exchanged in the lungs and between the blood and body cells. Create a model of the human lungs.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.4	Digestive System	Identify and describe the major structures of the digestive system. Explain why enzymes are important to the digestion process. Diagram the digestive system.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. C67:Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.5	Human Nutrition	Identify the nutrients humans need. Construct a healthy menu for a week.	C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.6	Nervous System	Identify and describe the major structures of the nervous system. Differentiate between the central nervous system and peripheral nervous system.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. C63:Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.

			Differentiate between the somatic nervous system and the autonomic nervous system.	C64:Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. C65:Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. C66:Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Human Body	7.7	Human Brain	Describe the functions of and identify the parts of the brain. Construct a model of the human brain.	C63:Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. C64:Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. C65:Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. C66:Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
Human Body	7.8	Endocrine System	Identify and describe the major hormones of the endocrine system. Cite evidence of hormones controlling body processes.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C62:Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. C64:Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. C68:Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance. C70:Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Human Body	7.9	Reproduction in Humans	Compare and contrast the male and female reproduction systems.	W9: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring. C70:Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
Human Body	7.10	Development in Humans	Compare the phases of human development from embryo though adulthood.	
Humans and Diseases	8.1	Immune System	Identify and describe the major structures of the immune system. Critique how the immune system responds to pathogens. Differentiate between natural immunity and acquired immunity.	W22:Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. C71: Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response. C72:Students know the role of the skin in providing nonspecific defenses against infection. C73:Students know the role of antibodies in the body's response to infection. C75:Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. C76:Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign. C77:Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Humans and Diseases	8.2	Infectious Disease	Explain the relationship between pathogens and infectious diseases. Compare four kinds of pathogens. Compare major infectious diseases.	C73:Students know the role of antibodies in the body's response to infection. C75:Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. N3:Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Humans and Diseases	8.3	Flu	Describe how the flu affects individuals. Assess the risk of flu epidemics in various countries.	C73:Students know the role of antibodies in the body's response to infection. C75:Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
Humans and Diseases	8.4	HIV	Identify how HIV affects the immune system. Assess the risk of HIV infection to populations and how the risk can be lowered.	C73:Students know the role of antibodies in the body's response to infection. C75:Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. C76:Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
Humans and Diseases	8.5	Vaccines	Identify health benefits of using vaccines for individuals and populations. Compare disease outbreaks in areas where vaccine use is widespread to areas where vaccine use is rare.	C73:Students know the role of antibodies in the body's response to infection. C74:Students know how vaccination protects an individual from infectious diseases. C75:Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. W31:Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings. W32:Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.

Humans and Diseases	8.6	Non-Infectious Disease	Describe how non-infectious disease occur. Compare the effects of major non-infectious diseases.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. W7: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
Humans and Diseases	8.7	Autoimmune Diseases	Describe common factors that contribute to autoimmune diseases. Describe 3 autoimmune diseases.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. W7: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
Humans and Diseases	8.8	Cancers	Identify the various causes of cancer in humans. Describe the effects of cancer on the body. Describe prostate cancer, colorectal cancer and breast cancer.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. W7: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
Humans and Diseases	8.9	Cardiovascular Disease	Identify the risks of cardiovascular disease. Describe the symptoms and treatment of cardiovascular disease.	W5: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function. W7: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
Humans and Diseases	8.10	Alcohol and Tobacco	Identify the warning signs of alcohol and tobacco abuse. Compare the effects of alcohol abuse and tobacco abuse.	

Principles of Evolution	9.1	Origin of Life	Identify the characteristics of the atmosphere needed to support life. Describe the first living cells. Cite evidence supporting life began 3.8 billion years ago.	W18:The great diversity of organisms is the result of more than 3.5 billion years of evolution that has filled available ecosystem niches on Earth with life forms. C58:Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction. C53:Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept N5:Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.2	Earth's Life History	Differentiate between the era's of the geological time scale. Explain how fossils are used in geological dating.	W18:The great diversity of organisms is the result of more than 3.5 billion years of evolution that has filled available ecosystem niches on Earth with life forms. W19:The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. C53:Evolution is the result of genetic changes that occur in constantly changing environments. C58:Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

				N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.3	Charles Darwin	Identify how organisms can change based on adaptations and mutations. Support Darwin's theory of evolution with examples and details.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. W19:The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. C47:Students know why natural selection acts on the phenotype rather than the genotype of an organism. C50:Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions. C54:Students know how natural selection determines the differential survival of groups of organisms. C60:Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Principles of Evolution	9.4	Hardy Weinberg	Explain the Hardy-Weinberg theory of equilibrium. Support Hardy Weinberg's theory of evolution with examples and details.	W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. W19:The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. C50:Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions. C51:Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. C52:Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotype W36:The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W28:The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.5	Population Evolution	Describe the gene pool. Defend the statement Individuals do not evolve populations do.	C48:Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool. C46:The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. C55:Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment. C57:Students know reproductive or geographic isolation affects speciation.

				C45:Students knowhow to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change. C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.6	Types of Selection	Differentiate between types of selection including: extreme phenotypes, sexual selection, directional selection and natural selection.	C46:The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. C55:Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment. C57:Students know reproductive or geographic isolation affects speciation. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations. N22: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Principles of Evolution	9.7	Genetic Drift	Describe genetic drift. Compare different types of genetic drifts initiate by a bottle neck even, the founder effect and inbreeding.	C46:The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. C48:Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool. C49:Students know new mutations are constantly being generated in a gene pool. C56:Students know the effects of genetic drift on the diversity of organisms in a population. C57:Students know reproductive or geographic isolation affects speciation. N18:Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.8	Comparative Morphology	Compare the different types of morphological traits. Compare species evolution based on morphology.	W19:The fossil record and anatomical and molecular similarities observed among diverse species of living organisms provide evidence of biological evolution. C59:Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationship. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

				N22: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.9	Comparative Biochemistry	Compare species at the molecular level. Describe species evolution based on molecular clocks.	C59:Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationship. C60:Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. N17:Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. N22: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual

				reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Principles of Evolution	9.10	Human Evolution	Compare and contrast Neanderthal and Cro-Magnon species. Create a map of hominid migration.	C58:Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction. C53:Evolution is the result of genetic changes that occur in constantly changing environments. W20: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. N20:Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. N21:Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Populations and Communities	10.1	Characteristics of Populations	Define population size, density, distribution pattern and age distribution. Construct a model to estimate a populations size.	W11: Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space. W12: Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms. W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death

				C40:Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
Populations and Communities	10.2	Population Growth	Describe how population size changes. Create graphs to display exponential population growth.	W11: Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space. W12: Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms. W13: Scientists represent ecosystems in the natural world using mathematical models. W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. C40:Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

				N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N13:Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Populations and Communities	10.3	Population Limits	Define limiting factor. Differentiate between density dependent and density independent factors.	W11: Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space. W12: Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms. W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W16: Biological evolution is due to: (1) genetic variability of offspring due to mutations and genetic recombination, (2) the potential for a species to increase its numbers, (3) a finite supply of resources, and (4) natural selection by the environment for those offspring better able to survive and produce offspring. C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. C40:Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

				N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N13:Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Populations and Communities	10.4	Human Population Growth	Compare human population growth that another animal population growth.	W11: Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space. W12: Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms. W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. W15: The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. C41:Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. C40:Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W23:In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible. W31:Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings. W32:Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.

				N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N13:Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Populations and Communities	10.5	Community	Define habitat, niche and community. Assess how species interact in community.	W15: The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Populations and Communities	10.6	Symbiotic Relationships	Compare mutualism, parasitism and commensalism. Cite examples of symbiotic relationships.	N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. N24:Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Populations and Communities	10.7	Predation and Parasitism	Describe how predators and prey rely on each other. Prove that predator and prey interactions can affect population size. Prove that parasitism can affect population size.	W12: Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms. N24:Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Populations and Communities	10.8	Community Stability	Describe a stable community. Create a model of a stable ecosystem.	W13: Scientists represent ecosystems in the natural world using mathematical models. W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. N14:Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Populations and Communities	10.9	Succession	Explain primary and secondary succession. Create a model of ecological succession in an ecosystem.	W15: The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. C43:Students know a vital part of an ecosystem is the stability of its producers and decomposers. N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
Populations and Communities	10.10	Patterns of Biodiversity	Draw conclusions as to why biodiversity is highest in the tropics.	W14: Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. N10:Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N12: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

Biomes	11.1	Trophic Levels	Compare the four trophic levels. Create a model of an ecosystem using tropic levels.	W10:Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. C43:Students know a vital part of an ecosystem is the stability of its producers and decomposers. N7:Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. N8:Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
Biomes	11.2	Energy Flow in Ecosystems	Construct a food web.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C42:Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. W24:Systems can be changing or in equilibrium. N4:Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

				N5:Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. N6:Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. N7:Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. N9:Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Biomes	11.3	Biogeochemical Cycles	Illustrate and describe the hydrological, sedimentary, carbon and nitrogen cycles. Assess how the biogeochemical cycles are vital to an ecosystem.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.4	Deserts	Identify characteristics of the desert. Analyze how desert characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

				C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.5	Shrub Lands, Dry Woodlands and Grasslands	Identify characteristics of the shrub lands, dry woodland and grassland biomes. Analyze how shrub lands, dry woodland and grassland biomes characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.6	Tropical Rainforests, Broadleaf Forests	Identify characteristics of the tropical rainforests and broadleaf biomes. Analyze how tropical rainforests and broadleaf biomes characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

				C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.7	Coniferous Forests	Identify characteristics of the coniferous forest. Analyze how coniferous forest characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.8	Tundra	Identify characteristics of the tundra. Analyze how tundra characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

				C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.9	Fresh Water	Identify characteristics of the fresh water biome. Analyze how fresh water biome characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Biomes	11.10	Marine Biome	Identify characteristics of the marine biome. Analyze how marine biome characteristics affect life there.	W10: Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem. C38:Stability in an ecosystem is a balance between competing effects. C39:Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

				C44:Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. N11:Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N23:Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
Human Impact on the Environment	12.1	Human Population Growth	Describe the impact of the exploding human population of the Earth.	W15 The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W24 Systems can be changing or in equilibrium. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society.

				N10 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
Human Impact on the Environment	12.2	Air Pollution	Identify the causes of air pollution. Cite evidence of how air pollution is being controlled.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.3	Deforestation	Identify the causes of deforestation. Understand why deforestation is a problem.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W21 Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.4	Water Pollution	Identify the causes of water pollution. Cite evidence of how water pollution is being controlled.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W23 In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.5	Water Shortage	Identify the causes of water shortage. Understand why water shortage is a problem.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W15 The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.6	Fossil Fuels	Identify how fossil fuels are formed. Show how fossil fuels impact the environment.	W2 The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society. C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W15 The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

				N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.7	Alternate Energy Sources	Identify alternate energy sources. Compare and contrast the usability of alternate energy sources.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W15 The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. W31 Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings. W32 Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.

				W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.8	Greenhouse Effect	Identify the causes of the greenhouse effect. Cite evidence of how the greenhouse effect is being controlled.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W21 Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society.

				N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.9	Coral Reef Damage	Identify how coral reefs are damaged. Describe the impacts of coral reef damage to the global environment.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Human Impact on the Environment	12.10	Overpopulation	Identify the causes of overpopulation. Cite evidence of how overpopulation is being controlled.	C40 Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. W33 Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded. W34 The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. W35 Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. W36 The ability to solve problems is greatly enhanced by use of mathematics and information technologies. W37 Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not. W38 It is important for all citizens to apply science and technology to critical issues that influence society. N10 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. N11 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. N13 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. N15 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

				N24 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standard(s)
My Adventures	1.1	and, away, big, blue, can, come, down, find, for, funny, go	Flag, crab, sled, drip, trim, clog, flop, drum, club	frighten, wander, stray, romp, boisterous, harness	1) Use the CCVC pattern to read words 2) Spell words with the CCVC pattern 3) Determine the meaning of words using context clues 4) Reading sight words	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.
	1.2				1) Identify the components of a simple sentence 2) Identify appropriate punctuation marks	
	1.3				1) Record yourself as you read narrative 2) Describe how you read	
	1.4				1) Read a story about a personal adventure 2) Identify characteristics of story structure 3) Identify words with the CCVC pattern	
	1.5				1) Identify characteristics of the narrative genre 2) List the steps in the writing process 3) Write a personal adventure story	

Space Adventures	2.1	help, here, I, in, is, it, jump, little, look, make, me, my	cute, cave, mice, note, robe, rule, face, kite	explore, solar, system, gravity, orbit, constellation, space	1) Use the CVCe pattern to read words 2) Spell words with the CVCe pattern 3) Use a dictionary to define reading selection vocabulary words 4) Reading sight words	CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
	2.2				Distinguish sentences from non-sentences	
	2.3				1) Record yourself as you read informational text 2) Describe how you read	
	2.4				1) Read a story about a space adventure 2) Read informational text about NASA 3) Summarize the text	
	2.5				1) Describe the audience and purpose for writing 2) Identify the parts of a paragraph 3) Write a paragraph about space	

						CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Ocean Adventures	3.1	not, one, play, red, run, said, see, the, three, to, two, up	nail, meat, suit, road, read, float, blue, rain	swift, predator, magnificent, journey, coast, crew	1) Use the CVVC pattern to read words 2) Spell words with the CVVC pattern 3) Use a thesaurus to define reading selection vocabulary words 4) Reading sight words	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words. CC.3.R.F.3.d Phonics and Word Recognition: Read grade-
	3.2				1) Identify compound nouns and verbs in sentences 2) Explain why compound nouns and verbs are used	

					when writing.	appropriate irregularly spelled words. CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	3.3				1) Record yourself as you read 2) Identify the proper phrasing of groups of words when you rea	
	3.4				1) Read informational text about an ocean adventure 2) Make inferences when reading informational text	
	3.5				1) Write a paragraph to perform a task 2) Tell a person how to do something	
Fables	4.1	we, where, yellow, you, all, am, are, at, ate, be, black	sweet, meet, mean, deal, beach, seen, green, street, queen	cupboard, gnaw, peace, fine, cellar, trap	1) Use the ee and ea pattern to read words 2) Spell words with the ee and ea pattern 3) Identify synonyms and antonyms 4) Read sight words	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	4.2				1) Identify the components of a compound sentence 2) Distinguish compound sentences	

