Executive Summary

It is the mission of the South Carolina Cyber Academy (SCCA), a high-quality, full time online public charter school, to be accountable for developing each of our student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. The school will open in the 2013-14 school year enrolling grades K-12 students from across South Carolina. Any student qualified to attend school in South Carolina in the appropriate grade will be eligible to attend SCCA. Enrollment of 1,500 students is projected in Year 1 growing to 4,500 students in Year 5. The school's sponsor is the South Carolina Public Charter School District.

SCCA will seek to ensure that all teachers are South Carolina-certified (and NCLB Highly Qualified). SCCA teachers will provide daily guidance, instruction, and support to students and their "learning coaches" (a parent, or another responsible adult designated by the parent, who helps guide a student through their daily coursework) via email, telephone, in person, and during synchronous web conference learning sessions. Each student will have an Individual Learning Plan (ILP) with her/his own learning goals. K-8 grade students will study Language Arts/English, Mathematics, Science, History, Art, Music and World Languages. The school will offer more than 150 high school courses in Math, English, Science, History and World Languages in multiple levels, remediation and credit recovery courses, and electives.

The school's education program will combine lessons accessed on the Internet with hands-on materials. Students will receive the course content, instruction, assignments, assessments and supplemental materials online as well as hands-on materials kits shipped directly to the student. Students meeting eligibility requirements may be able to request and check out a computer and printer and receive Internet cost reimbursement while enrolled at the school.

The Planning Committee of SCCS has chosen to work with K[12] Virtual Schools LLC ("K[12]"), a wholly owned subsidiary of K12 Inc. (NYSE: LRN), a technology-based education company and the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S., to provide the school's curriculum and management services.

SCCA will exemplify South Carolina's six characteristics of a "High-Quality Charter School": **(1) Student Achievement:** Our goal is that SCCA will be a leading 21st century public charter school in South Carolina improving student learning, as evidenced by graduation rates, individualized instruction for all students, and the demonstration of 21st century skills such as critical thinking, problem solving, and self direction. (2) **Financial Viability:** SCCA is committed to responsive governance. We will work with all stakeholders to ensure across-the-board accountability and transparency in all aspects of school operations. **(3) Choice-Driven Option:** Our application is submitted in the spirit of creating options and increasing the learning opportunities for the students in South Carolina. **(4) Innovation:** The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of individualized learning plans. **(5) Stakeholder Satisfaction:** Among numerous strategies to engage our stakeholders will be a student, parent, teacher compact that outlines how parents, school staff, and students share the responsibility for improved student academic achievement. **(6) Effective Leadership:** The Governing Board will be policy-makers, assuring sound operations and financial management. SCCA administrative staff will demonstrate expertise in the school's various operational areas. SCCA will provide new opportunities for teachers through leadership roles. Professional development will be provided to the Board and all staff to enhance the knowledge, skills and expectations necessary to increase student learning.

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1. Purpose and Support

a. Charter School Mission Statement

Mission Statement

South Carolina Cyber Academy (SCCA), a high-quality, online public charter school, will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

Purpose

It is our goal that SCCA will be a leading 21st century public charter school in South Carolina and will improve student learning, as evidenced by graduation rates, individualized instruction for all students, and the demonstration of 21st century skills such as critical thinking, problem solving, and self direction. The recent "Diplomas Count" study indicates that only 45 percent of South Carolina's African American students and 39 percent of the state's Hispanic students earn a state diploma in the four years of high school. The report also indicates that, on average, 167 South Carolina public school students are "lost" each day of the school year. Students are often "lost" because their current learning environment does not match their learning needs. SCCA seeks to assist South Carolina in reaching academic excellence by providing opportunities to improve student learning through increased options in learning environments and implementing a variety of teaching strategies. Too many students in both South Carolina and the nation are not graduating from high school at all, or are graduating unready for the expectations of higher education or meaningful careers. This reality, central to

the school's mission, is not receiving the type of innovative solutions it deserves. More of the same is not going to produce the breakthroughs required. To help meet this challenge, our planning committee believes that we, as a state, need additional instructional models, increased learning opportunities for students, new ideas and approaches to innovative teaching methods, and a reaffirmed commitment to ensure our students are college ready. We believe the South Carolina Cyber Academy will provide this type of innovative model for the students we serve, and will provide an example for other public schools to learn from. Charter schools can and should be places for research and development. The model we are proposing has been tested and successful in over twenty-nine states with our partner, K^{12} Virtual Schools LLC. We will work with all stakeholders to ensure high levels of accountability and transparency. In 2010, the U.S. Department of Education released *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies,* the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes two important findings (while also encouraging the creation of new models to study):

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

Our application is submitted in the spirit of creating options, and increasing the learning opportunities for the students in South Carolina. The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of individualized learning plans. The common denominator among parents who will choose SCCA for their children and the staff selected to work with us will be a shared belief that not all

children learn the same way and that individual students and families should have access to an array of high quality public education options. We will be recognized as a school that is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. Our students will define, plan, and work towards achieving their academic and non-academic goals. Students, teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations. We will demonstrate best practices: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices. SCCA within its model will provide new opportunities for teachers through leadership roles that still allow our best teachers to teach while taking on some administrative roles in developing the school. The instructional practices in our public charter school will be models for school districts in South Carolina to replicate especially in the areas of creating individualized learning plans (ILPs), parent engagement, mastery of standards, web-based and in-person professional development, a detailed instructional model, creating value-added measures of student achievement, and providing successful intervention for students who are struggling. Like all high-performing charter schools, SCCA is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations.

b. Admissions Policies and Procedures

i. Enrollment Procedures

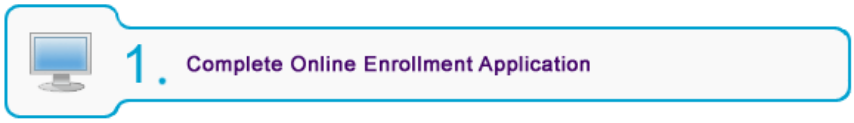
Admissions Policies and Procedures

Any student qualified to attend school in South Carolina in the appropriate grade will be eligible to attend SCCA subject to space limitations (see lottery information below). The school

will enroll students from across the state in Grades K-12 in the 2013-14 school year. SCCA's admission policies will prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services as defined in §59-40-40.

SCCA will accept enrollment applications from each eligible student who submits a timely application between February and April each year. Families will submit a complete online application (see **Appendix 17**) and fax or scan the following required documents: immunization record, birth certificate, proof of residency, and prior year report card or state standardized test scores. During the enrollment process, families will be assigned a Placement Liaison that will work them through each step of the enrollment process. The below outlines the proposed complete enrollment process:

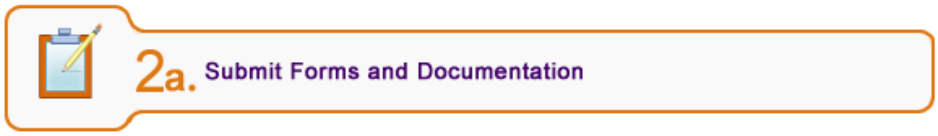
Steps to Enroll



New Families: Set up a user account.

Have you already set up an account? Continue your enrollment or check your student's enrollment status.

Please note that kindergarten students must be five years old and first grade students must be five years old by September 1, of that school year in order to enroll.



After you have completed the online application, download and submit the required forms in the SCCA Enrollment Forms Packet.

- Download the SCCA Enrollment Forms Packet

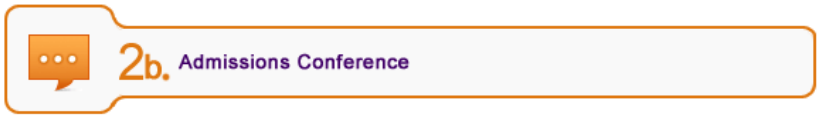
Please fax the documents to 866.991.xxx, or scan and e-mail to sccafax@K12.com.*

**Please note that while this email is a secure inbox for required compliance documents, it is not meant for correspondence. For questions on the enrollment process, please contact your assigned Personal Admissions Liaison (PAL).*

If it's not possible to fax or e-mail your documents, please mail them to:

South Carolina Cyber Academy

(school office address to be determined)



Once you submit your application, you will be assigned a Personal Admissions Liaison (PAL) who will assist you through the enrollment process, answer all of your questions, and conduct your admissions conference over the phone. During this conference, your

PAL will verify your student's information, relay school policies, and review the responsibilities of both the student and the Learning Coach.