	4.3				1) Record yourself as you read 2) Identify your reading rate	CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	4.4				1) Identify the components of a fable 2) Read fables 3) Analyze the characters in a story	
	4.5				1) Write a story based on a fable 2) Retell a fable	
Myths	5.1	brown, but, came, did, do, eat, four, get, good, have, he,	boil, boy, joy, toy, soil, foil, join, coin	treasure, wealthy, satisfy, astonished, frenzy, despair	1) Use the oi and oy pattern to read words 2) Spell words with the oi and oy pattern 3) Identify and define words with the prefixes pre and	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

		into			mis 4) Read sight words	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) CC.3.W.10 Range of Writing: Write routinely over extended time
	5.2				Identify and distinguish common and proper nouns.	
	5.3				Use appropriate expression when reading	
	5.4				Analyze the elements of a good story.	
	5.5				Revise writing	

						frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Why Tales	6.1	like, must, new, no, now, on, our, out, please, pretty, ran, ride	took, book, foot, good, out, loud, shout, cloud	lazy, desert, yoke, plow, magic, reflection	1) Use the oo and ow pattern to read words 2) Spell words with the oo and ow pattern 3) Use word family patterns to make new words 4) Read sight words	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic. CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled
	6.2				Identify and use common plural nouns	
	6.3				Use appropriate intonation when reading.	
	6.4				Identify the organizational structure for compare and contrast text	
	6.5				1) Use what has been learned about grammar and mechanics to edit story	

					2) Tell a story using appropriate details	words. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
Solving Problems	7.1	saw, say, she, so, soon, that, there, they, this, too, under, want	high, right, fight, sight, sky, by, my, cry	harsh, capture, doze, outcome, starve, risk	1) Use the i, ie, and igh pattern to read words 2) Spell words with the i, ie, and igh pattern 3) Use dictionary guide words to find words in the dictionary 4) Read sight words	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.2.g Conventions of Standard English: Consult reference materials, including
	7.2				Identify and use concrete and abstract nouns	
	7.3				Listen to your reading to monitor rate, expression, and intonation	
	7.4				Identify and distinguish between literal and nonliteral meaning	
	7.5				Write a clear topic sentence	

						beginning dictionaries, as needed to check and correct spellings. CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood). CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Asking Questions	8.1	was, well, went, what, white, who, will, with, yes, after,	telescope, history, monster, crystal, rescue, discover	struggled, volunteer, predict, delicate, diagram, gasp	1) Read two letter blends words in text 2) Spell words that begin with two letter blends 3) Identify synonyms and antonyms 4) Read sight words	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

		again, an				CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.
	8.2				Identify and use verbs in sentences, sight words and vocabulary words	
	8.3				Listen to your reading to monitor rate, expression, and intonation	
	8.4				Sequence events in informational text	
	8.5				Formulate and write an opinion on a topic	
Inventions	9.1	any, as, ask, by, could, every, fly, from, give, going, had, has	scrap, splash, split, spray, spring, squeak, strap, string	process, prey, suitable, clever, method, intelligent	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the
	9.2				1) Read three letter blend words	

					2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	meaning of the most common prefixes and derivational suffixes. CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.) CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect
	9.3				Listen to your reading to monitor rate, expression, and intonation	
	9.4				Read nonfiction text and ask questions as you read.	
	9.5				1) Write clear topic sentences 2) respond to a different opinion	

						opinion and reasons. CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.
Pond Animals	10.1	here, him, his, how, just, know, let, live, may, of, old, once	three, thread, throne, throat, throb, thrill	distressed, urged, satisfied, inquired, stylish, assortment	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the suffix ful	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	10.2				Distinguish the difference between past and present tense	
	10.3				Listen to your reading to monitor rate, expression, and intonation	
	10.4				Read nonfiction text to find the main idea	

	10.5				1) Write a compare and contrast paragraph about pond animals	CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
Animal Friends	11.1	open, over, put, round, some, stop, take, thank, them, then, think, walk	food, mood, noodle, moon, spoon, boot, zoo, goose, poodle, raccoon	impatient, overlooked, wry, fond, devoured, sullen	1) Read words with the vowel diphthongs ow and ou 2) Spell words with vowel diphthongs 3) Identify words with multiple meanings	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	11.2				Reduce repetition in writing with pronouns	
	11.3				Listen to your reading to monitor rate, expression, and intonation	
	11.4				Read nonfiction text	
	11.5				1) Write a paragraph about an animal friend 2) Discuss your paragraph with a friend	

Night Animals	12.1	were, when, always, around, because, been, before, best, both, buy, call, cold	crawl, lawn, yawn, hawk, author, haunt, pause, sauce	gloom, nook, dismal, dispute, roam, morsel	1) Read words with the vowel patterns au and aw 2) Spell words with the vowel patterns 3) Identify words with multiple meanings	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.* CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion. CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	12.2				Examine pronouns and the antecedents	
	12.3				Listen to your reading to monitor rate, expression, and intonation	
	12.4				Read and summarize nonfiction text. Answer text dependent questions	
	12.5				1) Write a paragraph about a night animal 2) Explain the difference between night animals and day animals to a friend	
Rural vs. City	13.1	does, fast, first, five, found, gave,	knife, knew, knight, thumb, doubt, tomb	city, dull, intend, patience, rural, avoid	1) Read words with silent letter sounds kn and b 2) Spell words with the letter sounds	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based

		goes, green, its, made, many, off			3) Use context clues to identify the meaning of words	spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase. CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	13.2				1) Use commas in word lists 2)Use articles a, and, the	
	13.3				Listen to your reading to monitor rate, expression, and intonation	
	13.4				Read and summarize nonfiction text about rural and city areas and draw conclusions.	
	13.5				1) Write a paragraph to contrast city and rural areas 2) Identify linking words to contrast	
Jobs in the Community	14.1	or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon	toil, noisy, point, oyster, royal, destroy	responsible, average, resident, ability, perform, prevent	1) Read words with the vowel sounds oi and oy 2) Spell words with the vowel sounds 3) Interpret idioms	CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that

	14.2				Identify the subject of a sentence	night we went looking for them). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	14.3				Listen to your reading to monitor rate, expression, and intonation	
	14.4				1) Read and summarize nonfiction text about jobs in the community 2) Identify cause and effect organizational structure	
	14.5				1) Write a paragraph to discuss what causes jobs to come to a community.	
Community Leaders	15.1	together, us, use, very, wash, which, why, wish, work,	faster, bigger, louder, shorter, wisest, kindest, hottest,	respect, solution, vision, cooperation, dedicate, goal	1) Read words with the ending sounds er and est 2) Spell words with the sounds er and est	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

		would, write, your	strangest			CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.3.L.2.d Conventions of Standard English: Form and use possessives.
	15.2				1) Distinguish comparative and superlative adjectives in sentences 2) Use quotation marks and commas to identify speech	
	15.3				Listen to your reading to monitor rate, expression, and intonation	
	15.4				1) Read and summarize nonfiction text about leaders 2) Identify characteristics of biographies/autobiographies	
	15.5				1) Write a paragraph of biographic information	
The Presidency	16.1	don't, better, bring, carry, clean, cut, done,	there, they're, their, roll, role, where, wear, ware	symbol, globe, unite, leadership, wisdom, nation	1) Write words with the contraction n't 2) Explain words that are homophones	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of

		draw, drink, eight, fall, far				strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.* CC.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	16.2				Examine subject and verb agreement	
	16.3				Listen to your reading to monitor rate, expression, and intonation	
	16.4				1) Read and summarize nonfiction text about the work of one of the Presidents of the United States	
	16.5				1) Write a paragraph to discuss what causes jobs to come to a community.	
Winter Holid	17.1	full, got, grow, hold, hot, hurt,	way, weight, symbol,	culture, arrange, customs,	1) Write words with the contraction 'd 2) Examine more	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-

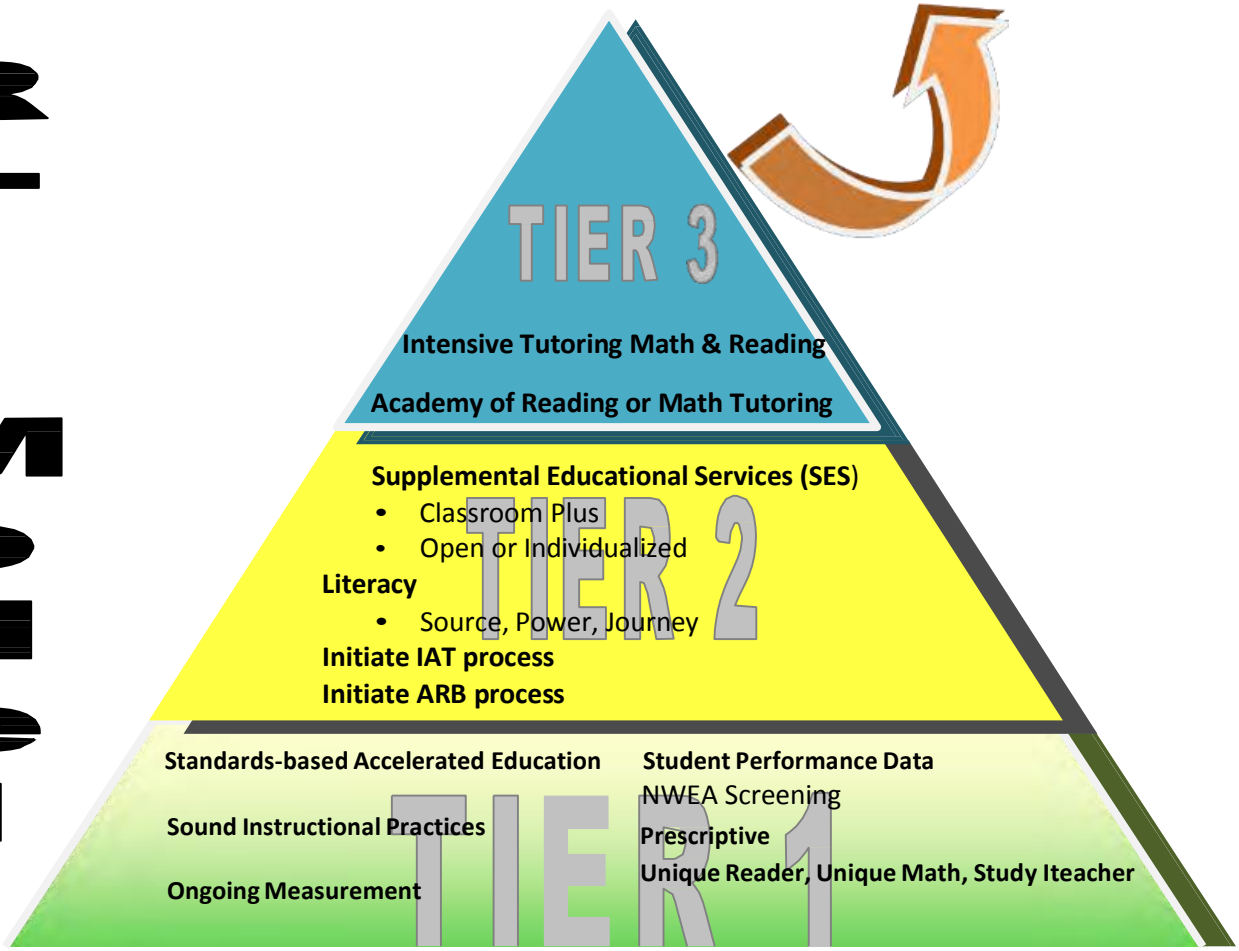
		if, keep, kind, laugh, light, long, try, warm	cymbal, sun, son	pastime, tradition, belief	homophones	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order. CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	17.2				Write sentences according to time.	
	17.3				Listen to your reading to monitor rate, expression, and intonation	
	17.4				1) Read and summarize nonfiction text about winter holidays around the world	
	17.5				1) Write a paragraph identify the 5Ws about your own paragraph.	

Time and New Years	18.1	much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today	tear, product, wind, object, bass, desert	advice, approach, resolution, focus, brilliant, habit	1) Write words with the contraction 've 2) Examine words that are homographs	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or
	18.2				Review use of nouns, verbs, and pronouns	
	18.3				Listen to your reading to monitor rate, expression, and intonation	
	18.4				1) Read and summarize nonfiction text about time and new year (story about midnight in U.S. and time in another part of the country) 2) Identify the structural characteristics of compare/contrast, cause/effect, and 5W text.	
	18.5				1) Choose a topic and write a paragraph with the appropriate organizational structure	

						gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SPECIAL EDUCATION SERVICES

RTI Model



Crossroads Virtual Academy Charter School

Academic Review Status Process

FIRST ARS LETTER

1. Teacher notifies through the attendance list from Harmony that the first ARS letter is to be sent to the student and their parents. This letter is generated and mailed by the Guidance Director.

2. Guidance Director will indicate on the attendance list when the ARS letter has been mailed to the student.

3. Parent is to notify their Teacher by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their first warning. Teacher and student will work together to ensure that the student is following through and is accountable for their academic work.

4. If the student and parents do not contact their Teacher by the posted date, a certified letter will be mailed from Guidance Director to let the student know that they have been officially withdrawn from Crossroads Virtual Academy for lack of academic performance.

SECOND ARS LETTER

1. Teacher notifies through the attendance list from Harmony that the second ARS letter is to be sent to the student and their parents due to the student recurring lack of academic work. This letter is generated and mailed by the registrar from Guidance Director. This letter indicates that the student and parents must have a conference call to put together an academic plan for the student.

2. Guidance Director will indicate on the attendance list when the ARS letter has been mailed to the student.

3. Parent is to notify their Teacher by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their second warning. Teacher and student will work together to ensure that the student is following through and is accountable for their academic work.

4. If the student and parents do not contact their Teacher by the posted date, a certified letter will be mailed from Guidance Director to let the student know that they have been officially withdrawn from Crossroads Virtual Academy for lack of academic performance.

THIRD ARS LETTER

1. Teacher notifies through the attendance list from Harmony that the third ARS letter is to be sent to the student and their parents due to a continual lack of academic work by the student. This letter notifies that the student has continued not to do their academic work and are behind academically. This is the third and final step of the process for the student and is officially withdrawing them from Crossroads Virtual Academy. The letter is generated from the registrar of Guidance Director.

2. Guidance Director will indicate on the attendance list when the student has been officially withdrawn from Crossroads Virtual Academy.