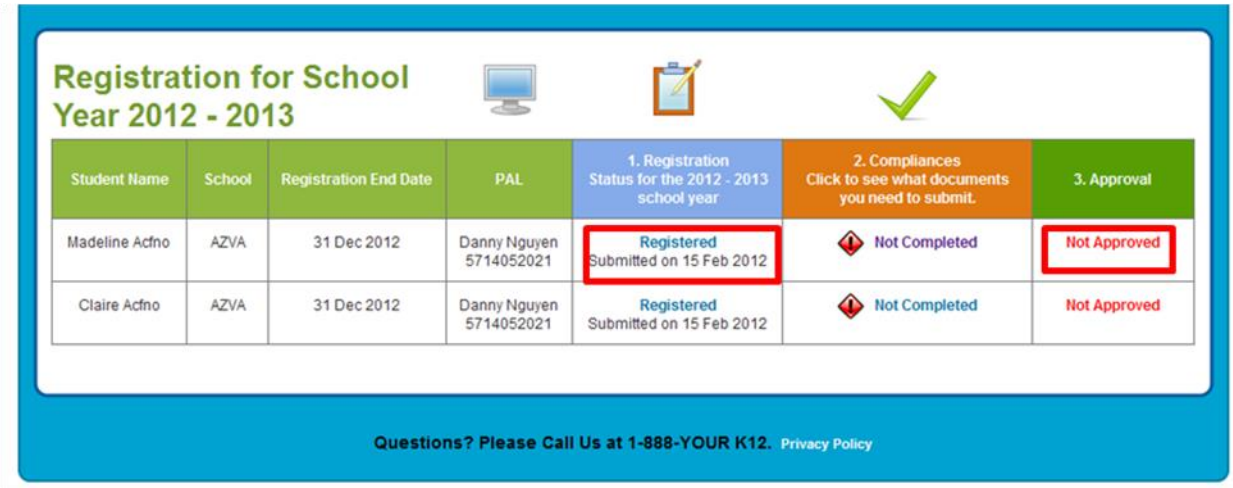
Upon receipt and successful review of submitted documents your student will be approved. You may review your student's enrollment status by logging in to your online account.

After the initial enrollment period (February – April), families will be notified by SCCA to confirm their intent to enroll and complete the enrollment process in time to start school in the fall. If the number of applications exceeds available enrollment space SCCA will conduct a lottery for enrollment. The lottery will be blind to disabilities, race, student's location, etc. and will be held once each year. Priority enrollment will be given to sibling(s) of a student already enrolled, children of a charter school employee, and children of the charter committee, provided that those eligible for priority enrollment do not constitute more than twenty percent of the enrollment of the charter school. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order as established through the lottery process will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of SCCA, that space will be given to the next person on the list at that grade level.

Before school starts, families and enrolled students (starting in year two) will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

Each year currently enrolled students will have the opportunity to re-register for the next school year. The school will establish a re-registration window and once that closes the number of seats available will be determined in order to determine if a lottery will need to be conducted for the next school year. Screen shots below represent what returning families will see and utilize for re-enrollment.

Student names represented below are fictional student names.



Registration for School Year 2012 - 2013

Student Name	School	Registration End Date	PAL	1. Registration Status for the 2012 - 2013 school year	2. Compliances Click to see what documents you need to submit.	3. Approval
Madeline Acfno	AZVA	31 Dec 2012	Danny Nguyen 5714052021	Registered Submitted on 15 Feb 2012	Not Completed	Not Approved
Claire Acfno	AZVA	31 Dec 2012	Danny Nguyen 5714052021	Registered Submitted on 15 Feb 2012	Not Completed	Not Approved

Questions? Please Call Us at 1-888-YOUR K12. Privacy Policy

ii. Students Outside the District

SCCA is applying to charter sponsor South Carolina Public Charter School District and is seeking to enroll students from across the state. Therefore, this question is not applicable to our application.

iii. Student Appeals Process

If a student is denied admission for a reason other than the results of a lottery, the student can appeal the decision to the South Carolina Public Charter District, the sponsor of SCCA.

c. Support for formation of the charter school

i. Charter Planning Committee

The National Coalition for Public School Options (NCPSO) is very active within the State of South Carolina. NCPSO is an alliance of parents that supports and defends parents' rights to access the best public school options for their children. The Coalition supports the creation of public school options, including charter schools, online schools, magnet schools, tuition scholarship programs, open enrollment policies and other innovative education programs. NCPSO worked with a group of individuals (later to be formed as the Planning Committee for SC Learns) to come together and discuss the needs of the students of South Carolina. The Planning Committee researched the current options for virtual education in South Carolina and sought to work with K^{12} to develop a new virtual charter school application.

The South Carolina Cyber Academy Planning Committee is composed of five members with the requisite experience to develop this proposal for an effective, innovative and inclusive charter school, including caring and engaged parents, diverse community leaders, certified educators with extensive elementary, middle school and high school experience, a technology expert, and a corporate strategic planning manager. Four of five members of the Planning Committee have indicated their interest in serving on the initial governing board of the school. The Planning Committee fully embraces the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students.

Planning Committee Profiles

Sandra Sandifer, Chair

112 Cardinal Drive

Seneca, SC 29672

Sandra Sandifer is Chairperson of the SCCA Planning Committee and an incorporator and original director of South Carolina Learns, the nonprofit corporation applicant. Sandra is a former teacher who is currently a case manager in Oconee Juvenile Drug Court. She has previous experience in corporate personnel management and accounting in South Carolina and Georgia. She has earned A.A. degrees from Tri-County Technical College (Criminal Justice) and Anderson Junior College; B.A. (Psychology) from Tift College; and has done graduate work at West Georgia College (Early Childhood) and Clemson University.

Andrea Alerre, Committee Member

6415 Highway 81 N

Piedmont, SC 29673

Andrea Alerre is a South Carolina certified teacher who taught for a number of years at South Carolina Virtual Charter School. Andrea is currently teaching math and science part time at a middle school.

John Hall, Committee Member

1521 Berkeley Road

Columbia, SC 29205

John Hall has worked at SCANA, a Fortune 500 energy-based holding company based in Columbia, South Carolina, for 37 years. He is currently Manager of Strategic Planning at SCANA.

Charles Middleton, Committee Member

217 Long Bay Drive

West Union, SC 29696

Charles Middleton is a former middle school principal who has maintained his certification. He was a teacher for many years before he became a principal and high school football and baseball coach—positions from which he is now retired. A strong supporter of charter schools, including virtual charter schools, he had a very positive experience when his daughter took a virtual school course between eighth and ninth grades.

Gina Nienaber, Committee Member

220 Sugar Magnolia Way

Charleston, SC 29414

Gina Nienaber is also an incorporator and original director of South Carolina Learns, the nonprofit corporation applicant. Gina has been in the technology industry for 16 years. She is currently Market Manager for Cisco Systems – focusing on the transition of the Internet to IPv6.