INDIANA

CORE 40

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

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

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

Effective beginning with students who enter high school 2006-07

CORE 40 with Academic Honors *(minimum 47 credits)*

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

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

CORE 40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete <u>two</u> of the following, one must be A or B:
  - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
  - B. Complete dual high school/college credit courses in a technical area (6 college credits)
  - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
  - E. Earn a state-approved, industry-recognized certification

Crossroads Virtual Academy Charter School

POST SECONDARY EDUCATIONAL-VOCATIONAL INTENTIONS

Year at Graduation _____ **Male _____** **Female _____**

POST SECONDARY INTENTIONS:

_____ 4-Year College/University **_____ 2-Year College/University**

_____ Trade/Technical School **_____ Military**

_____ Stop Education/Seek Job **_____ Undecided**

What post-secondary institute do you plan on attending? _____

VOCATIONAL INTENTIONS: (Circle which vocation you plan to pursue.)

Accounting	**Chemistry**	**Education/Secondary**
Advertising	**Child Care**	**Education/Special Ed.**
Agriculture	**Communications**	**Electronics**
Architect/Landscaping	**Computer Engineering**	**Engineering**
Architecture	**Computer Graphics**	**Engineering/Chemical**
Art	**Computer Networking**	**Engineering/Civil**
Athletic Training	**Computer Repair**	**Engineering/Electrical**
Auto Mechanics	**Computer Science**	**Engineering/Mechanical**
Biological Research	**Computer Software**	**English**
Biology	**Computer**	**Film Studies**
Building Construction Tech	**Cosmetology**	**Genealogy**
Business	**Criminology**	**Graphic Arts**
Business/Finance	**Culinary Arts**	**Heating & Cooling**
Business/International	**Education**	**International Affairs**
Business/Management	**Education/Elementary**	**Interpreting**
Journalism	**Military/Air Force**	**Political Science**
Law Enforcement	**Military/Army**	**Professional Athlete**

Lawyer	**Military/Marines**	**Psychology**
Liberal Arts	**Military/Navy**	**Real Estate**
Marine Biology	**Musical Field**	**Science**
Medical Assistant	**Occupational Therapy**	**Sociology**
Medical Doctor	**Paralegal**	**Sports Marketing**
Medical Field	**Pharmacy**	**Sports Medicine**
Medical Laboratory Science	**Philosophy**	**Telecommunications**
Medical Nursing	**Photography**	**Theater**
Medical Technician	**Physical Therapy**	**Welding**
Medical – Veterinary	**Physics**	**Zoology**

OCCUPATION NOT LISTED- _____

ADDITONAL QUESTIONS:

1.) How well did Crossroads Virtual Academy prepare you for post-secondary, vocational, or to join the workforce out of high school?

_____ **EXCELLENT** _____ **ABOVE AVG.** _____ **AVG.** _____ **FAIR**

2.) What classes do you feel were more beneficial to you? (Please list)

Crossroads Virtual Academy Graduation Checklist

Student _____ ID# _____ D/O/B _____ SLA _____ Date _____

7th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
		Total Credits		0

8th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
		Total Credits		0

9th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
		Total Credits		0

10th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
		Total Credits		0

11th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
		Total Credits		0

12th Grade School: Year:

Subj. Area	Course	Grade	Credit	Provider
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
Select				
		Total Credits		0

Subject Areas	Required	Earned	IP	IP + Earned
Lang.Arts	8	0	0	0.00
Soc.Studies	6	0	0	0.00
Science	6	0	0	0.00
Math	6	0	0	0.00
Health	1	0	0	0.00
F.A./Humanities	5	0	0	0.00
Phys. Ed	2	0	0	0.00
Elective	6	0	0	0.00
Totals	**40**	**0**	**0**	**0.00**

Courses in Progress	Subj. Area	Credits	Provider
	Select		
	Select		
	Select		
	Select		
	Select		
	Select		
	Select		
	Select		
		0	Total

ECA History	English 10	Algebra 1		Biology	
Score					
Date					

PSAT Verbal	
PSAT Math	
SAT Verbal	
SAT Math	
ACT	

Graduation Project Complete
Select

PROCESS FOR RETENTION

Introduction

Grade Retention - What is Grade Retention?

Grade retention refers to the practice of keeping a child in the same grade for more than one year, typically because of **poor school performance.**

What is the Purpose of Grade Retention?

In most cases, parents and educators retain students because they have not mastered skills needed to be successful at the next grade level. They believe that receiving the same instruction for another year will provide more time for the child to learn the skills and mature physically and intellectually.

Is Grade Retention a Good Practice? What are the Pros of Retention?

Under certain circumstances, retention can have a positive impact on a child's learning. Generally, retention can help when:

- A child has missed a lot of instruction because of absences.
- Instruction has been inconsistent because of frequent family relocations and attendance at more than one school.
- The child has a late birthday, which makes him or her actually a year younger than most other students at her grade level.
- The child has experienced serious illnesses or emotional trauma that has impacted his ability to stay on task and maintain attention and stamina in the classroom.

What are the Cons of Retention?

Research on effectiveness of retention has shown that, in some cases, retention alone is not sufficient to resolve students' learning problems. If a student experiencing underachievement is significantly below grade level and consistently unable to make significant growths, retention alone may not be helpful. In these cases students will need more educational support such as:

- Additional instruction beyond the school day in areas of need;
- Specific intervention in school focusing on areas of educational weaknesses; or
- Referral to the school's special education team to consider screening, or evaluation to diagnose possible learning disabilities.

Some negatives associated with grade retention include:

- Students' self esteem may be affected as their friends move up a grade level without them.

- Students who are physically more mature than others may feel self-conscious around children who are smaller and appear younger.

Research:
National Association of School Psychologist
IDEA – Learning Disabilities
United States Department of Education

RENTENTION PROCESS

Kindergarten

1. **If a student does not show grade level maturity which has caused little or no growth academically.**

Grades 1 – 8

1. **No growth in NWEA test scores.**
2. **High absent rate which causes a student to be behind in learning.**
3. **Low mastery of Standards learning.**

4. ***Grade 3 Student fails the iREAD 3 Test (per IDOE).***

PROTOCOL FOR RETENTION OF A STUDENT:

1. **Teacher makes the recommendation for retention.**
2. **Teacher must provide documentation on why you are recommending retention.**
3. **Recommendation is turned into principal for approval.**
4. **After approval by the principal, the teacher schedules parent conference with Principal or his/her designee in attendance.**
5. **Retention is finalized.**

Important Point: A parent has a right to deny retention of their student. A recommendation for retention should not be made if there has not been constant communication between teacher and parent(s). Therefore, retention should not be a surprise to the parent(s).

2016-2017 Crossroads Virtual Academy Academic Calendar

JULY 2016

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	**22**	23	24	25	26	27
28	29	30	31			

8

August 22 FIRST OFFICIAL DAY OF SCHOOL

SEPTEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	**5**	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21

September 5 Labor Day NO SCHOOL

OCTOBER 2016

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**28**	29
30	31					

20

October 28 First 10 Week Quarter Ends

NOVEMBER 2016

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	**24**	**25**	26
27	28	29	30			

20

November 24 – 25 Thanksgiving NO SCHOOL

DECEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	**20**	**21**	**22**	**23**	24
25	**26**	**27**	**28**	**29**	**30**	31

12

December 21 – December 31 Winter Break NO SCHOOL

JANUARY 2017

S	M	T	W	Th	F	S
1	**2**	**3**	**4**	**5**	**6**	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	**27**	28
29	30	31				

17

January 2-6 Winter Break NO SCHOOL

January 27 Second 10 Week Quarter Ends

FEBRUARY 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20

MARCH 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	**27**	**28**	**29**	**30**	**31**	

18

March 27 – 31 Spring Break NO SCHOOL

APRIL 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

20

April 14 Third 10 Week Quarter Ends

MAY 2017

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	**29**	30	31			

22

May 29 Memorial Day NO SCH

JUNE 2017

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**16**	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12

June 16 LAST OFFICIAL DAY OF SCHOOL Fourth 10 Week Quarter Ends

June 24 Graduation Day

TOTAL DAYS: 190

2016-2017 Crossroads Virtual Academy ISTEP+ Academic Prep

JULY 2016

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	**22**	23	24	25	26	27
28	29	30	31			

August 22 First Official Day of Class 2016 - 2017

SEPTEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	**5**	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Sept. 7 & 21

OCTOBER 2016

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**28**	29
30	31					

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Oct. 5 & 19

NOVEMBER 2016

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	**24**	**25**	26
27	28	29	30			

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Nov. 2 & 16

DECEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	**20**	**21**	**22**	**23**	24
25	**26**	**27**	**28**	**29**	**30**	31

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Dec. 7

JANUARY 2017

S	M	T	W	Th	F	S
1	**2**	**3**	**4**	**5**	**6**	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	**27**	28
29	30	31				

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Jan. 11 & 25

FEBRUARY 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Regional ISTEP+ Prep Academic Class
9:00 AM – 4:00 PM
Feb. 1 & 15

February 20 – March 10 ISTEP+ Applied Skills (Anticipated)

MARCH 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	**27**	**28**	**29**	**30**	**31**	

March 13 – 17 IREAD 3 Test (Anticipated)

APRIL 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 17 – May 5 ISTEP+ Test Multiple Choice (Anticipated)

MAY 2017

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	**29**	30	31			

JUNE 2017

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 6 – 29 Anticipated IREAD 3 Re-Test Window

ATTACHMENT 6 SCHOOLS ADMISSION POLICY

Enrollment Policy

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

Parents and prospective students may contact the school via the school's web site or by phone, or attend an informational session to receive additional information about the school. Once the decision to enroll has been made, the student and parents/guardians will be asked to a face-to-face meeting at the school's offices or a convenient location to complete the enrollment forms. This face-to-face meeting is the beginning of a crucial educational partnership between student, parent, and teacher that requires each party to take ownership of his or her part in the educational process. During this initial meeting, an outline of the duties, responsibilities, and expectations of each member of this important partnership is reviewed. In addition to the general enrollment forms, parents/guardians will be asked to provide the school with the following documents:

- Transcript from the last school attended - the Admissions Coordinator will send for permanent record;
- Verification of address or parents' address by one of the following:
  - current utility bill;
  - tax receipt;
  - contract for purchase of home;
- Authenticated birth date;
- Social Security card
- Immunization records showing proof of proper immunizations
- Copy of the student's current IEP and ER, if applicable
- State or federal photo ID of parent or guardian

If coming from a public school outside Indiana or from ANY private school, the following are required:

- Report card or transcript from the last school attended; the school's Admissions Coordinator will send for permanent record;
- Verification of address of parents' address by one of the following:
  - current utility bill;
  - tax receipt or homestead exemption card;
  - contract for purchase of home;

Authenticated birth date can be verified by one of the following:

• Certified copy of birth certificate/State Birth Registration Card;

- Baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit;
- Insurance policy on the student in force for at least two years;
- Bible record of child's birth accompanied by parents' sworn affidavit;
- Passport or certificate of arrival in the United States showing age of child (view only)
- School record at least four years prior, showing date of birth;
- Parent's sworn affidavit accompanied by a certificate of examination from a health officer or physician verifying the student's age.
- Immunization records showing proof of proper immunization.

At this face-to-face meeting, the student and parents will receive a copy of the student/parent handbook, and will be required to sign the following forms: Academic Honesty Policy, Acceptable Use of Technology Contract, and Crossroads Virtual Academy Student/Parent Agreement. Copies of these forms can be found in Attachment 8.

Families will be afforded the opportunity to discuss their student's needs, skills, and abilities at length, and every effort will be made to ensure that the parents and students are choosing an appropriate school. Crossroads Virtual Academy recognizes that online learning is not the best choice for every student, so the Admissions staff will receive extensive training from Crossroads Virtual Academy in how to counsel families to select the best option for the students' education.

As soon as all of the documents have been received by the admissions department and the folder is complete, the student will be enrolled in the school's SIS, Backpack™, the student will be assigned to a teacher(s), and the teacher(s) will contact the student and parent as quickly as possible to discuss course selection, and complete the duties outlined in the teacher manual (Appendix A), so that the student can begin his or her classes. This process can be completed in as little as one day after the student's enrollment folder is complete.

Enrollment information, including a list of required documents and a copy of the enrollment form will be posted on the school's web site.

If applications exceed the number of available seats, a public lottery will be held following the regularly scheduled governing board meetings. All student applicant names exceeding the enrollment limits will be collected and placed in a container that permits a random draw and further ensures fairness to all applicants. The lottery will be utilized each month on or before the month end throughout the entire school year. The successful applicants and their parent or guardian, if applicable, will be notified within 2 business days of the completion of the lottery to confirm their acceptance.

Crossroads Virtual Academy Charter School
5719 Lawton Loop E. Drive, Suite 102
Indianapolis, IN 46216

ENROLLMENT LOTTERY STUDENT POLICY

The Crossroads Virtual Academy is a public charter school and is required by law to be open to any student wanting to attend. The school will have an open admissions procedure conducted in the following manner:

- Prior to the open enrollment period, all students currently enrolled will be given the opportunity to re-enroll for the next school year. Following the close of re-enrollment, re-enrolled students will be tabulated by grade level to determine availability of open spots.
- Open enrollment period will be publicly advertised and last 4 weeks.
- At the end of the open enrollment, if there are more new enrolled students than available spots, then a transparent and open lottery process will be conducted. An individualized open lottery will be held separately for each grade level. This lottery will be conducted by an independent 3rd party and proper 10 day notice will be given to the Office of Charter Schools at Ball State University.
- The lottery process will follow this procedure:
    - Even though we are a virtual school, each grade level will have a maximum enrollment number.
      (See Grade Range of Pupils to Be Enrolled)
    - Siblings of current students wishing to attend are afforded priority dependent upon availability in the grade level. (Siblings are defined as connected by legal guardianship and living at the same address.) A separate lottery will be held for siblings of re-enrolled students. Students will be randomly selected and placed on a waiting list in the order drawn. Vacancies will be filled based upon the order of the waiting list.
    - An open enrollment lottery will be conducted of all students registered by the end of the open enrollment period by grade. Students will be randomly selected and placed on a waiting list following the sibling lottery list. If the student is chosen and has a twin in that same grade, he or she will be excluded from the lottery and afforded an automatic spot in the school.
    - Students selected to fill vacancies have 30 days to accept and confirm their admission. Offers of admissions not accepted will be offered to the next student on the waiting list.
    - Applications accepted after the lottery process will be placed on the waiting list in order received. Application will be time and date stamped upon completion.
    - A parent can remove his/her child from the waiting list at any time.
- Once the lottery is conducted, any new students seeking enrollment in the current school year are subject to approval based upon current enrollment and next year's enrollment for availability.