The names, addresses, and experience/qualifications of these committee members are included in **Appendix 1** of this application.

ii. Evidence of Support

There are many ways to validate the support for the formation of a new charter school. For instance, in **Appendix 2** we have included a letter of support for South Carolina Cyber Academy from Beth M. Purcell, Director, National Coalition for Public School Options and NCPSO Chapter Chair for South Carolina as well as sample letters of parents interested in enrolling their students in SCCA. The SCCA Planning Committee chose to determine the support and commitment for the South Carolina Cyber Academy and evidence that the school would reach its projected enrollment by researching the need for the school considering the current options for virtual education in South Carolina. The research the Planning Committee did with The National Coalition for Public School Options (NCPSO) was backed up by data K^{12} provided to the Planning Committee about the large and growing numbers of South Carolina families who have contacted K^{12} directly to express their interest in virtual education for their children. K^{12} reported a robust and growing number of inquiries about virtual education options in South Carolina. They had received nearly 13,000 inquiries in the year between October 2010 and September 2011 from South Carolina families whose children were not enrolled in a virtual school at the time of their inquiry. Strongest interest came from Charleston, Columbia, and Greenville. Based on K^{12}'s more than 10 years of experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation as well both based on strong and effective marketing plans developed by K^{12}, we conservatively projected a first year enrollment of 1,500 K-12 students growing to 4,500 in Year 5. We felt confident to base our fiscally sound budget on these projected enrollments.

iii.Conversion Schools

South Carolina Cyber Academy is not a conversion school. This question is not applicable to our application.

2. Academic Plan

a. Educational Program

i. Student Population

1) South Carolina Cyber Academy will open in the 2013-14 school year enrolling students from across the state of South Carolina in Grades K-12. Any student qualified to attend school in South Carolina in the appropriate grade will be eligible to attend SCCA including students from diverse backgrounds such as students with disabilities, students attending schools designated as "needs improvement" under NCLB, those who are struggling academically and in need of an alternative choice for their public school education, and gifted and talented students as well. We have projected an enrollment of 1,500 students in Year 1 of the charter school growing each year to a projected enrollment of 4,500 students in Year 5. In **Appendix 3**, we have included a completed Student Enrollment Projections table for the first five years of the charter.

2) Conversion Schools: For converting an existing public school into a charter public school, indicate the school's grade levels served prior to conversion.

South Carolina Cyber Academy is not a conversion school. This question is not applicable to our application.

***ii.* Goals and Objectives**

It is the belief of the South Carolina Cyber Academy that students should be assessed regularly to determine and ensure mastery of content. Assessments should include state required assessments, teacher developed assessments and formative assessments throughout the school

year that is both tied to the curriculum and the state standards. Therefore, many of the goals and objectives are based on this belief. Each year the administrative staff along with the board will review progress on meeting goals, assess student data and determine if adjustments need to be made. The Student Achievement Improvement Process (SAIP), described below in the **Academic Standards** section of the **Educational Program** description, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Teachers and administrators will both be decision-makers in the SAIP process, which should result in a highly productive and respectful relationship. SCCA believes that the goals below are obtainable and are based on the need to ensure students make learning gains throughout their educational journey with SCCA. However, the Board will seek to revise and improve the below goals based on data from fall pre-assessments of students and other data as the school grows. Goals and measurable outcomes must be reviewed and revised on a continuous basis and SCCA is committed to doing that. Therefore, SCCA views the below goals as a baseline from which to start but is aware that they will need to go through a full revision once actual data is available on the students enrolled in the school.

Goal 1: To improve student academic performance and essential skill mastery in all areas of mathematics.

> **Measurable Outcome:** Beginning in Year 1, 65% of tested students on the High School Assessment Program exams (HSAP) will meet or exceed state averages on the Mathematics section.

Measurable Outcome: The percentage of students' not passing Algebra I on the EOCEP will be reduced each year by no less than 2%.

Measurable Outcome: The percentage of returning students in grades 3-8 not meeting standards as measured by **Palmetto Assessment of State Standards** (PASS) will be reduced each year, by no less than 5%.

Measurable Outcome: 95% of eligible students will participate in all state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted for scoring.

Measurable Outcome: All students will have an individual learning plan developed.

Measurable Outcome: 80% of the students enrolled for three or more years in the South Carolina Cyber Academy will see an upward trajectory of learning gains in mathematics. Improvement will be measured by results on PASS. Learning gains will show the movement of students from lower levels of performance to the next level of performance.

Measurable Outcome: 80% of the student population will achieve mastery in at least 80% of the mathematics' course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

Measurable Outcome: 80% of students in grades 3-8 will make measurable gains in mathematics each year from fall to spring through school utilized adaptive formative assessments. Gains will be measured on the student scores in the fall compared against spring scores.

Goal 2: To improve student academic performance and essential skill mastery in all areas of English/Language Arts.

Measurable Outcome: Beginning in year 1, 70% of tested students on the High School Assessment Program exams (HSAP) will meet or exceed state averages on the English/language arts assessment.

Measurable Outcome: The percentage of returning students in grades 3-8 not meeting standards will be reduced each year by no less than 5%.

Measurable Outcome: 95% of eligible students will participate in state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted for scoring.

Measurable Outcome: All students will have an individual learning plan developed.

Measurable Outcome: 80% of the students enrolled for three or more years in South Carolina Cyber Academy will improve their scores on the PASS English/language arts assessments. Improvement will be measured by student performance on the PASS. Learning gains will show an upward movement of students' scores on the PASS.

Measurable Outcome: 80% of the student population will achieve mastery in at least 80% of the English/language arts course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

Measurable Outcome: Students in grades 3-8 will make measurable gains in English/language arts each year from fall to spring through school utilized adaptive formative assessments. Gains will be measured on the student scores in the fall compared against spring scores.

Measurable Outcome: All students in grades K through two, and other students as indicated in their intervention plans, will demonstrate gains in early literacy skills

through participation in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments.

Goal 3: To improve student academic performance and essential skill mastery in all areas of Science.

Measurable Outcome: The percentage of students' not passing biology on the EOCEP will be reduced each year by 5%.

Measurable Outcome: The percentage of students in grades 4th and 7th grades not meeting standards will be reduced each year, by no less than 5%.

Measurable Outcome: 95% of eligible students will participate in state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted for scoring.

Measurable Outcome: All students will have an individual learning plan developed.

Measurable Outcome: 80% of the students enrolled for three or more years in the South Carolina Cyber Academy will see an upward trajectory of learning gains in Science. Improvement will be measured by state mandated assessments. Learning gains will show an upward movement of students' scores on the PASS.

Measurable Outcome: 80% of the student population will achieve mastery in at least 80% of the science course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

Measurable Outcome: Students in grades 3-8 will make measurable gains in Science each year from fall to spring through school utilized adaptive formative assessments. Gains will be measured on the student scores in the fall compared against spring scores.

Goal 4: To improve student academic performance and essential skill mastery in all areas of Social Studies.

Measurable Outcome: 95% of eligible students will participate in state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted for scoring.

Measurable Outcome: All students will have an individual learning plan developed.

Measurable Outcome: 80% of the students enrolled for three or more years in South Carolina Cyber Academy will improve their scores on the PASS Social Studies in grades 3, 5, 6, and 8th. Improvement will be measured by student performance on the PASS. Learning gains will show an upward movement of students' scores on the PASS.

Measurable Outcome: The percentage of returning students in grades 3-8 not meeting standards will be reduced each year by no less than 5%.

Measurable Outcome: 80% of the student population will achieve mastery in at least 80% of the social studies' course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

Measurable Outcome: Students in grades 3-8 will make measurable gains in social studies each year from fall to spring through school utilized adaptive formative assessments. Gains will be measured on the student scores in the fall compared against spring scores.

Measurable Outcome: The percentage of high school students passing the End-of-Course Exam for US History and the Constitution will improve by 5% each year.

Goal 5: To employ various parental engagement strategies to effectively engage our parents in meaningful and purposeful way.

Measurable Outcome: Parents will have access to parenting materials, to include information about learning objectives that are appropriate for their child's age/grade level, effective learning strategies for difficult content areas, etc. The school will develop an online lending library that parents will be able to access 24/7.

Measurable Outcome: Teachers and parents will develop a student, parent, teacher compact that outlines how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents build and develop a partnership to help children achieve high standards.

Measurable Outcome: The school will develop a mentor program in which newly enrolled families can be paired with an experienced learning coach who will be available to share tips for a successful school year. Parent mentors will be provided training to support them in this role.

Measurable Outcome: The school will conduct various outings for students and parents to have the opportunity to meet other families. The outings will be both educational and social in nature.

Goal 6: To ensure collaborative environment for teachers and administrative staff is developed and nurtured.

Measurable Outcome: Professional development will be provided to enhance the knowledge, skills and expectations necessary to increase student learning. Meeting agendas and participation logs will be maintained.

Measurable Outcome: Training will be provided to teachers to assist them in supporting students and families effectively. Meeting agendas and participation logs will be maintained.

Measurable Outcome: A professional resource library will be created to allow teachers to have immediate access to high-quality professional resources.

iii. Academic Standards

1) Summarize what students will achieve in each subject area for each grade level

South Carolina Cyber Academy will offer K^{12}'s complete curriculum of grades K through 12 courses (see **Appendix 18**). SCCA has chosen to "adopt" the South Carolina Academic Standards and the Common Core State Standards (CCSS) through the selection of the K^{12} curriculum. Our students' academic achievement in each subject area for each grade level will be measured against these standards. We applaud South Carolina for likewise adopting both standards. K^{12} has documented how their math and English Language Arts courses are aligned to the Common Core Curriculum Standards as well as how their other core and electives' curricula are aligned to the South Carolina Academic Standards to ensure that students will meet or exceed those standards (see **Appendix 4**). We will provide all SCCA students and teachers with K12 Inc.'s world-class curriculum to provide them with an exceptional learning experience, and welcome the South Carolina Academic Standards and the Common Core State Standards to measure our success.

Summaries of the core curriculum for elementary/middle school and high school describe what students will achieve in each core subject.

Elementary/Middle School Curriculum

MATH: K^{12}'s current elementary Math program, known as Math+, represents a second generation of research and development into effective approaches in early mathematics teaching and learning. A high priority for elementary math instruction is to establish fluency in arithmetical computation while also deepening the ability to reason mathematically. To address

that priority, their Math+ program extends and improves upon the Math courses originally developed by K[12] in the early 2000s, which built upon a highly respected textbook series, Sadlier-Oxford's *Progress in Mathematics*. Since building their original Math courses, which largely focused on the high bar set by the California standards, K[12] has gone on to incorporate a greater degree of cognitive science research, current e-learning, mathematics, and mathematics education research, as well as findings from their analysis of various state standards, and the new Common Core State Standards for mathematics. While their new Math+ courses no longer include the Sadlier-Oxford textbooks, the Math+ program retains the priorities of their original program, with an emphasis on building solid foundations of computational fluency, conceptual understanding, and problem-solving ability, as recommended in the 2008 report of the National Math Advisory Panel. Math+ provides supplemental online activities, timed facts practice at repetitive intervals based on research findings for retention of information, regular lesson assessments, backup adaptive lessons for students needing extra practice, and optional enrichment problems for students who enjoy an extra challenge. K[12] Math emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. These exciting, research-based courses focus on computational fluency, conceptual understanding, and problem solving. The engaging approach features colorful new graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed. From helping younger students make the

link between the concrete and the abstract to introducing older students to Algebra, K12 Math provides a thorough mathematic grounding.

SCIENCE: K12 is unique in offering real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

LANGUAGE ARTS/ENGLISH: K12 Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. MARK12 Reading is a three-stage course for students in grades 3-5 who are reading two or more grades below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process.

HISTORY: With integrated topics in Geography and Civics, K12 History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. K12 emphasizes the story in History—a story that includes not only great men and women but also everyday people. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. Lessons for state specific history requirements are embedded throughout each grade level history course.

ART: Following the timelines in the History lessons, K12 Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, and yarn etc. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists, from Rembrandt to Warhol, and learn about different artistic movements such as Impressionism and Cubism. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

MUSIC: K12 Music teaches basic music concepts at different, age-appropriate levels, so that all music students have a consistent understanding of the essential concepts governing Western music. The curriculum builds quickly, in a structured, sensible way. The concepts in the lessons are critical to fostering music comprehension, which is taught in stages as students move through their

years in K[12]. Much more than simple music appreciation, this is an approach that will help students train their own ears, voices, and bodies in the fundamental building blocks of music.

WORLD LANGUAGES: The only online language-learning program designed specifically for students in the lower elementary grade levels, the K[12] offering in world languages, powerspeaK[12] and Middlebury Interactive Languages, gives students a choice of five World Language courses (Spanish, French, German, Latin, and Chinese) and helps students to read, write, speak, and listen for meaning in the languages they choose to study. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to generate language incorporating the vocabulary and patterns they have learned. In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

High School Curriculum

HISTORY: K[12] high school History emphasizes the narrative of History – a narrative that includes great men and women as well as everyday people, and the governments, arts, belief systems, and technologies they have developed over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student's

needs. Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks published by K12 Inc. with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history.

ENGLISH: K[12] High School English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses, in the core, comprehensive, and honors curricula offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K[12] English courses focus on the craft or writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

SCIENCE: K[12] offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science. Most of these courses are offered at core, comprehensive, and honors levels, allowing students to select the level of rigor in keeping with their level of science achievement. AP courses are also available. All K[12] courses are academically rigorous, meeting and exceeding national and state science standards and provide valid, continuing assessment of

student work. Each course is built around a series of Big Ideas developed in association with working scientists. K12 courses provide hand-on exploration of the sciences; courses have the option to use real materials to conduct scientific laboratory investigations at home. Options exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K12 high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K12 high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firms anchoring students in scientific principles.

MATH: K12 Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students the ability to interact with a structured, partially-completed problem. The offline textbooks provide reference information, more worked examples, and robust, well-sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments

include computer-scored as well as teacher-graded components with robust rubrics. Many courses are available in various levels including core, comprehensive, honors, and AP.

While this question asks us to summarize what students will achieve in each subject area for each grade level, we have provided more detail in **Appendix 4,** which includes representative elementary, middle and high school course alignments and the scope and sequences associated with those courses as well as a chart of relevant state or national standards.

2) ***Provide evidence of a correlation or identify a process to ensure that the school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education (SBE).***

South Carolina Cyber Academy will offer K^{12}'s complete curriculum of grades K through 12 courses. K^{12} has documented how their courses are aligned to the South Carolina Academic Standards and the Common Core State Standards (CCSS) thereby equipping all students to meet both standards (see **Appendix 4)**. The K^{12} Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has disposed K^{12} curriculum to be very favorably aligned to the Common Core standards, whose development K^{12} has followed closely in draft and final form.

The alignment process is overseen by K^{12}'s curriculum support and alignment department. K^{12} engaged Alignment Specialists to review and document the alignment between its curriculum and the standards. For each standard at each grade level, Alignment Specialists identified where in the K^{12} curriculum the concepts are addressed and noted specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the South Carolina Academic and Common Core Standards.

If gaps are identified in K^{12} courses released before the evolving Common Core standards were published, K^{12} Product Development will address them in ways providing a seamless experience for students. K^{12} is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the South Carolina Academic Standards, as a measure of its success.

The alignments identify for the teacher all of the units and lessons where each standard is addressed in the curriculum. To ensure full coverage of the South Carolina Academic and Common Core Standards**,** teachers will use supplementary curriculum resources as needed including: educationally appropriate web resources, hands-on activities, project-based activities, additional images and artifacts and exploratory activities for demonstration of understanding and application of knowledge.

All of the alignments will be thoroughly reviewed after charter approval and prior to school opening in fall 2013 to prepare teachers for student instruction. To further ensure alignment among SCCA curriculum, the South Carolina Academic and Core Curriculum State Standards, the Palmetto Assessment of State Standards (PASS), South Carolina High School Assessment Program (HSAP), and End-of-Course Examination Program (EOCEP), after charter approval and prior to school opening in fall 2013, test blueprint alignments will be developed for PASS writing, English language arts, mathematics, science and social studies tests (as appropriate for grades 3-8); HSAP English/language arts and mathematics high school exit tests (including the SC-Alt); and EOCEP assessments for Biology 1, Algebra 1, English 1, U.S. History and the Constitution. Prior to the 2014-2015 school year, test blueprint alignments will also be developed for Common Core (Smarter Balanced) assessments for English/Language Arts and Mathematics.