ATTACHMENT 7

Student Discipline Policies

All parents/guardians and students will be asked to sign the following three documents at the time of enrollment: Student/Parent Contract, Academic Honesty Policy, and Acceptable Use of Technology Policy. Consequences for infractions to any and all policies are clearly delineated.

Crossroads Virtual Academy
STUDENT/ PARENT AGREEMENT

Congratulations and welcome to your new school. We ask that you read the following agreement carefully, then sign and return it to the school.

1. I understand that I am responsible for my student adhering to the academic honesty policy as defined in the Student Handbook and in the Accelerated Education Course Guides.
2. I agree to maintain regular contact with my student's Teacher.
3. I understand that participation in standardized tests is mandatory and failure to comply with this requirement may result in my student's dismissal from the school.
4. I understand that a parent or guardian must be available to the student while he or she is working on school assignments.
5. I understand that my student must log attendance 190 days each year, between the first day of the academic calendar and the last weekday in June of the following year.

All of the information I have provided in the enrollment forms or otherwise is true and accurate to the best of my knowledge.

I understand that failure to comply with any and all of the parts of the Parent Agreement may result in disciplinary actions and/or my child's dismissal from the school.

_____

Signature of Parent or Guardian Date

_____

Signature of Student Date

_____

Signature of School Representative Date

Student Discipline Policies

Students enrolled in Crossroads Virtual Academy courses are expected to do their own work. Any actions from students, parents, staff, or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any student, teacher, or associate, or threaten the integrity and stability of the Accelerated Education courses will not be tolerated.

The following are examples of infractions of the Academic Honor Code that may subject the student to disciplinary actions that could include or result in suspension or expulsion from the coursework if the action(s) occur during any learning opportunity:

- **Cheating** – Acting dishonestly, copying, or using someone else's work is an unacceptable educational practice.
- **Plagiarism** – The act of taking someone else's ideas, words, or writing, and attempting to pass them off as your own or using them in any way without permission is an unacceptable educational practice.

<u>Academic Honor Code Instances of Violations</u>

If any student is caught cheating or plagiarizing, at any time, the following actions may be taken:

Academic Referral Violation would be provided with first offense. The student will earn a failing grade (0%) for the assignment in which the cheating occurred, and a written warning (Academic Referral) will be documented. To earn up to half credit (50%), a student will be given the opportunity to resubmit the work (with directions from the Teacher Facilitator for the first offense). If the work is not submitted within the required time frame designated by the Teacher Facilitator, a zero (0%) will be awarded.

- **Assignment Violation**: If two assignments (anything other than Mid Unit Quizzes, Exams, Final, and/or Major Course Requirements) are in violation of Academic Honor Code, then this would be counted as an **Academic Referral Violation** and an Academic Referral will be submitted. An Academic Referral will be filed for each and any Assignment Violation. The first Assignment Violation will be considered an **Academic Referral Warning.**

Note: If an Exam Violation is issued after a Warning Violation is filed, a student may immediately be considered for an Academic Referral Removal, rather then a second Assignment Violation being filed.

Academic Referral Violation would be submitted when two assignments are in violation Academic Honor Code Policy.

- **Exam Violation**: If Mid Unit Quizzes, Exams, or Finals and/or Major Course Requirements (this is including, but not limited to term papers, major projects/written assignments, etc.) are in violation of Academic Honor Code, then this would be considered an **Academic Referral Violation** and an Academic Referral will be submitted.

Academic Referral Violation would be submitted when exams are in violation of Academic Honor Code Policy.

Academic Referral Removal from a course would occur if a student violates the Academic Honor Code after an Academic Referral Violation has already been issued.

- When two separate instances of violation (this includes, but is not limited to, one Assignment Violation and one Exam Violation) of the Academic Honor Code have been completed by a student, the situation will be reviewed by the Teacher, Guidance Director, and an Administrator will determine if the student will be removed from course.

Insubordination – Not accepting directions or refusing to cooperate with any staff and/or administration is an unacceptable educational practice. Any student participating in a Accelerated Education course who has posted an assignment, discussion board forum, emailed, or verbally communicated in a disrespectful tone or threatening manner to a Teacher or student may immediately result in parents being contacted. The dialogue will be removed from any public forum and this may result in an Academic Referral Violation and an Academic Referral may be filed. Any second offense will result in permanent removal from the discussion board, email, and any other communication tool used or another Academic Referral may be File.

Academic Referral Violation

1st Assignment Violation + 2nd Assignment Violation = Academic Referral Violation

Exam Violation = Academic Referral Violation

Course Requirement Violation = Academic Referral Violation

Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + 3rd Assignment Violation = Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + Exam Violation = Possible Removal from Course

1st Assignment Violation + 2nd Assignment Violation + Course Requirement Violation = Possible Removal from

Co
ur
se

1st Assignment Violation + Exam Violation = Possible Removal from Course

1st Assignment Violation + Course Requirement Violation = Possible Removal from Course

Exam Violation + 1st Assignment Violation = Possible Removal from Course

Course Requirement Violation + 1st Assignment Violation = Possible Removal from Course

Exam Violation + Course Requirement Violation = Possible Removal from

Course Course Requirement Violation + Exam Violation = Possible Removal

from Course Exam Violation + Exam Violation = Possible Removal from

Course

Course Requirement Violation + Course Requirement Violation = Possible Removal from Course

I have read all of the above information, and I agree to comply with these polices and regulations. I understand that failure to do so may result in disciplinary measures by the school against the student as described herein, and may include suspension or expulsion.

_____	_____
Parent/Guardian	Date
_____	_____
Student	Date
_____	_____
School Representative	Date
_____	_____

CROSSROADS VIRTUAL ACADEMY CHARTER SCHOOL

Job Description

POSITION: **Academic Director (Full Time)**

SALARY SCHEDULE: Negotiable/Exempt Salary Position

NUMBER OF DAYS WORK DAYS CONTRACTED: 12 Month Agreement

JOB GOAL:

The Academic Director for Crossroads Virtual Academy manages and oversees the execution of all facets of academic and operations for the school. This is a key position responsible for ensuring all goals are accomplished including the delivery of sound educational programs and a quality learning experience for our online students while meeting all state and Indiana Department of Education policies and law.

REQUIRED QUALIFICATIONS:

Minimum Master's degree from an accredited institution

Valid Indiana Educator's Professional License in Administration

Minimum 5 Years of Experience in Educational Administration

REPORTS TO:

Crossroads Virtual Academy Board Chair

EVALUATED BY:

Crossroads Virtual Academy School Board of Directors

EVALUATION TIMELINE:

Year-End Evaluation

DESIRED QUALIFICATIONS:

- Minimum 5 Years in School Administration

- Professional development in the areas of:
    - Research-based exemplary practices in curriculum, instruction, and assessment
    - Excellent communication, interpersonal and problem solving skills required (oral and written)
    - Experience with analyzing quantitative and qualitative measures of learning required.
    - Monitoring for student achievement

Created June 12, 2015

- Learning Focused Strategies
- Short and Long Term Strategic Planning
- Financial and Budgeting
- Evaluation Processes

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively with all stakeholders in the Crossroads Virtual Academy Program in written and oral form, including electronic media, using positive interpersonal skills
- Highly skilled at implementing exemplary educational practices resulting in demonstrated student achievement gains
- Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes
- Strategic planning of academics and instruction to achieve school success
- Knowledge of curriculum and instructional best practices for online learning
- Exhibit knowledge of standards-based curriculum and instructional programs and practices for elementary, middle, and high school levels
- Demonstrate operational knowledge of Internet and Web-related technologies
- Ability to establish and maintains cooperative working relationships with students, parents, and Crossroads Virtual Academy staff
- Demonstrate effective data-based problem solving skills

PERFORMANCE RESPONSIBILITIES:

Planning

- Oversees all hiring of Leadership Team, Teacher, and online teachers
- Collaboration with Leadership Team and Teacher to ensure consistency with the total educational philosophy of Crossroads Virtual Academy
- Develop, implement, and evaluate the curriculum, schedule, philosophy, goals, and objectives reflecting Crossroads Virtual Academy and Indiana Department of Education
- Oversight and accountability of Leadership Team schedule, Teacher schedule, online teaching schedule, and operations impacting the student's ability to access, receive, and complete academic work
- Continue professional growth through self-directed, as well as defined professional development opportunities, which may include additional training, professional learning communities, outside research, and reading professional literature
- Conduct needs analysis of the staff and identify training, coaching and mentoring opportunities for the Leadership Team and online teachers
- Collaborate with Teacher Entry/Exit person to assure that students have completed NWEA and any other recommended testing
- Provide leadership with school-wide data analysis, as part of a professional development needs assessment

Programming

- Implement instructional activities in conjunction with online teacher that contribute to a positive environment where students are actively engaged in meaningful learning experiences
- Collaborate with the instructional team concerning student educational needs as requested by online teacher
- Clearly articulates deadlines, schedules, and procedures to Assistant Academic Director and Teacher to ensure that students complete coursework in a timely manner
- Work directly with outside vendors who support the operations of Crossroads Virtual Academy
- Uses a variety of programs and software applications, as appropriate, to complete instructional and administrative tasks
- Provide leadership in teacher induction training

Public Relations

- Communicate effectively, both orally and in writing, with students, parents, and other professionals
- Work with Leadership Team, Teacher, online teachers, students, parents, and in a positive, proactive manner
- Provide direct consultation and guidance to teacher, students and parents on matters relating to courses, procedures, and learning strategies
- Oversee the process in providing information to community groups, schools, or parents about the Crossroads Virtual Academy
- Participate in community-based extracurricular activities

Monitoring and Reporting

- Day to day management of direct staff and faculty oversight
- Evaluates Leadership Team and online teachers
- Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner
- Monitors Leadership Team and Teachers on a regular basis and providing feedback
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Oversight and accountability of gathering data from students, Teacher and online teachers about how to improve operations to provide student with a better online learning experience and success rates
- Meet program expectations for progress monitoring and parent/student communication
- Approve referred students who are not complying with course or program policies for start of ARB process
- Complete appropriate reports for local, state, federal and educational agencies

CROSSROADS VIRTUAL ACADEMY CHARTER SCHOOL

Job Description

POSITION: **Special Education Director (Full Time)**

SALARY SCHEDULE: Negotiable/Exempt Salary Position

NUMBER OF DAYS WORK DAYS CONTRACTED: 12 Month Agreement

JOB GOAL:

The Special Education Director will manage educational service delivery for our students with special education needs. The Director will implement the Crossroads Virtual Academy students with Individual Disabilities Education Act (IDEA) procedures and ensure that the school operates in compliance with all Indiana and federal regulations. The SPED Director will make certain that the school is providing appropriate programs in the least restrictive environment for all students with special needs. Duties will include management of the pre-referral and Case conference processes, maintenance of student data, communication with parents, and collaboration with service providers throughout the state.

REQUIRED QUALIFICATIONS:

Minimum Bachelor's degree from an accredited institution

Valid Indiana Educator's Teacher's License and Special Education Certification

Minimum 5 Years of Experience in Education

REPORTS TO:

Crossroads Virtual Academy Academic Director

EVALUATION TIMELINE:

Mid-Year and Year-End Evaluation

DESIRED QUALIFICATIONS:

- Minimum 5 Years in Education

- Professional development in the areas of:
    - Research-based exemplary practices in curriculum, instruction, and assessment
    - Excellent communication, interpersonal and problem solving skills required (oral and written)
    - Knowledge of state and federal laws attributed with IDEA

- Knowledge of online curriculum specifically with Special Education
- Experience with analyzing quantitative and qualitative measures of learning required
- Monitoring for student achievement
- Learning Focused Strategies
- Evaluation Processes

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively with all stakeholders in the Crossroads Virtual Academy Program in written and oral form, including electronic media, using positive interpersonal skills
- Highly skilled at implementing exemplary educational practices resulting in demonstrated student achievement gains
- Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes
- Knowledge of curriculum and instructional best practices for online learning specifically in the area of special education
- Knowledge of IDEA laws both on the state and federal level
- Exhibit knowledge of standards-based curriculum and instructional programs and practices for elementary, middle, and high school levels
- Demonstrate operational knowledge of Internet and Web-related technologies
- Ability to establish and maintains cooperative working relationships with students, parents, and Crossroads Virtual Academy staff

PERFORMANCE RESPONSIBILITIES:

Planning

- Assists with the all hiring of Special Education Teachers
- Collaboration with Leadership Team and Student Learning Advocates to ensure consistency with the total educational philosophy of Crossroads Virtual Academy
- Works with the Academic Director and Assistant Academic Director to evaluate the curriculum, schedule, philosophy, goals, and objectives reflecting Crossroads Virtual Academy and Indiana Department of Education
- Manage the implementation of the Crossroads Virtual Academy IDEA procedures, including procedures for IEP development, placement, evaluation and re-evaluation of students with disabilities
- Maintain documentation within the IEP program and the Learning Management System that captures and organizes special education timelines and data
- Oversight and accountability of Special Education Teachers schedule and operations impacting the student's ability to access, receive, and complete academic work
- Continue professional growth through self-directed, as well as defined professional development opportunities, which may include additional training, professional learning communities, outside research, and reading professional literature
- Assist the Academic Director in conducting the needs analysis of the staff and identify training, coaching and mentoring opportunities for the Leadership Team and121 online teachers

- Provide leadership with school-wide data analysis, as part of a professional development needs assessment
- Insure each senior with IEP's has completed all graduation requirements

Programming

- Coordinate the set-up and delivery of IEP mandated services to students to all Special Education Teachers and Online Teachers
- Oversee the development, tracking, dissemination and proper implementation of IEP or 504 plan mandated accommodations for students with special needs during state testing events
- Implement instructional activities in conjunction with online teacher that contribute to a positive environment where students are actively engaged in meaningful learning experiences
- Explain log in procedures for accessing the student's courses to assigned students
- Collaborate with online teacher to provide differentiated instruction to meet the needs of all students
- Clearly articulates deadlines, schedules, and procedures to Special Education Teachers and Online Teachers to ensure that students complete coursework in a timely manner
- Uses a variety of programs and software applications, as appropriate, to complete instructional and administrative tasks
- Provide leadership in teacher induction training

Public Relations

- Communicate effectively, both orally and in writing, with students, parents, and other professionals
- Work directly with parents, as needed, to answer questions and ensure that all school actions are in compliance and that students are learning in the Least Restrictive Environment
- Provide direct consultation and guidance to online teacher, students and parents on matters relating to courses, procedures, and learning strategies
- Works with Academic Director supporting the process in providing information to community groups, schools, or parents about the Crossroads Virtual Academy
- Participate in community-based extracurricular activities

Monitoring and Reporting

- Day to day management of Special Education Teachers
- Evaluation of Special Education Student Learning Advocate
- Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner
- Monitors Special Education Teachers on a regular basis and providing feedback
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Assist with Academic Director on the oversight and accountability of gathering data from students, Special Education Teachers and online teachers about how to improve operations to provide student with a better online learning experience and success rates
- Meet program expectations for progress monitoring and parent/student communication

- Complete appropriate Special Education reports for local, state, federal and educational agencies

CROSSROADS VIRTUAL ACADEMY CHARTER SCHOOL

Job Description

POSITION: **Virtual Online Teacher (Part-Time)**

SALARY SCHEDULE: $16.00 per hour/25 Hours Per Week ($19,200.00 Annually)

NUMBER OF DAYS WORK DAYS CONTRACTED: 12 Month Agreement (Fall, Spring, Summer Semesters)

JOB GOAL:

Responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth and for organizing and implementing an instructional program that results in students achieving academic success in accordance with Crossroads Virtual Academy and Indiana Department of Education policies and law.