In addition to the Common Core State Standards' English/Language Arts and Mathematics alignments, in **Appendix 4** we have provided representative elementary, middle and high school course alignments for these K^{12} courses:

- Grades K-5 Math
- Grades 5-8 English/Language Arts (including Supplemental Lessons)
- Physics (including Supplemental Activities)
- British and World Literature (including Supplemental Lessons)

We understand that, due to the hundreds of pages of curriculum alignments, all alignments are not required as part of the charter application process; however, K^{12} feels that the curriculum alignments are exceptional and would demonstrate the strength of the curriculum. SCCA would be willing to provide additional curriculum alignments upon request.

3) Specify the school's provisions for determining whether all students are achieving or attaining the academic standards. Include the methods for gathering and monitoring student performance information.

South Carolina Cyber Academy will utilize multiple measures to assess students' progress toward achievement of the South Carolina Academic Standards and the Common Core State Standards and the school's student performance expectations.

South Carolina Academic Standards and Common Core State Standards Assessments

Baseline data will be established and collected from the Palmetto Assessment of State Standards (PASS), High School Assessment Program (HSAP), End-of-Course Examination Program (EOCEP), and Common Core (Smarter Balanced) (when they are available) test results from the previous year; and from the administration of the Scantron Performance Series, Early Literacy screening, and embedded curriculum assessments.

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

SCCA students will not be permitted to take the state required tests in their homes. SCCA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be responsible for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. The Head of School will review available resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

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

Scantron

By determining a benchmark for measuring growth at the beginning of the school year; then developing an individualized learning plan for each student; continually assessing students' attainment of the standards throughout the course of the school year; and assessing student performance at the end of the school year—South Carolina Cyber Academy can continually measure student progress toward achievement of the South Carolina and Common Core standards as well as the "effect" of our educational program—including the effective use of technology--on students as individuals, in cohorts, and on the school as a whole. Schools across the country using the K^{12} curriculum have measured the effect of the K^{12} education program in this way. Using the Scantron Performance Series in mathematics, reading and science, these schools can measure the gains in achievement of their students from fall to spring and compare those gains, as well, to the gains of the Scantron norm group, a national norm group that reflects national ethnic and income diversity.

All South Carolina Cyber Academy students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the state required tests. The Scantron Performance Series is given again in the Spring in order to ensure all students are making one year's growth in one school year based on scaled score gains comparisons. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.

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

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as *Blackboard Collaborate.* The teacher reviews the "standard of the week" with the student, then the student takes an online achievement test that checks mastery of the standard. As soon as the student has finished the 10 question assessment, the teacher receives the results on the teacher's computer. Students who have not mastered the standard (less than 80% correct) will return for an intervention session online the next day. Following the second intervention session, the student takes version two of the assessment that checks for mastery of the standard. If, again, the student achieves less than 80% mastery, additional instruction in another online intervention session is provided. This process is repeated until the student demonstrates mastery of the standard. Students will have the opportunity to earn a variety of rewards by participating in achievement testing, attending remediation sessions, and engaging in supplemental activities focused on mastery of state standards.

To augment these lessons, Study Island will be integrated and used for independent practice. Study Island is an online program aligned with the South Carolina standards and is an effective test mastery program. Questions in Study Island are organized by subject and strands. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provide a prediction to

success on the state required tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History.

Early Literacy Screening

Early literacy screening will be provided for South Carolina Cyber Academy students in kindergarten through grade 2. One of the most effective strategies for preventing reading difficulties is ensuring accurate and early identification of those children who are experiencing difficulties in attaining critical early literacy skills (Catts, Fey, Zhag & Tomblin, 2001). Literacy screening can help identify children who are particularly at risk for later problems with literacy achievement. Literacy screening tools will reflect the five core areas of reading instruction. These core components include phonemic awareness, phonics, accuracy and fluency with connected text, vocabulary, and comprehension (National Reading Panel, 2000). Results for the screening will be used to inform instructional strategies and interventions.

Identification/Benchmark Screening	• All Kindergarten- 2nd grade students will be screened three times per year • Students may be identified as at-risk and in need of intervention • Teachers will inform the learning coach of their student's results on screening measures
Intervention/Progress Monitoring	• Teachers will use literacy screening results to inform student's reading instruction as documented in their Individual Learning Plan (ILP) • Teachers will monitor progress for

	students who do not have a benchmark score in a particular literacy subtest • Students will receive direct instruction or supplemental programs to address deficiencies between progress monitoring and screening sessions • Teachers will record interventions in TotalViewSchool
Growth Measures	• Teachers will be accountable for students' growth • Growth will be recorded in a student's ILP and reported to learning coach • Students who fail to make progress will receive interventions based on the school's Response to Intervention (RTI) plan

South Carolina Cyber Academy Assessment System

K^{12} curriculum assessments are embedded into the curriculum. As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Because K^{12} is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any specific standards

that might need remediation. The assessments also help K[12] to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall.

The K[12] program makes use of a variety of formative and summative assessment instruments:

- K[12] Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some, or all, of the lesson is advisable.
- K[12] Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
- K[12] Semester Assessments verify student mastery of key learning objectives for the semester.
- Scantron *Performance Series* tests in reading and math are administered each fall and spring to measure growth within each academic year, and to identify students who may need additional instruction before taking the state assessment (see above).
- Scantron *Achievement Series* will be utilized throughout the year to assure each student has mastered each state standard. Each test focuses on a key subset of relevant state standards. Achievement Series assessments will be used to identify gaps in learning, adjust instruction, and most importantly measure yearly academic growth (see above).

K[12] ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K[12] course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each

objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

K^{12} assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and computer scored, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

South Carolina Cyber Academy will be able to use K^{12} assessments to measure student achievement in various ways; electronic multiple-choice and true-and-false quizzes that measure the retention of facts; written responses that require critical thinking; hands-on laboratories that mimic real-world application; and through real-time interactions with teachers that reflect all of these. Students show accumulated knowledge and skill both through testing and project- or portfolio-based work. Students using K^{12} curriculum learn to express themselves to their teachers and their peers through written and spoken word as well as through visual media, one-on-one and in small groups. Students can choose from many courses that consist of multiple units, lessons and activities that instruct, provide practice to, and evaluate students. Within these courses, students complete assignments, lessons, and assessments that teachers post to their course calendar. Students submit assignments to teachers on or before the due dates posted on the calendar. Once teachers grade and return assignments to students, they read the feedback listed from their teachers. Teachers are available during live office hours or in online discussions.

Students can also get help during optional live sessions or by watching recordings of these sessions. Students always know where they are in a course and how they are doing, and can continually monitor their progress.

Because K^{12} is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any areas that might need extra work. The assessments will also help our school to improve the school by providing information on the effectiveness of specific instructional activities and the curriculum overall. Student achievement gains will be continuously measured and reported to students, parents, teachers, administrators and the Board during the school year. Throughout the year, students demonstrate their acquisition of course objectives by completing various assignments, participating in synchronous discussion activities, and taking quizzes, tests and exams. While some assessments and assignments are scored by the LMS, assessments accounting for the majority of course points and those addressing higher-level thinking skills are submitted by students directly to our teachers for grading through the Learning Management System's electronic dropbox. Teachers grade these assignments and provide direct instructional feedback on each assignment before returning the graded assignment to the student. Graded activities are assigned points and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade can be calculated using these points and the school will then assign letter grades according to the grading procedures for that course.

During the semester, students can view grades in MyInfo or the student gradebook sections of the Learning Management System. One of the many features afforded by the school's

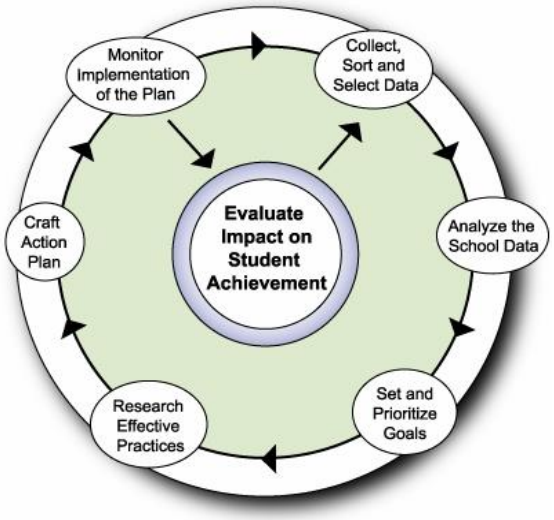
Learning Management System is a current report of a student's academic progress and attendance information. Teachers, administrators, and parents also have access to graded information online at any time of the day or night. Conference calls with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each K-12 student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. SCCA will utilize PowerSchool to insure proper student record maintenance and ease of transfer of student records from SCCA to other public schools within South Carolina.

Student Achievement Improvement Process (SAIP)

The school's Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods and practices on an annual basis when South Carolina Cyber Academy is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. The stages of the SAIP process are:

SAIP Planning Process

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



Stage 1: Prepare for Readiness to Benefit

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

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

Stage 2: Collect, Sort, and Select Data

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

Stage 3: Analyze the School Data

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

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review. Goal-setting includes answering questions such as:
    - What state goals are required to meet AYP?
    - What are the areas of greatest need based on student achievement in subgroups?
    - Which strategic areas have the highest potential for impact?

- Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement
- Team discusses desired and anticipated gains from SAIP implementation

Stage 5: Research Effective Practices

- K^{12} Inc. provides programs - Scantron testing, Study Island, *Blackboard Collaborate*, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

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

Stage 7: Monitor Implementation of the Plan

- Team monitors SAIP action plan quarterly or as new information/data is obtained
- Team discusses the progress of the Action Plan and its impact on student achievement
- Team assures the activities and tasks for each goal are moving forward under the identified timelines
- Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement

Stage 8: Evaluate Impact on Student Achievement

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

- Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted

- Team evaluation report creates an SAIP to implement the following August

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

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

iv. Educational and Curricular Program

1) Define the charter school's proposed curriculum (include content and methodology) and show its correlation to the state's academic standards.

We will provide SCCA students and teachers with K12 Inc.'s world-class, and award-winning curriculum, rated as "Exemplary" by the District of Columbia Public Charter School Board in their October 2011 Program Development Review Report of CAPCS Online Public Charter School which also uses this curriculum, to provide students with an exceptional learning experience. Each course includes online and offline lessons and teaching tools to serve varied learning styles. Using individualized, online learning approaches, SCCA staff will use K^{12} content and systems to ensure SCCA students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K^{12} curriculum covers both the core subject areas and electives. Based on decades of education research, the K^{12} curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

K^{12} provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

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

To insure that they draw on methods shown by scientific research to be effective in improving learning, K^{12} has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K^{12} curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K^{12} curricula.

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. K^{12} uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the

American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which K^{12} has taken as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge, because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many student have serious misconceptions or partial understandings, particularly in science and math, that must be addressed during instruction. Consistent with these and other widely-replicated research findings, K^{12} has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.
- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations: "knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this challenge, K^{12} has developed frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge

across the curriculum.

- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, K^{12} incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies they use include:
    - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003).
    - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984).
    - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005).
    - Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975).
    - Self-explanations (Trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded [Aleven & Koedinger, 2002; Chi, 2009]).
    - Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas.

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

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. K^{12}, however, has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts and skills in each subject area. These analyses are used to organize curriculum development and to help students to see the "big picture" reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught

using a variety of research-proven methods (e.g., Chi,, 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008):

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

Research on General Instructional Principles

For both online and offline instructional activities K^{12} draws on empirically-tested general principles of instruction, including multimedia design principles. Evaluation and Research and Instructional Design staff have created summaries of these principles and course development teams are trained on the principles and how to apply them before and during course production (as discussed in a later section).

Their research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge, which they have derived from the work of numerous cognitive science researchers, include the

following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. They also use empirically-validated techniques to build student motivation to learn.

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

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

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

Strategies for improving metacognition are described at the end of the section on How Students Learn above. Their strategies for building motivation draw on the finding that the real motivation for learners is learning and that the ability to demonstrate improvement in a skill

provides motivation (Merrill, 2006). Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), they also reinforce throughout their curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

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

Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that "systematic phonics produces significant benefits for student in kindergarten through 6th grade and for children having reading difficulty" (p. 9). Accordingly, K12's reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving 3rd-5th graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.
- "Guided repeated oral reading …had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (p.12) The K12 reading program provides frequent opportunities for students to read aloud from poetry,

fiction, nonfiction, and dramatic texts.

- "Teaching a combination of reading comprehension techniques is the most effective" (p. 15). K[12]'s instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

In addition to being aligned to the South Carolina Academic Standards and the Common Core State Standards, the K[12] curriculum is also aligned to the mission and philosophy of SCCA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course

- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K^{12} creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K^{12} experience that is unlike any other.

K^{12} utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K^{12} materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Offline Materials

Younger students are engaged with hands-on materials that are especially rich in color, texture, and variety and incorporate and emphasize the excitement of learning. K^{12} books match and often surpass materials available from commercial publishers because K^{12} books are

customized for our courses by grade level and subject area. All materials are rigorously studied, tested, and adapted for ease of use by students.

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

While K12 is well-known for the quality of their online learning curriculum, they also received recognition for the quality of their offline materials as well by the Association of Education Publishers (AEP).

Association of Education Publishers (AEP) Distinguished Achievement Award

- **Winner, 2009:** ***Algebra I: A Reference Guide and Problem Sets (Grades 9-12)***
- **Winner, 2007:** ***Earth Science: A Reference Guide***
- **Finalist, 2006:** ***The Human Odyssey*** (Middle School History)
- **Finalist, 2006: K12 Grade 4 Art**

Interactive Activities

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

- Offer a consistent, informative, and rewarding learning experience
- Impart the right level of detail and a balanced age-appropriate cognitive load
- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K^{12} curricula:

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

As an example of interactive activities, many K^{12} science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

K^{12} has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

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

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

Elementary and Middle School Curriculum

From kindergarten through 8th grade, K^{12} courses are categorized into six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music— plus adaptive K-5 math courses and $MARK^{12}$ adaptive reading remediation courses (see K-8 catalog in **Appendix 18** and curriculum descriptions above). In addition, K^{12} provides multiple levels of World Languages in Spanish, French, Latin, German, and Chinese. Their proprietary curriculum

includes all of the courses that students need to complete their core kindergarten through 8th grade education—in more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the K^{12} K-8 curriculum this year include a variety of innovative games—from"xGerms Computational Fluency," which features colorful germ characters and a fun laboratory theme, to "Spell-n-Stack," an arcade-style spelling drill game. K^{12} has also launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include "K^{12} Money," which lets students solve math problems using currency, and "K^{12} Timed Reading Practice," which helps them calculate their reading pace in words per minute.

High School Curriculum

SCCA will be able to offer more than 150 K^{12} high school courses designed to help students earn their high school diploma and find their own path to post-high school success—whether that's in college or in the workforce. K^{12} offers Math, English, Science, and History courses in multiple levels—Core, Comprehensive, Honors, and Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners (see grades K^{12} 9-12 catalog in **Appendix 18** and curriculum descriptions above). Students can take up to five years of Spanish or French (including AP courses), up to four years of German and up to two years of Latin, Chinese, and Japanese. They may also choose from a variety of electives, including Anthropology, Web design, Entrepreneurship, and Green Design & Technology.

Unlike other programs, where a student must be in a particular "academic path", the K[12] program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent you from being "locked in" to one level of a particular subject, and account for natural progress and growth.

Many K[12] science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many K[12] textbooks, reference guides, literature readers, and lab manuals are now also offered as online books (a.k.a. eBooks), and are optimized for use with mobile devices. Plus, K[12] has launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include "K[12] Algebra I Study and Review" and "K[12] Periodic Table," which students can use to reinforce course concepts.