REQUIRED QUALIFICATIONS:

Minimum Bachelor's degree from an accredited institution

Valid Indiana Educator's Professional Certificate in the appropriate coverage
(Elementary and/or High School Specific Subject Area)

REPORTS TO:

Academic Director

EVALUATED BY:

Academic Director

EVALUATION TIMELINE:

Mid-Year and Year-End Evaluation

DESIRED QUALIFICATIONS:

- Experience in a like position
- Professional development in the areas of:
    - Research-based exemplary practices in curriculum, instruction, and assessment
    - Communication skills (oral and written)
    - Monitoring for student achievement
    - Student and parent conferencing skills
    - Learning Focused Strategies

Created June 12, 2015

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively with all stakeholders in the Crossroads Virtual Academy Program in written and oral form, including electronic media, using positive interpersonal skills
- Highly skilled at implementing exemplary educational practices resulting in demonstrated student achievement gains
- Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes
- Ability to use effective strategies in differentiating instruction
- Knowledge of curriculum and instructional best practices for online learning
- Exhibit knowledge of standards-based curriculum and instructional programs and practices for elementary, middle, and high school levels
- Demonstrate operational knowledge of Internet and Web-related technologies
- Ability to establish and maintains cooperative working relationships with students, parents, and Teachers
- Demonstrate effective data-based problem solving skills

PERFORMANCE RESPONSIBILITIES:

Planning

- Design lesson planning so that it is consistent with the total educational philosophy of Crossroads Virtual Academy
- Develop, implement, and evaluate the curriculum, schedule, philosophy, goals, and objectives reflecting Crossroads Virtual Academy and Indiana Department of Education
- Continue professional growth through self-directed, as well as defined professional development opportunities, which may include additional training, professional learning communities, outside research, and reading professional literature
- Assist with school-wide data analysis, as part of a professional development needs assessment

Programming

- Implement instructional activities that contribute to a positive environment where students are actively engaged in meaningful learning experiences
- Provide differentiated instruction to meet the needs of all students
- Collaborate with the instructional team concerning student educational needs as requested
- Clearly articulates deadlines, schedules, and procedures to students and parents to ensure that students complete coursework in a timely manner
- Maintains contact with Teachers and Academic Directors
- Assist students and parents with technical support requests relating to the course interface and student information systems
- Uses a variety of programs and software applications, as appropriate, to complete instructional and administrative tasks
- Participate in teacher induction training as scheduled by Academic and Assistant Academic Directors

Public Relations

- Communicate effectively, both orally and in writing, with students, parents, and other professionals
- Work with students, parents, and schools in a positive, proactive manner
- Provide direct consultation and guidance to students and parents on matters relating to courses, procedures, and learning strategies
- Assist in providing information to community groups, schools, or parents about the Crossroads Virtual Academy
- Participate in community-based extracurricular activities as requested by Academic Director

Monitoring and Reporting

- Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner
- Maintains effective and efficient recordkeeping procedures
- Use formative and summative assessments in order to differentiate and improve instructional practices and strategies
- Evaluate student performance on a regular basis and providing feedback to students, and parents, and student's assigned Teachers
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Ensure that each student enrolled in the Crossroads Virtual Academy has accurate, up-to-date records working directly with the schools Registrar
- Meet program expectations for progress monitoring and parent/student communication
- Maintain records of parent and student contact
- Refer students who are not complying with course or program policies to the Assistant Academic Director for necessary interventions
- Alert Teachers when a student, parent, or guidance counselor fails to respond to attempts to communicate
- Complete appropriate reports for local, state, federal and educational agencies if needed as directed by the Academic Director

BYLAWS

OF

CROSSROADS VIRTURAL ACADEMY CHARTER SCHOOL, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Crossroads Virtual Academy Charter School, Inc. (the "Corporation").

Section 2. Registered Office and Registered Agent. The post office address of the Corporation's registered office at the time of adoption of these Bylaws (the "Bylaws") is 5719 Lawton Loop E Drive, Suite 102, Indianapolis, IN 46216. The registered agent in charge of the registered office at the time of adoption of these Bylaws is Keith A. Marsh.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Purpose and Mission

Section 1. Purpose and Mission. The Corporation is a non-profit corporation organized under the laws of the state of Indiana and its purposes are set forth in the Corporation's Articles of Incorporation.

Section 2. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

ARTICLE III

Members

The Corporation shall have not have any members.

ARTICLE IV

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) and not greater than nine (9), as designated by resolution of the Board of Directors from time to time. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school operated by the Corporation (the "School").

No individual may serve on the Board of Directors if that individual has been convicted of any offense set forth in Indiana Code 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School's sponsor (as the term "sponsor" is defined in IC 20-24-1-9) (the "School's Sponsor"). If order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a member of the Board of Directors, an Expanded Criminal History Check (as defined by IC 20-26-2-2) shall be performed as to such director. If the Organizer is leasing from a religious organization, no member of the religious board and no religious leader of the religious organization may simultaneously serve on the Corporation's Board of Directors.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before he or she again may be elected or appointed to the Board of Directors. The Corporation shall notify the sponsor of the School promptly upon the election of any new member of the Board of Directors. All newly elected directors shall participate in a board training session approved by the School's Sponsor.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as necessary.

Section 2. Powers. The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts a the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the

Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 3. Quorum and Approval of Actions. A majority of the directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold regular meetings on a monthly basis during the academic year of the School and shall hold at least one (1) regular meeting during summer break. All regular meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event regular meetings shall be held at such location as may be approved in advance by the School's Sponsor.

Section 5. Special Meetings. Notwithstanding the preceding Section 4 of this Article IV, the Board of Directors may hold special meetings for any lawful purpose, aside from the election of members of the Board of Directors, upon not less than two (2) business days' notice, as described in Section 6 of this Article IV, and upon call by the Chair and at least one (1) other member of the Board of Directors, or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date and time as specified in the notice of the meeting. All special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event special meetings shall be held at such location as may be approved in advance by the School's Sponsor.

Section 6. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. Without limiting the foregoing, the Board of Directors shall post notice of any regular or special meeting, including the agenda for such meeting, not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

Section 7. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the

Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

(a) When received;

(b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 8. Waiver of Notice. Notice of a meeting to a director may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 9. Action by Written Consent. The Board of Directors shall not take action other than at a meeting held in compliance with the Open Door Law.

Section 10. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

(a) Violations of applicable law, including (but not limited to):

(i) Violations of the Indiana Charter School Law; and

(ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

(b) Breach of fiduciary duty and/or commission of an ultra vires act as defined by Indiana law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 11. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization ("EMO") to manage the School's operations, no member of the Corporation's Board of Directors or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such EMO. All members of the Board of Directors shall thoroughly familiarize themselves with the contract between the Corporation and the EMO and the rights and responsibilities of the Corporation vis-à-vis the EMO.

Section 12. Participation via Telephone. No Director shall participate in a meeting of the Board of Directors via telephone as this is not permitted by Indiana's Open Door Law.

Section 13. Compensation. No member of the Board of Directors shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 14. Executive Sessions. Any Board member may call an Executive Session during any special or regular Board meeting for issues concerning personnel or other matters permitted under the Indiana Open Door Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 15. Public Comment. Time shall be set aside at each Board and meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

Section 16. Protocol. The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of minutes of meetings of the Board of Directors.

ARTICLE V

Committees

The Board of Directors may establish advisory committees having such responsibilities as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE VI

Officers

Section 1. In General. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article VI, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. President. The President shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board of Directors, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board of Directors. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board of Directors from time to time.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall

authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE VII

Property

The property of the Corporation shall be held and applied in promoting the general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer of the Corporation.

ARTICLE VIII

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether

by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE IX

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article IX) to

have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article IX.

Section 2. Definitions.

(a) As used in this Article IX, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article IX, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article IX, the term "wholly successful" shall mean

(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

(ii) approval by a court, with knowledge of the indemnity provided in this Article IX, of a settlement of any action, suit, or proceeding, or

(iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article IX (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article IX and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article IX, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article IX and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE X

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of

Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE XI

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles of Incorporation of the Corporation must be approved in writing by the School's Sponsor prior to the Board of Directors of the Corporation taking any action thereon.

Certificate of Adoption

I, the duly elected _____ of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this _____ day of _____, _____.

_____

_____

Printed Name

ARTICLES OF ORGANIZATION

State Form 49459 (R4 / 5-14)
Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS:
1. *Use 8 1/2" x 11" white paper for attachments.*
2. *Present original and one copy to the address in upper right corner of this form.*
3. *Please TYPE or PRINT in INK.*
4. *Please visit our office at www.sos.in.gov*
5. *Make check or money order payable to Secretary of State.*

Indiana Code 23-18-2-4

FILING FEE: $90.00

ARTICLES OF ORGANIZATION

The undersigned, desiring to form a Limited Liability Company *(hereinafter referred to as "LLC")* pursuant to the provisions of:

Indiana Business Flexibility Act executes the following Articles of Organization:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of LLC *(The name must include the words Limited Liability Company or an abbreviation thereof.)*
Cross Roads Virtual Academy, LLC

Address of the Principal Office *(number and street)*	City	State	ZIP code
519 Lawton Loop E. Dr., Suite 102	Indianapolis	IN	46216

ARTICLE II - REGISTERED OFFICE AND AGENT

Registered Agent: The name and street address of the LLC's Registered Agent and Registered Office for service of process are:

Name of Registered Agent *(Cannot be the LLC itself.)*
Keith Marsh

Address of Registered Office *(street or building)* ***(PO Box not accepted)***	City	State	ZIP code
2190 Seasons North Dr.	Indianapolis	IN	46220

Required:

☑ By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III - DISSOLUTION

☑ **The LLC is perpetual until dissolution.**

OR

☐ **The latest date upon which the LLC is to dissolve:** *(month, day, year)* _____

ARTICLE IV - MANAGEMENT

☐ **The LLC will be managed by its member or members.**

☑ **The LLC will be managed by a manager or managers.**

In Witness Whereof, the undersigned executes these Articles of Organization and verifies, subject to penalties of perjury, that the statements contained herein are true, this 22nd day of September, 2015.

Signature	Printed name
Jack Cunningham	Jack Cunningham

This instrument was prepared by: *(name)*
Jack Cunningham

Address *(number, street, city and state)*	ZIP code
1448 Homestead Dr., East Liverpool, OH	43920

Assurances and Signatures

As the Organizer(s) of this charter school, I (we) submit the attached Proposal to Charter.

We have reviewed the Indiana Charter Law (IC 20-24) in detail and have based the responses in this Proposal on the current Requirements for a Proposal published by Ball State University and the requirements of the Indiana Charter Law. This Proposal meets each of the requirements of the Indiana Charter Law and each of the current Requirements for a Proposal as published by the University.

We understand that if this document is determined to be incomplete at any time, it may be returned to the Organizing Group without further consideration.

We understand that when submitted to Ball State University, this document will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the laws of Indiana.

We agree that in the event approval is granted by the University for this school to be awarded a charter, its Organizer, board of directors and staff will fully comply with all requirements of the Indiana Charter Law, the Indiana Department of Education, the Indiana State Board of Accounts, and Ball State University.

We agree that if this school plans to contract with an Educational Management Company, the school and the Educational Management Company will adhere to the requirements of the Ball State University Office of Charter Schools: Policy on Contracting with an Educational Management Company (Attorney Opinion Letter).

We have reviewed each of the Office of Charter Schools Policies listed below and agree to meet all of the requirements included in each policy:

Start-Up Protocol for New Charter Schools
Governance Policy and Model Bylaws
Policy Regarding Criminal Histories
Conflict of Interest Policy
Monitoring Process for Approved Charter Schools/Standards for Renewal/Nonrenewal of Existing Charter Schools
Policy Regarding Contracting with Educational Service Providers*
Policy Regarding Leasing From a Religious Organization*

* If the proposed school does not contract with an Educational Management Organization (EMO) the Organizing Group and Board of Directors are not responsible for meeting the requirements of the EMO Policy. If the proposed school does not lease a facility from a religious organization, the Organizing Group and Board of Directors are not responsible for meeting the terms of the Policy on Leasing from a Religious Organization.

Crossroads Virtual Academy Charter School
Name of Proposed Charter School

September 10, 2015
Date of Signature


Signature of Organizer

Keith A. Marsh
Name of Organizer

5719 Lawton Loop E. Drive, Suite 102
Address of Organizer

Indianapolis, IN 46216
City and State of Organizer

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Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.

☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.

☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act.*

☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act,* will follow the student, in accordance with applicable federal and state law.

☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act,* including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits

☒ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.

☒ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.

☒ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.

☒ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

☒ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.