By using the K[12] high school curriculum, the school will allow students to harness the power of individualized learning by choosing from the following six levels of Math, English, Science, and History courses:

- **K[12] Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area both for graduation as well as for potential admission into a wide range of colleges. Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong

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

- **K[12] Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.
- **K[12] honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- **K[12] AP courses** are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. K[12] currently offers 19 Advanced Placement courses that have been approved by the College Board. These courses were officially approved through the AP Audit process in the summer months of 2011.

While most SCCA students will be prepared to enroll in one of our four levels of core courses, especially those students who have been enrolled in SCCA through elementary and middle school, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K[12] also

provides two levels of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **K[12] remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K[12] credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

2) In Appendix item 5, provide a school calendar and daily schedule for the academic year that reflects the number of instructional days per year and hours of instructional time per day.

South Carolina Cyber Academy is a virtual charter school whose students are all full-time public school students who will follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week for a minimum of thirty-six weeks each year. Although South Carolina Cyber Academy will encourage students to learn at their own pace, they will meet or exceed all South Carolina state requirements for attendance days including a school year minimum of 180 days of instruction covering at least nine calendar

months and 3 "collegial" teacher professional development days. In **Appendix 5** we have included an annual school calendar for 2013-2014 (Year 1 of operation) providing 186 instructional days and 12 teacher professional development inservice days, as well as a sample weekly instructional calendar for a student and a teacher's sample weekly direct instruction schedule. Because of the importance we place on professional development, we have exceeded the state requirements for teacher professional development (i.e., Three days must be used for collegial professional development based upon the educational standards as required by Section 59-18-300, addressing, at a minimum, academic achievement standards including strengthening teachers' knowledge in their content area, teaching techniques, and assessment. No more than two days may be used for preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences.)

Given the virtual nature of South Carolina Cyber Academy, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, South Carolina Cyber Academy will not have a set daily schedule with regular classroom periods. South Carolina Cyber Academy's model is fluid and flexible, however at a minimum the school calendar will account for 180 days of instruction to be provided each year. With 24/7 access to the South Carolina Cyber Academy online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

3) Describe the strategies or approaches to be used to enable students to attain the curriculum standards and create a seamless academic program for all students.

K^{12} curriculum is known for its instruction using all modalities to help all learners to meet standards including Students with Exceptional Needs and English Language Learners.

Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island and K[12]'s National Math Lab synchronous math remediation course for students in grades 5 through 11 to focus on specific strand mastery as well as Scantron Performance and Achievement Series to ensure mastery while progressing through the curriculum.

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

The K[12] curriculum has the flexibility to be assigned based on student need. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate "starting point" within the K[12] curriculum is the fact that the curriculum in grades K-8 is mastery based--repeating/reviewing previously introduced information through skills assessments and updates. For instance, new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

K[12] has a multisensory remedial reading program, MARK[12], that is appropriate for struggling readers in grades 3-5 and may also benefit ELL students. The success of this reading program with ELL students has been shown at the Georgia Cyber Academy, a statewide public

virtual school. Other virtual academies using the K[12] curriculum have also utilized third party programs such as Compass Learning Odyssey to provide support for ELL students.

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

4) Illustrate the innovation of the educational program and how it differs from current educational opportunities in the proposed charter school's geographic area.

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

Instructional time will occur both during synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc. The teacher will manage the student's Individualized Learning Plan, monitor progress, and focus on each student's individual problem areas. The high school teacher will be responsible for conducting online lectures and discussions, holding office hours, validating student attendance and course activity, curricular mastery,

setting and grading assignments, and assigning course grades through K[12]'s online Learning Management System. The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like *Blackboard Collaborate* where the student and teacher are working together at the same time, detailed use of Scantron's Achievement and Performance Series, instruction of study skills, and other interventions. Offline, regular and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers if they are needed. Resources in our budget would provide funds to rent them if they are needed. All academic interventions implemented at sites can be accomplished online via *Blackboard Collaborate* without diminishing instruction.

Students in grades K through 12, will receive the K[12] course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-

on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

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

Elementary and Middle School

Each K-8 student will be instructed by a team including certified and highly qualified teachers and learning coaches or other designated responsible adults who are the students' learning coaches. A healthy working relationship between the student and the assigned teacher and between the learning coach and the teacher will be essential. A certified teacher will be assigned to each K-8 student and will communicate with the parent through e-mail, telephone, online web meetings, and physical meetings. Students in grades 9 through 12 will have content specific teachers who communicate with students by subject matter. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. They

engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. Teachers set the pace of the course through defining daily assignments and setting due dates, and support students through the use of asynchronous and synchronous methods. Each student will also have a homeroom teacher who addresses noncurricular questions.

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

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

logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

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

High School

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

While the K[12] K-8 curriculum is self-paced, our high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what

work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

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

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

Innovation of the Educational Program

SCCA will be a full time virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, every administrator,

counselor, and most of the students will be full-time focusing their talents and efforts on the very specific task of making the school an innovative success. For the governing board, this school and its unique instructional model and operations will be their primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the SCCA community will be able to dedicate their time and talents in a singularly focused manner. Our students and families will benefit from this singular focus. Organizations focus on what is most important to them. Our Board will be solely focused on SCCA.

Simply put, SCCA is innovative, unique, and increases learning opportunities in South Carolina because it is a virtual charter school—a choice for virtual instruction as a form of public education for full time students. SCCA will enroll any interested student and will offer a long-term, stable educational environment. As a charter school, SCCA will operate under a charter contract with the South Carolina Public Charter School district which lays out a five year plan for the school including:

(1) The school's ability to directly enroll students who meet the eligibility requirements in all grades from K through 12. The Board is committed to enrolling every eligible student in South Carolina who seeks this public school option. The Board will not implement short enrollment windows, grade level caps, or limit the grade levels served with the chosen curriculum provider, K^{12}. Working with K^{12}, enrollment will be quick and efficient to ensure students that want to enroll are serviced quickly and, once enrolled, will be able to participate in activities throughout the year including through the K^{12} Success Over Summer program.

(2) The charter school's commitment to consistently use a high quality curriculum and instructional model from the country's largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. with a ten year track record of proven success.

(3) The board's singular commitment to this type of public school option and focus on providing high quality wrap around services for students and families.

(4) Extensive parental involvement in virtual learning programs and policymaking through the school board and community.

(5) SCCA's push to provide unique and new ways of meeting a student's individual needs. For example, as needed, SCCA will provide for face to face learning sessions for students and parents.

(6) SCCA's focus on ensuring strong parental involvement through various parent outreach services: K^{12} speaker series, parent coffee sessions, parent suggested training sessions, monthly meetings with the Head of School through *Blackboard Collaborate* and regular face to face opportunities with the Head of School throughout the year. The parent/learning coach is an important role in this model and SCCA will take tremendous steps to ensure their success in working with their student.

(7) The benefit to SCCA parents, students, and the school by taking part in various pilots, research endeavors, and focus groups that are aimed at continual improvement in the curriculum and services provided to the entire family.

(8) Access to programs like the K^{12} National Math lab that is directly targeted to impact middle school math performance.