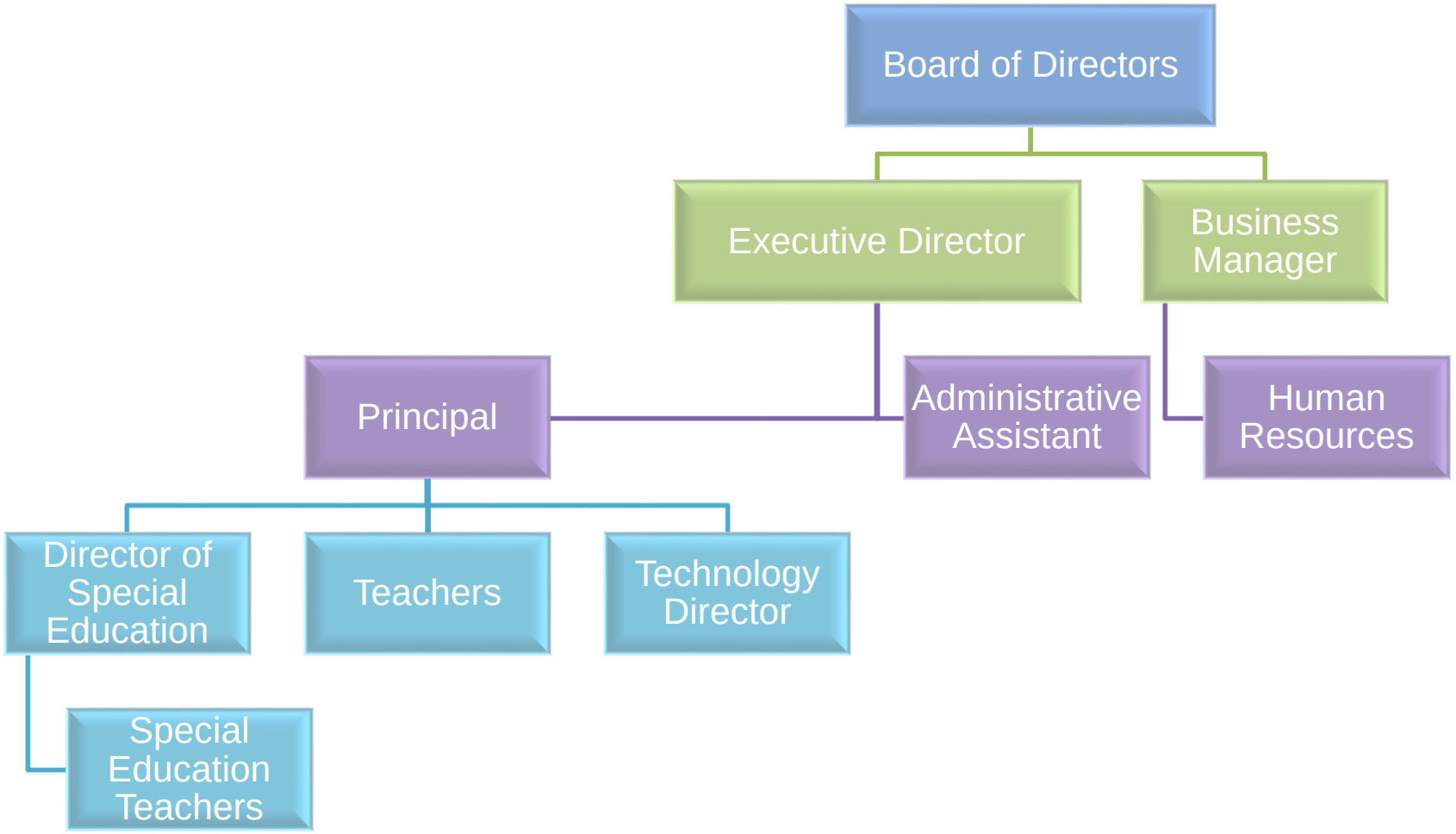
☒ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Organizer Authorized Representative	Date
[signature]	9/10/2015

Crossroads Virtual Academy Organization Chart 2016-2017



Attachment 13

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Crossroads Virtual Academy Board of Directors

2. Full name: J. Kevin Turner
   Home Address: 8165 Upper Bay Lane, Indianapolis, IN 46236
   Business Name and Address:
   Wurster Construction Company, Inc.
   8463 Castlewood Drive
   Indianapolis, IN 46250
   Telephone No.: (317) 841-1000
   E-mail address: kturner@wursterconstruction.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ☒ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

   I bring experience serving on public school boards and charter school board. In serving on both capacity I have a better understanding of what capacity a school board member can play in moving schools forward to be successful. I see a great need in school choice and I am a big supporter of the charter school movement. I also have worked with Keith Marsh in the public school system when I served on the Lawrence Township Board of Directors when Mr. Marsh worked as an administrator in one of the high schools we served. I like his educational vision and his experience in charter education, especially in this proposed online virtual school.

6. What is your understanding of the appropriate role of a public charter school board member?

To serve the school overseeing the fiduciary process of the school, to oversee the academic performance of the school working directly with the school leaders, and to ensure that all policies are being adhered to in a legal and proper manner. One thing I like about the direction Mr. Marsh is wanting to take this school is a great understanding of the partnership between the board and the school, working hand in hand to make sure the school is successful.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Lawrence Township School's Board of Education 1996-2004 (President 2000, 2003)
Hope Academy Charter School Board of Education 2003-Present (Vice Chair 2014-2015)
Stanley K. Lacy Executive Leadership Series Alumni Board of Directors 1996-2000
Society of Marketing Professional Services Board of Directors, Past President

8. Describe the specific knowledge and experience that you would bring to the board.

I understand the responsibilities of what a school board member represents. I have good knowledge of school finances and the audits that are required. My experience of working on a charter board gives me the knowledge base that goes with the schools accountability along with working with an authorizer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide online education throughout the state of Indiana for students in grades K – 12. The mission of this school is to reach two types of students; one who is academically strong but does not want to attend a public school setting, those that might be considering home-schooling. It also will reach those students who have not been successful in their respective public school and are seeking an alternative to a traditional educational setting. It will also meet the needs of those students who have been expelled from school and may not have any alternative to finish school, specifically for the high school student.

2. What is your understanding of the school's proposed educational program?

The program that I have been introduced is called Accelerated Education which offers all the courses necessary for grades K – 12. It will also provide support programs for those students who may be struggling academically.

3. What do you believe to be the characteristics of a successful school?

One that is sound both financially and academically. It has a great connection with our parents and students, which is a critical piece of an online virtual school.

4. How will you know that the school is succeeding (or not) in its mission?

First on the financial side of the school, ensuring at each monthly board meeting we have complete transparency on our financial statements. It is our responsibility to be working with our school leaders and business office knowing where we are at financially. To be proactive in our approach to managing our finances and not reacting to any issues that my be occurring with our budget. Academically, having discussions on a quarterly basis where

our school personnel are providing updated academic data on where our students are performing and strategies the school is incorporating to continue to meet the demands of strong academic performance.

Governance

1. Describe the role that the board will play in the school's operation.

   To provide oversight on all aspect of the school operations with more of our focus being on finances and policies. Board members will have specific roles they will play based on the experience they bring to the team. We will be looking for members that have experience in finances, legal, marketing, and policy development.

2. How will you know if the school is successful at the end of the first year of operation?

   By having a perfect audit and our finances are in the black. We have met our academic goals and we have at achieved a minimum of a C on the state report card. That our third grade students have an IRead 3 passing rate of 75% or better.

3. How will you know at the end of four years if the school is successful?

   We continue to be in the black financially with a good standing rating with our audit.
   We have maintain a C or better on our Academic Report Card with the state.
   We have achieved a IRead 3 passing rate of 85% or better.
   We have met our enrollment goal of 1500 students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   To constantly monitor our academic and financial status with the appropriate school personnel. Providing quarterly progress reports to the board on all aspects of the school operations which includes specific evidence. To monitor the role the board plays as members and to make sure that the board is fully engaged in their work on the board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   We would follow the Code of Ethics and By-Laws in order to maintain a consistent process when dealing with a board member. Our board will go through an orientation prior to the start of the school year which would go over the role of a charter school board member, By-Laws, Code of Ethics, and other important information they would need in order to serve. Board members would sign off on the Code of Ethics and Conflict of Interest form. New board members coming on in future years would go through our board orientation.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

I served on the Lawrence Township School Board of Education from 1996-2004. Keith Marsh was Assistant Principal at Lawrence North High School from 1994-1998.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, J. Kevin Turner, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Crossroads Virtual Academy Charter School is true and correct in every respect.

J. Kevin Turner 9-10-2015

Signature Date

CROSSROADS VIRTUAL ACADEMY

BOARD OF DIRECTORS

Kevin Turner, Chairman, Vice President Wurster Construction

Potential Members

Michelle Baldwin, Attorney

Hillary Steinhart, Educator IUPUI

Brian Murphy, President of Monument Realty

Chris Denari, Fox Sports Voice of the Indiana Pacers/Indiana Fever

Lara O'Dell, Attorney

ATTACHMENT 15

Governing Board Code of Ethics

Members of the Governing Board will not engage in any activity that conflicts, or raises a reasonable question of conflict, with their responsibilities to the school. More specifically, Members will not:

• Use the school privileges for private gain.

• Solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This precludes, among other things, acceptance of any gratuities, gifts, or favors that might impair or appear to impair professional judgment; and any personal dealings with any individual or entity with whom he/she, on behalf of the school, has any direct or indirect contact for purposes of obtaining from such individual or entity, noncompetitive contacts, services, or materials.

• Knowingly authorize or employ the authority or influence of his/her office to secure authorization of any contract in which he/she, a member of his/her family, or any of his/her business associates has an interest.

• Offer any favor, service, or thing of value to obtain special advantage.

• Permit commercial exploitation of his/her professional position.

QUESTIONNAIRE
Conflict Of Interest and Related-Party Transactions

A conflict of interest may pertain to you, your spouse, family members, business interests, and/or associates. Conflicts of interest may arise when one party has the ability to significantly influence the management or operating policies of the other, to the extent that one of the transacting parties might be prevented from fully pursuing the best interests of Organization rather than his/her own separate or related-party interests.

On this _____ day of _____, _____ I submit the following statement:

	Yes*	No
1. I (or a party related to me) hold, directly or indirectly, a position of financial interest in an outside concern from which the Organization secures goods or services.	____	____
2. I (or a related party of mine) render directive, managerial, or consultative services to, or am an employee of any outside concern that does business with the Organization.	____	____
3. I have accepted gifts or other benefits from any outside concern that does, or is seeking to do, business with the Organization.	____	____
4. I have participated in the management decisions concerning transactions that affect or benefit me, my family, or my personal financial interests (other than ordinary management decisions on employment matters such as compensation).	____	____
5. I (or a related party of mine) have been indebted to the Organization at some time during the above stated period. If so, please note the nature, date, terms, and amount.	____	____
6. The Organization has been indebted to me (or a related party of mine) at some time during the above stated period. If so, please note the nature, date, terms, and amount.	____	____

*If you answered "Yes" to any of these statements, please provide further explanation:

_____

_____

_____

_____
(Signature)

_____
(Date)

CROSSROADS VIRTUAL ACADEMY
BOARD OF DIRECTORS
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of _____when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations in the State of Indiana

Article II
Definitions

1. Interested Person

   Any director, officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

   A person has a financial interest if the person has, directly or indirectly, through business, investment or family—

   a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

   b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

   c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III
Procedures

1. Duty to Disclose

   In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material.

2. Determining Whether a Conflict of Interest Exists

   After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon.

   The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.

b. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violation of the Conflicts of Interest Policy

a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

Article V

Compensation

1. In general it is the policy of the Corporation that all directors shall serve without compensation. However, if a voting member of the board of directors receives compensation, directly or indirectly, from the Corporation for services then that voting member of the Board of Directors is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
3. Any individual who receives compensation, directly or indirectly, from the Corporation, whether as an employee or an independent contractor, is precluded from membership on any committee whose jurisdiction includes compensation matters.
4. All compensation paid to executive employees, if any, of the Corporation shall be paid at Fair Market Value in Indiana and based on an independent compensation survey.

Article VI

Annual Statements

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person—

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of the Committee for delegated power, hereby affirms the following:

1. I have received a copy of the Conflict of Interest Policy.
2. I have read and understand the Conflict of Interest Policy.
3. I agree to comply with the Conflict of Interest Policy.

I understand that _____is a charitable organization and that in order to maintain its Federal tax exemption must engage primarily activities, which accomplish one or more of its tax exempt purposes.

Signed this _____day of _____, 20__.

_____

_____

(PRINT NAME)

ATTACHMENT 17

Crossroads Virtual Academy
Elementary/High School Staffing Chart
6 Year Projection

Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Executive Director	1	1	1	1	1	1
Principal	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1
Special Education Director	1	1	1	1	1	1
Assistant Special Education Director		1	1	1	1	1
Classroom Teachers (K-8)	4	5	5	6	6	6
Classroom Teachers (9-12)	3	5	5	6	6	6
Special Education Teachers	2	3	3	4	4	5
Guidance Counselor	1	1	2	2	2	2
Technology Director	1	1	1	1	1	1
Assistant Technology Director			1	1	1	1
Business Manager	1	1	1	1	1	1
Educational/Leadership Consultants	2	2	2	2	2	2
Total FTEs	**17**	**23**	**25**	**28**	**28**	**29**

Template 6-a

Staffing Matrix
Years One and Two

Col. #1	Col. #2	Col. #3	Col. #4*
	FY1	FY2	
Employee Positions	2016-2017	2017-2018	The Specific Budget Line under "Employee Salaries" where salary is shown
Total # Students			
1. Head of School	1	1	Director/Principal
2. Administrative Asst.	1	1	Clerical
3. Classroom Licensed Teachers (K-8)	4	5	Teachers
4. Classroom Teachers (9-12)	3	5	Teachers
Other Licensed Teachers			
Licensed English / LA	1	2	Teachers
Licensed Math	1	2	Teachers
Licensed Science	1	1	Teachers
Licensed Foreign Language			
Licensed Fine Arts			
Licensed Government			
Licensed Economics			
Licensed History			
Licensed Geography			
5. Classroom Assistant/Aides			
6. Special Education Teachers	2	3	Teachers
7. Media/Resource			
8. PE/Music-All special areas			
9. Food Services			
10. Maintenance			
11. Health Care			
12. Others (please include job titles)			
Technology Director	1	1	Technicians
Guidance Director	1	1	School Guidance Counselor
Special Education Director	1	1	Special Education Director
13. Business Manager	1	1	Other Administration
14. Educational/Academic Leadership	1	1	Consultants

* In Col. #4, for each position, your school will have an employee; list the corresponding budget "line item", under the "Employee Salaries" section in Schedule C or D, where you listed the salary for that position. For example, if you listed the salary for your "Head of School" under the "Director/Principal" line in Schedule C and D, then type the words, "Director/Principal" in Col. #4 for line 1, "Head of School". If you plan to have a "Media/Resource" person at your school and listed that person's salary on the "other Administration" line in Schedule C and D, then type the words, "Other Administration" in Col. #4 for line 6, "Media Resource".

FACULTY EMPLOYMENT AGREEMENT

THIS AGREEMENT is entered into this ____ day of July 1, 20__ between Crossroads Virtual Academy, "Employer" and _____, "Employee."

1. **Term**: Subject to the provisions of paragraph 14 herein, your term of employment shall be at-will from August 1, 20__ to July 31, 20__, with no guarantee or expectation of subsequent employment being offered. The term of this Agreement includes ____ service days.

2. **Position**:

3. **Salary**: You will be paid a salary of $_____ per school year, which amount shall be paid twice a month (the 15th and the last day of the month) over a period of 12 months. Each payment shall represent 1/24th of your annual salary. Because your position requires less than 365 days of service, 1/200 of the salary amount set forth herein shall be considered earned pay for one day of service. A portion of your earned pay shall be accrued each paycheck and paid to you during the summer months. This arrangement ensures you a steady stream of income during the summer and is helpful to Crossroads Virtual Academy, and hopefully you as well, in budgeting annual expenses.

Should you resign or be released from your position before the completion of the contract year, your final paycheck will be calculated to include all accrued earned pay, such that your gross pay from the first date of the employment term set forth herein through your resignation or release date will equal the product of the number of days of actual service and your daily earned pay amount. *Should you accept the position, you will be required to submit an accurate record of time worked each pay period to your supervisor. This position is non-exempt from the Fair Labor Standards Act.*

4. **Responsibility**: Employee's specific duties will be as a member of Imagine Indiana Life Sciences Academy West, assisting the Teacher in such classes and/or providing such services as shall be directed by the Employer. Employee shall exert his/her best efforts to perform these duties as required by the Employer and other such related duties, expressed and unspecified, as from time to time may be required by the Employer.

5. **Benefits**: Employee shall be entitled to those benefits normally offered by the Employer, as those benefits may exist from time to time, or as such benefits may from time to time be created, modified or eliminated by the Employer, on the same basis as such benefits are offered to other employees with corresponding status and length of service.

6. **Confidentiality and Ownership:** As a condition of employment, Employee will be required to sign an agreement acknowledging the confidentiality of Employer information and specifying the Employer as the owner of Employee work product related to the business and created during Employee's employment (see Exhibit "A"). Employer may elect, at its sole discretion, to provide Employee with additional compensation related to the production of work product that the Employer is able to resell multiple times.

7. **Policies:** Employee agrees to comply with all current policies and procedures of the Employer and any subsequent modifications thereto. Employee understands policies may be created, modified, or deleted at the discretion of the Employer. The policies and guidelines do not create a contract and nothing in this Agreement should be construed to the contrary.

8. **Pre-Employment Screening**: This Agreement remains contingent upon Employee successfully completing all requirements in accordance with the Employer's pre-employment screening

process including, but not limited to criminal background checks, pre-employment drug screening, background screening, reference checks and validation of appropriate academic credentials. Employee agrees additional screening may be conducted after employment commences at the discretion of the Employer.

9. **Certification:** This Agreement is at all times conditioned upon Employee maintaining a highly qualified status determined by the Indiana Department of Education. Employee must submit a copy of such certification to the School Administrator on or before the first date of employment and as may thereafter be reasonably required by Employer.

10. **NCLB Compliance**: Employee agrees to comply with all terms of NCLB. Employee understands that NCLB requires that parents be notified if a student has been assigned to, or taught for four or more consecutive weeks, by a teacher who is not "highly qualified" as defined in NCLB.

11. **Completion of Mandatory Forms:** This Agreement is at all times contingent upon successful completion of mandatory forms, including but not limited to the I-9 form and the W-4 form, as well as any other forms required by Employer. All such paperwork must be submitted by Employee within three (3) days of the first date of employment. *A copy of any necessary credentials or certificates must be on file upon prior to the first date of employment.*

12. **Evaluation:** Employee shall receive an annual evaluation completed by Employee's supervisor.

13. **No Violation of Other Agreements:** Employee represents and warrants to the Employer that Employee's employment with this Employer and the performance of Employee's duties hereunder will not violate or breach any agreement with a former Employer, client, or any other person.

14. **Confidentiality of Terms of Agreement:** The terms and conditions of this Agreement are confidential and shall not be revealed to any other party without prior written permission

15. **Termination**: Although it is anticipated that Employee will work the entire term stated in paragraph 1, Employee acknowledges that he/she is employed on an "at will" basis, which means that either Employee or Employer can terminate Employee's employment at any time without cause or notice. Nothing in this Agreement shall be construed to prevent the termination of this Agreement by the Employee or Employer at any time. In such event, Employee will only be paid through the date of termination. The "at-will" employment relationship may only be changed by express written agreement signed by Employee and an Officer of the Company.

16. No indebtedness of any kind incurred or created by a charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

CROSSROADS VIRTUAL ACADEMY: EMPLOYEE:

By:_____ By:_____

Date_____ Date:_____

Crossroads Virtual Academy
TEACHER EVALUATION

Teacher Name: _____ Grade Level: _____ Date: _____

Directions: For each area of responsibility, mark the appropriate rating in the box provided.

RATING SCALE:

Exemplary (EXEM) – Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.

Exceeds Standards (EXS) – Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching, all students.

Meets Standards (MS) – Performance is consistently adequate in meeting performance criteria.

Unsatisfactory (UNS) – Performance is not consistently acceptable in meeting performance criteria.

TEACHER				
I. **Professional Work Habits**	EXEM	EXS	MS	UNS
A. Interacts appropriately with students. B. Commands respect by example in appearance, manners, behavior, and language. C. Displays reminders of expectations for students.				
COMMENTS:				
II. **Teacher Preparation and Lesson Presentation**	EXEM	EXS	MS	UNS
A. Develops appropriate lessons to teach instructional objectives. B. Prepares and implements lesson plans. C. Has materials, supplies, and equipment ready at the start of the lesson or instructional activity. D. Provides instructional pacing that ensures student understanding. E. Uses instructional time effectively to maximize student achievement. F. Provides feedback on performance to students. G. Assigns developmentally appropriate tasks.				

H. Uses multiple resources to enhance instruction.

COMMENTS:

III. Communication	EXEM	EXS	MS	UNS

A. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.

B. Speaks in a clear, audible, well modulated voice.

C. Expresses interest and excitement through verbal and nonverbal behavior.

D. Uses correct grammar in written and oral communications.

E. Demonstrates basic mechanics of writing: spelling, capitalization, and punctuations.

F. Presents connected or associated ideas and thoughts.

COMMENTS:

IV. Behavior Management	EXEM	EXS	MS	UNS

A. Establishes and implements specific behavioral and procedural expectations, rules, and consequences.

B. Demonstrates an awareness of what all students are doing.

C. Stops inappropriate behavior before it spreads or becomes more serious.

D. Reinforces positive student behavior.

E. Directs and adequately supervises students to be on task quickly.

F. Maximizes student time-on task.

G. Makes effective transitions between instructional activities.

COMMENTS:

STUDENT

I. Student Engagement	EXEM	EXS	MS	UNS

A. Students are engaged and participating in lesson/activity.

B. Accommodates individual learning differences (differentiated instruction).

C. Employs a variety of instructional strategies.

COMMENTS:

II. Student Motivation	EXEM	EXS	MS	UNS

A. Sets high, positive, and attainable goals for students.

B. Encourages students to express ideas clearly and accurately.

C. Rally's, motivates, and empowers students.

COMMENTS:

ONLINE CLASSROOM

I. Classroom Climate	EXEM	EXS	MS	UNS

A. Shows students justice and treats students with integrity.

B. Creates and maintains an environment that promotes learning.

C. Establishes rules and procedures that enhance learning.

D. Creates an environment of mutual respect, rapport, and fairness.

COMMENTS:

ATTACHMENT 22

Crossroads Virtual Academy Start-up Plan

Action	Responsibility	Timing
Discussions, planning sessions with development team and board memebers	CROSSROADS VIRTUAL ACADEMY and BOARD	August - December 2015
Submit charter application to Ball State University Charter approved and sent to INDOE. Attorney retained	CROSSROADS VIRTUAL ACADEMY and BOARD	September 2015
Create Crossroads Virtual Academy Governing Board Finalize contracts with Board & Crossroads Virtual Academy. Begin search for key personnel	CROSSROADS VIRTUAL ACADEMY & BOARD	January 2016
Submit charter and all necessary documents to IDOE Revise charter application, if necessary Hire key staff, revise budget if applicable	CROSSROADS VIRTUAL ACADEMY and BOARD	February 2016
Apply for implementation grants with IDOE once approved.	CROSSROADS VIRTUAL ACADEMY	January 2016
Begin marketing plan, community outreach launch website begin student recruitment and secure outside vendors that will support the school.	CROSSROADS VIRTUAL ACADEMY	February through March 2016
Finalize school plan, academic calendar, board policies	CROSSROADS VIRTUAL ACADEMY & BOARD	February 2016
Identify learning centers, prepare for opening secure all required occupancy and insurance documents and coverages	CROSSROADS VIRTUAL ACADEMY	March 2016
Hire key start up personnel	CROSSROADS VIRTUAL	February 2016
Begin enrollment process	CROSSROADS VIRTUAL	May 2016
Implement strategic initiatives for enrollment Complete Board, personnel training Assess learning centers	CROSSROADS VIRTUAL ACADEMY and BOARD	March 2016
Finish all training, staff orientation Continue recruitment efforts Assess all sites, complete all necessary preparations for opening of school	CROSSROADS VIRTUAL ACADEMY and BOARD	June 2016
Student/Parent Orientation Open Crossroads Virtual Academy	CROSSROADS VIRTUAL ACADEMY	July 2016

ATTACHMENT 23

Insurance Coverage
This contains a list of the types of coverage the school will secure, including a description of the levels of coverage.

By statute the following will be included:
Commercial General Liability: $1,000,000 per occurrence; $2,000,000 aggregate. NOTE: Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.
Directors' and Officers' Liability/Educators' Legal Liability/Employment Practices Liability: $1,000,000 per occurrence; $3,000,000 aggregate.
Sexual Abuse Liability: $1,000,000. NOTE: Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.
Automobile Liability: $1,000,000 combined single limit.
Umbrella (Excess Liability): $2,000,000 per occurrence; $2,000,000 aggregate. NOTE: Umbrella policy must include: commercial general liability, directors' and officers' liability/educators'.

Crossroads Virtual Academy

Policies and Procedures
for the
Office of Institutional Advancement
and the
Development Committee

Crossroads Virtual Academy and the School Governing Board

Crossroads Virtual Academy

Office of Institutional Advancement

The Office of Institutional Advancement exists to assist the community in achieving its philanthropic goals while furthering the mission of Crossroads Virtual Academy. Grouped under the umbrella of Institutional Advancement are the Development Office, Enrollment Office, and the Office of Marketing and Communications. The Office of Institutional Advancement will develop and nourish financial, political, and public support through alumni, development, community, and public relations programs carried out in keeping with the highest ethical and professional standards that govern our activities.

Development Policies and Procedures

Statement of Philosophy

Due to the generous financial support and time given by the community and the family of our school community, Crossroads Virtual Academy will provide a quality based education to thousands of students in the years to come.

As responsible stewards of the Office of Institutional Advancement and of the Development Committee, it is imperative that Crossroads Virtual Academy establish comprehensive policies and procedures to increase the effectiveness of charitable giving, marketing and communications, and student enrollment. In return, effective charitable giving, successful marketing and communications, and flourishing student enrollment will allow Crossroads Virtual Academy to operate efficiently and competently providing the best possible education to its students.

Authorization

Crossroads Virtual Academy encourages donors to make both outright and planned gifts. Outright gifts may include gifts such as cash, real estate, and marketable securities. The types of planned gifts encouraged include bequests, pooled income fund gifts, charitable gift annuities (immediate and deferred), charitable remainder trusts, charitable lead trusts, remainder interests, bargain sales, gifts of life insurance, endowment gifts, and retirement plan designations, as well as gifts involving assets such as real estate, tangible personal

property and intangible personal property of various types. Other gift arrangements are subject to approval by the Crossroads Virtual Academy School Governing Board.

Policies

1. Primacy of charitable intent. Crossroads Virtual Academy shall promote those gifts that serve to fulfill its mission and that comply with established legal and ethical fundraising laws and standards. To this end, Crossroads Virtual Academy reserves the right to refuse gifts that do not fulfill its mission or that violate any legal or ethical law or standard.

2. Assistance to donors. It is Crossroads Virtual Academy policy to serve, guide, provide financial/tax illustrations or otherwise assist donors who wish to support Crossroads Virtual Academy activities.

3. Independent counsel encouraged. Persons acting on behalf of Crossroads Virtual Academy shall not provide legal and/or tax advice to donors, but shall serve as a resource to donors and their independent advisors. In all cases donors shall be encouraged to discuss all proposed gifts with independent legal and/or tax advisors of the donor's choice to ensure that the donor receives a full and accurate explanation of all aspects of proposed charitable gifts.

4. Authorized to negotiate. The Director of Institutional Advancement for Crossroads Virtual Academy, President/CEO of A+ Educational Services, LLC, Members of the School Governing Board of Crossroads Virtual Academy, and the Principal for Crossroads Virtual Academy are authorized to negotiate gift agreements from prospective donors pursuant to policies and procedures approved by the School Governing Board as authorized in this document. Additional staff (e.g. the Director of Business Management) and legal counsel will be consulted as appropriate and informed as gifts are negotiated, particularly as their expertise is needed to evaluate the appropriateness and cost efficiency of potential gifts.

5. Signatory authority. All forms, agreements, and other documents necessary to accept and enter into gift arrangements as authorized in this document shall be signed by the President/CEO of A+ Educational Services, LLC, Crossroads Virtual Academy Principal, Director of Institutional Advancement, or the Director of Business Management on behalf of Crossroads Virtual Academy.

6. Legal counsel review. All giving agreements requiring execution by Crossroads Virtual Academy, or which deviate from the arrangements outlined in this document, shall first be reviewed and approved by Crossroads Virtual Academy legal counsel and the donor's counsel.

7. Ethical standards. All gifts will be negotiated in compliance with the Model standards of Practice for the Charitable Gift Planner, and the Code of Ethical Principles and Standards of Professional Practices.

8. Reporting campaign totals. Unless otherwise indicated, all gifts and campaign totals shall be reported in accordance with the current Council for Advancement and Support of Education (CASE) Management Reporting Standards.

9. Donor recognition. Crossroads Virtual Academy offers individual recognition and stewardship of donors pursuant to the procedures stated herein. Donor recognition and stewardship shall be done in a manner that is fair and consistent for all donors, yet allowing a flexible approach that permits personalized opportunities for recognition that satisfies the interests of donors. All requests for donor anonymity shall be respected.

10. Confidentiality. Strict confidentiality shall be adhered to by Crossroads Virtual Academy and its staff with regard to any information, records, letters, and personal documents pertaining to donors, gifts, etc.

11. Financial accounting. All gifts shall be accounted for in the audited financial records of Crossroads Virtual Academy in a manner approved by the School Governing Board, President/CEO of A+ Educational Services, LLC or designee with the appropriate accounting standards such as the current Financial Accounting Standards Board (FASB) statements.

12. Charitable gift annuities authorization. Crossroads Virtual Academy is authorized to issue charitable gift annuities, immediate and deferred, and invest assets contributed for annuities. Crossroads Virtual Academy may employ agents and advisors to facilitate the investment of these assets. Crossroads Virtual Academy shall endeavor to comply with the laws of all states in which gift annuities are offered.

13. Procedure for approval of exceptions. Where either the acceptance of a gift or a deviation of these policies requires approval by the School Governing Board as hereinafter set forth, such approval, in the event the decision needs to be made before a scheduled meeting, may be given by the President/CEO of A+ Educational Services, LLC and/or the Principal of Crossroads Virtual Academy, upon recommendation by the Director of Institutional Advancement.

Procedures - Documentation

Receipts for gifts

A. Description: Crossroads Virtual Academy shall comply with all state and federal laws, rulings, and regulations with regard to providing donors a receipt for his/her gift, including Internal Revenue Code sections 170(f)(8) and 6115, 16 CFR Parts 1and 602, and Reg. Sec. 1 170A-1 and 13 and any amendments to these rules.

B. Procedures

1. Cash contributions. Crossroads Virtual Academy shall provide a receipt, letter, or other written communication acknowledging receipt and appreciation, the name of the donor, the date of the receipt's preparation (not necessarily the date of the gift in some cases), the amount of the gift, and all other statements to comply with current law (e.g. a statement that no goods or services were received by the donor in exchange for the gift) within ten working days of donations.

2. Contributions of assets other than cash. Crossroads Virtual Academy shall provide a letter or other written communication acknowledging receipt and appreciation for the gift, describing the assets donated (no dollar value needs to be stated as defined by law), the dollar amount credited to the donor for recognition purposes, and that no goods or services were received by the donor in exchange for the gift. In the case of stock gifts, an illustrative calculation (using the average of the high and low of readily ascertainable market value on the date of the gift) may be included. In the case of gifts of equipment or inventory for athletic, academic, co-curricular and buildings and grounds etc., the law may require statements of other specific assurances. In all cases of non-cash gifts, donors shall be advised of their responsibility to assign value for purposes of the income tax charitable deduction, using IRS form 8283.

3. Planned gifts. Crossroads Virtual Academy shall provide a summary of accounting and tax information to donors who establish planned gifts such as gift

annuities and pooled income funds. These summaries may be accompanied by a copy of the deduction calculation, IRS form 8283 and instructions, gift document, etc. The summary may include an overview of the deduction calculation, projected income payout, capital gains tax and gift/estate tax ramifications, etc. In all cases, donors shall be encouraged to share this information with their accountants, attorneys, and other professional advisors.

Documentation of gifts

A. Description: Crossroads Virtual Academy shall request appropriate documentation for all gifts. Crossroads Virtual Academy requests documentation in order to assist donors, assure consistency and accuracy of information (e.g. correct spelling and location of Crossroads Virtual Academy), confirm donor recognition, fulfill any legal responsibilities, deal with any gift restrictions that may be impractical, illegal, or incapable of fulfillment and confirm gift expectations for future planning.

B. Procedures: The Director of Institutional Advancement and/or other appropriate staff shall respectfully request from donors, trustees, personal representatives, executors, etc. copies of any or all of the following documents as appropriate:

1. The portion of a will, trust, etc. containing a bequest to Crossroads Virtual Academy.

2. The complete document of any charitable remainder of lead trust, charitable gift annuity, pooled income fund agreement, retirement plan beneficiary designation, life insurance beneficiary or owner

designation, partnership interest document, and/or any other planned gift instrument in which Crossroads Virtual Academy is the named owner, beneficiary, etc.

3. A memorandum of understanding, agreement, or other document defining a named endowment fund. Such memorandum may include the name of the fund, gift restrictions, expenditure of appreciation, etc.

4. A letter or card documenting a multi-year pledge, including the terms and timing of payments to be made to fulfill the pledge.

5. An annual report of Crossroads Virtual Academy interest in any trust, community foundation fund, etc. invested and managed by other individuals or organizations.

6. Any other document deemed appropriate and necessary.

Documentation of Gift Restrictions

A. Description: With regard to the acceptance and documentation of gifts with restrictions requested by the donor, Crossroads Virtual Academy shall comply

with all applicable federal and state laws, rulings, and regulations. Donors shall be advised to consult their independent counsel as well.

B. Procedures:

1. Unrestricted gifts. Unrestricted gifts to Crossroads Virtual Academy shall not require confirmation from the donor that the gift is unrestricted.

2. Gift restrictions. Any gift with a restriction other than those stated below must be approved by the Director of Institutional Advancement, President/CEO of A+ Educational Services, LLC and/or Principal of Crossroads Virtual Academy prior to the acceptance and receipt of the gift by Crossroads Virtual Academy. The follow gift restrictions do not require prior approval.
    a. Existing endowed named scholarship
    b. Other existing endowment fund
    c. Specific academic or non-academic department with no further specification as to the department's use of the funds or if a specification is related to an educational purpose
    d. Capital Campaign Funds

Crediting of Gifts

A. Description: Crossroads Virtual Academy seeks to give credit to all donors for purposes of donor recognition and/or achievement of development goals in an equitable manner for the appropriate amount of planned and outright gifts. The crediting and recognition procedures are not intended to reflect the

financial accounting procedures suggested by the Financial Accounting Standards Board and other such organizations.

B. Procedures:

1. Crossroads Virtual Academy shall adhere to fundraising and campaign reporting as provided in the most current reporting standards as promulgated by the Council for Advancement and Support of Education (CASE).

2. Donor personal recognition shall be provided according to the procedures outlined below, which may vary from the CASE standards for campaign or fundraising reporting.

Recognition of Gifts

A. Description: Crossroads Virtual Academy shall recognize all planned and outright gifts in equitable and appropriate manners. Donors or their personal representatives, family, guardians, etc. must consent prior to the award of any public recognition. All gifts, regardless of size and type, shall receive a timely thank you letter and gift acknowledgment. Additional recognition is allowed pursuant to the procedures stated below. In special circumstances, extraordinary recognition may be personalized for a donor as approved by the Director of Institutional Advancement, President/CEO of A+ Educational Services, LLC or Principal of Crossroads Virtual Academy. For example, in the case of matured planned gifts or memorial gifts, recognition may involve surviving family or friends as permitted and considered appropriate.

B. Procedures:

1. Annual Crossroads Virtual Academy Dinner

Principal's Circle $2,500 and above

Gold Level	$501-$2,499
Silver Level	$500

(New levels may be added if deemed appropriate by the Director of Institutional Advancement and approved by the School Governing Board).

2. Annual and Cumulative Recognition Levels. To be determined by the Office of Institutional Advancement.

3. Scholarship Endowments. See "Endowed Gifts" for details.

4. Other Endowments. See "Endowed Gifts" for details.

5. Capital Named Gift Opportunities. Naming recognition may be provided to donors who contribute a gift to construction/renovation projects. Catalogs of these opportunities for named gift recognition will be supplied by the Office of Institutional Advancement.

6. Gifts from realized or matured planned gifts will be recognized as an annual contribution in the year received.

7. Matching corporate gifts shall be included as part of a donor's contribution for recognition purposes. Upon receipt of a gift match, Crossroads Virtual Academy shall promptly provide a gift recognition acknowledgement to the matching corporate donor.

8. The Crossroads Virtual Academy Office of Institutional Advancement and/or School Governing Board may award special recognition in the manner and instances deemed appropriate.

Endowed Gifts

A. Description: Crossroads Virtual Academy, by action of its Board, manages its endowment in accordance with the Uniform Management of Institutional Funds Act (UMIFA), Ohio Code section, et. seq. Gifts may be designated as an unrestricted endowment or to establish named endowment funds for scholarships, etc.

B. Procedures:

1. The establishment of a named endowed scholarship is accomplished by a minimum gift (outright or pledged) of $25,000. The standards and policies for awarding such scholarships must be established in conjunction with the Director of Institutional Advancement.

2. Unrestricted gifts may be given to one of the established endowment funds.

3. Endowed gifts for any specific restricted purposes must be equal to an amount necessary to produce sufficient income to fulfill the donor's purposes over an indefinite period of time. Endowment fund calculations shall assume a spending rate of 5 percent with the balance invested to perpetuate the fund. Unless otherwise restricted by the donor pursuant to the provisions of

UMIFA, appreciation of the gift Principle may be spent for the purposes of the fund.

4. If an endowment fund is less than the minimum stated amount for a named fund, the donor may be recognized as deemed appropriate by Crossroads Virtual Academy.

5. All endowment fund gifts shall require the approval and signing of a memorandum of understanding or agreement. This agreement shall be signed by the donor(s) and the Principal or Director of Institutional Advancement of Crossroads Virtual Academy.

6. Crossroads Virtual Academy shall provide all endowment fund donors with an annual report that reflects the present value of donor's endowment fund, as well as any annual expenditures made from that fund.

Use of funds

A. Description: The President/CEO of A+ Educational Services, LLC and the Crossroads Virtual Academy Principal, in conjunction with recommendations from the finance committee of the executive council of the School Governing Board, reserves the right to make any decision to change the appointment of received funds with the approval of the School Governing Board, which will guarantee the funds are used in the best interest of the school. The following guidelines and criteria have been created for those funds that have already been established.

B. Procedures:

1. Academic Scholarship: Academic scholarships will be awarded to students who exhibit academic excellence during their eighth grade year. Awards will be given based on a combination of standardized test scores, school grades, teacher/Principal recommendations, and review of their scholarship application.

2. Capital Campaign Fund: The Capital Campaign fund is managed in collaboration with the Board of Directors for Crossroads Virtual Academy. The monies in the Capital Campaign Fund are collected to finance new construction and/or renovation to the Crossroads Virtual Academy facility. The use of monies in this fund is appointed by the finance committee of the executive council of the School Governing Board.

Grant Requests

Faculty and staff are encouraged to seek external sources of funding for program development, operations, and scholarly activities. Most projects are likely to be beneficial, but some may not — especially when matching dollars or significant staff time is at stake, or when no more than one proposal from Crossroads Virtual Academy should be submitted simultaneously. Consequently, any application for external funding should be analyzed to assess the long and the short-term impacts on the high school before the grant application submission is made. The following procedures have therefore been developed to facilitate a timely and thorough review of that impact and to

provide a clear procedure for obtaining needed approval prior to seeking external funding.

Policy

All projects of an institutional nature (i.e. curriculum development, faculty development, capital improvements) for which external funding is sought must be reviewed and approved by the Principal or his/her designated representative before being submitted.

All projects of a narrow departmental nature —scholarly, programmatic activities affecting singular faculty/staff —or a continuation of an already funded and approved project must be reviewed by the Director of Business Management and Director of Institutional Advancement before being submitted.

As most proposals require the signature of the Principal of Crossroads Virtual Academy or designated representatives, each submission shall therefore be reviewed and recommended for approval by the appropriate department chair, the Director of Business Management, and the Director of Institutional Advancement prior to submission to the Principal's office. These reviews are meant to ensure not only compatibility with the mission, program, and fiscal needs of the school, but also to comply with grantor's requirements.

Responsibilities

Researching and writing grant proposals is the responsibility of the applicant, with the support of the appropriate Institutional Advancement staff member. Proposal development is also available upon request.

Budget development is the responsibility of the applicant, and must be developed with the support of the Director of Business Management and the finance committee of the executive council of the School Governing Board. The Director of Business Management and finance committee must approve all budgets prior to submission.

Any conflicts arising from the review process will be resolved by the Director of Institutional Advancement or, if necessary, by the Principal of Blessed Theodore Guerin High School.

Development Coordination

In order to assure a cohesive and efficient development process, to avoid embarrassment caused by multiple or poorly timed appeals, and to prevent the abuse of community support, the following guidelines regarding solicitations have been established.

Solicitation Coordination

No group, team, or agent of Crossroads Virtual Academy shall make a personal solicitation for financial gifts without the expressed approval of the Office of Institutional Advancement.

Corporate Sponsorships

No group, team, or agent of Crossroads Virtual Academy shall solicit an outside business or corporation for funds or sponsorship without the expressed approval of the Office of Institutional Advancement. A complete "Request for Permission to Obtain Corporate Sponsorship" form must be completed and approved by the office before a solicitation is made.

Special events and fundraising campaigns

No group, team, or agent of Crossroads Virtual Academy shall organize or participate in a special event or fundraising campaign without the expressed approval of the Office of Institutional Advancement. A complete "Request for Permission to Sponsor a

Fundraising Event or Sale" form must be completed and approved by the office before a solicitation is made.

Comparable Online Virtual Schools121

1. **Virtual Community School of Ohio** (Reynoldsburg, Oh (East of Columbus)

www.vcslearn.org

K-12 full virtual school

enrollment between 800 and 1000 students

2. **Buckeye Online School for Success** (East Liverpool, Oh)

www.go2boss.com

K-12 full virtual school

enrollment between 900 and 1200 students

3. **PA Cyber** (Midland, PA)

www.pacyber.org

Established 2000

K-12 full virtual school

enrollment around 10,000 students