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

Most significantly, SCCA virtual charter school will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. More than being just part of an online academic delivery system, SCCA will be part of a network connecting similar virtual academies (in 29 states as of this year) to each other and the resources and experience of our partner K^{12}. Being part of this network will be valuable to everyone associated with SCCA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements. K^{12} will provide comprehensive wraparound services targeted to individual student needs and for the benefit of the school community:

- development of strong community within the virtual academy;
- access to the best and most current virtual instruction curriculum, assessment and instruction based on solid research;
- customizing each student's education to their own individual learning plan;
- academic success at the school and individual student levels resulting from teachers' instruction and constant monitoring of student growth and achievement with interventions as needed;
- national and local parent trainings and networking;
- frequent (i.e., every two to three week) teacher/parent communication through emails and scheduled meetings;
- establishment of unique settings for students and parents to interact;

- connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K^{12} national competitions (e.g., art contest and spelling bees) and International Clubs;
- access to the entire K^{12} suite of services and instructional curriculum (currently including K^{12}, Aventa, A+, and powerspeak^{12}) to include world languages, credit recovery courses, remedial courses, and AP courses;
- participation in a national advanced learners programs;
- a comprehensive Title I program that will provide additional services for students;
- school led trips, for example, visits to colleges, grade level specific trips such as student summer trips overseas, etc.;
- school prom;
- school graduation ceremonies;
- national college guidance through a network of K^{12} counselors;
- school community service opportunities;
- student developed student body council;
- school extracurricular activities: possibilities would include the development of a golf club, chess club, bowling club. These and more have developed at similar virtual academies.;
- SCCA will become a fully accredited full time virtual school.

SCCA is a school and all that a school encompasses not only for the students but also for the teachers. As virtual academy teachers, the SCCA teachers will participate in task forces that will shape the K^{12} curriculum and instructional model in the coming years. Virtual academy teachers participate regularly in K^{12} driven innovations that are focused on drawing on their

teaching expertise and helping to make virtual teachers better at their job. The experience virtual academy teachers gain through working on these task forces is invaluable in their professional growth and it's experience they cannot get anywhere else. K^{12} has created opportunities for virtual academy teachers to gain certification in the use of *Blackboard Collaborate* through a variety of K^{12} and *Blackboard Collaborate* developed training courses. K^{12} has established relationships with colleges to provide courses for virtual academy teachers to gain graduate credit in the field of virtual learning.

SCCA teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. SCCA teachers will look for opportunities for their students, such as participating in state history fairs, applying for student leadership opportunities and grants, guiding students that are interested in government affairs to apply for governors' school. Establishing a school community by meeting the academic needs of the students and the student's desire to create clubs and other student led experiences is one of the many keys to the success of a virtual academy.

5) ***If the school plans to offer the South Carolina State High School Diploma, describe the method for meeting the state requirements for the high school diploma. Include course unit requirements, seat time for Carnegie Units, and passage of the required examinations.***

The South Carolina Cyber Academy will meet the requirements for a South Carolina State High School Diploma by offering all required 24 credits including a computer literacy course. Students will also be advised by the school counselor that if they are planning on applying to a 4-year university they will need to complete 4 lab sciences and at least 1 credit in a Foreign Language. However, since most colleges require 2 Foreign Language credits for

admission, students will be encouraged to take at least 2 Foreign Language courses. Below is a table representing the course graduation requirements.

Area	**Subject**	**Credits**
Language Arts	English	4 credits
Mathematics	Algebra I	1 credit
Mathematics	Geometry	1 credit
Mathematics	Any area of Mathematics	2 credits
Science	Biology	1 credit
Science	Physical Science	1 credit
Science	Any area of Science	1 credit
Social Studies	U.S. History and Constitution	1 credit
Social Studies	Economics	0.5 credit
Social Studies	U.S. Government	0.5 credit
Social Studies	Any area of Social Studies	1 credit
Health & PE	Physical Education	1 credit
Health & PE	Health	1 credit
Technology	Computer Science	1 credit
Humanities Technology	Foreign Language **OR** Career and Technology Education	 1 credit
Various Electives		6 credits
	Total credits needed for graduation:	**24 credits**

In addition to the taking the above required credits, students will be required to pass a course assessment that will include provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers, and American institutions and ideals.

Each student must take Biology and pass the Biology end-of-course examination (which is administered as part of the South Carolina End-of-Course Examination Program (EOCEP)) by the end of the second year after their initial enrollment in ninth grade.

Students will also be required to take the South Carolina exit exams (High School Assessment Program (HSAP) tests in English/language arts and mathematics) and score Level 2 or higher as a requirement for receiving a high school diploma. Students scoring Level 3 or higher will meet proficiency standards for federal accountability. Additionally, when students are enrolled in a course in which the academic standards corresponding to the EOCEP tests are taught (Algebra 1; English 1; US History and the Constitution; and Biology 1), they must pass the EOCEP end-of-course exam for that course in order to receive a South Carolina High School Diploma. Each exam will be administered at the end of the semester in which they are scheduled to complete the course. SCCA will, when appropriate, administer the South Carolina Alternative Assessment for students with significant cognitive disabilities. According the South Carolina Department of Education, these students would be assessed against alternate achievement standards as they are unable to participate in the general assessment program even with accommodations, in accordance with their IEP. The alternative assessment would only be administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year.

Students in the 8th grade will meet with a school counselor to create an Individualized Graduation Plan (IGP) that will help provide the student with a road map for course selection

during their high school years. The IGP will help students set career goals and assist them in planning so that their move from middle school to high school will be smooth. Students will complete an assessment that will indicate strengths, weaknesses, likes and dislikes. From the results of this assessment they can research and explore career opportunities and options, and talk about these with parents and the counselor. Through the IGP process students will be guided to make course selections based on their career goals and each year the IGP will be reviewed and revised to change or expand depending on the student's interest.

Our school will seek approval from the South Carolina Department of Education to award credits for courses on a proficiency basis. SCCA will develop a comprehensive plan to ensure course mastery through required assignments, attendance at synchronous learning sessions, and nine week and semester exams.

6) **Explain how the school will comply with the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Include the following:**

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education will be provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA).

- **describe the procedure for identifying students with special needs, developing individualized education programs, and providing related and transition services;**

Child Find

The South Carolina Cyber Academy enrollment application, a conference call with a K^{12} placement counselor, and conference calls with a SCCA general education teacher will all provide a query for the parent to indicate a student with special education or gifted education needs. In addition, a careful review of previous school records by SCCA's special education coordinator or trained designee will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality.

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

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

Evaluation

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

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

SCCA will have an active team to ensure the identification, evaluation, determination of eligibility, development/review of each IEP and placement of students with disabilities are completed in a compliant manner. The members of the team may include a school psychologist, special education teacher, school social worker, special education manager, parent/guardian as well as other school personnel and specialists in the areas of various disabilities as required.

- **describe how the school will implement special education requirements for students with disabilities, including the full range of services and placements that will be made available;**

Enrollment

All students, regardless of exceptionality, will be approved for enrollment once they submit all required general education documents. Once a student is identified as a student with exceptionalities that student will be assigned to a placement counselor who is certified in special education. A counselor will then have a conversation with the parent/guardian and/or student as appropriate to discuss academic needs and determine appropriate course placement as well as discuss all the facets of learning in an online environment and the supports that are available for qualifying students as well as the delivery model for these supports.

Based on K^{12}'s experience serving special needs students in 29 statewide programs across the United States, SCCA projects that special education services will be provided across all disability categories including: autism, deaf-blindness, deaf/hard of hearing, developmental delay, emotional disability, intellectual disabilities, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech-language impairment, traumatic brain injury, and visual impairment.

Case Management

A certified special education teacher is assigned to each student with a disability to serve as their case manager. The case manager coordinates the development, monitoring and evaluation of the effectiveness of the IEP, facilitates communication between home and school, coordinates the annual review and re-evaluation process, ensures provision of services as indicated on the student's IEP, and serves as the contact point of the IEP team.

The case manager will ensure each parent/guardian has received a copy of the ***Parental Rights*** when required and understands their rights throughout any special education process – referral through placement, discipline and mediation.

Least Restrictive Environment

SCCA will ensure that each student with a disability is placed in the least restrictive environment. All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. This IEP will include a statement of the student's current level of performance and how the student's disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the South Carolina Academic Standards and the Common Core State Standards (CCSS). Assessment accommodations or alternative instruction procedures will be based on the goals and objectives in the student's IEP. The IEP will be updated as needed throughout the school year and at the end of each school year through an annual review of student progress, strengths, and needs. The necessity of extended school year services will be discussed by the IEP team and if the student is found eligible then appropriate services will be provided by the school

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

Students with special needs will be supported by their assigned general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

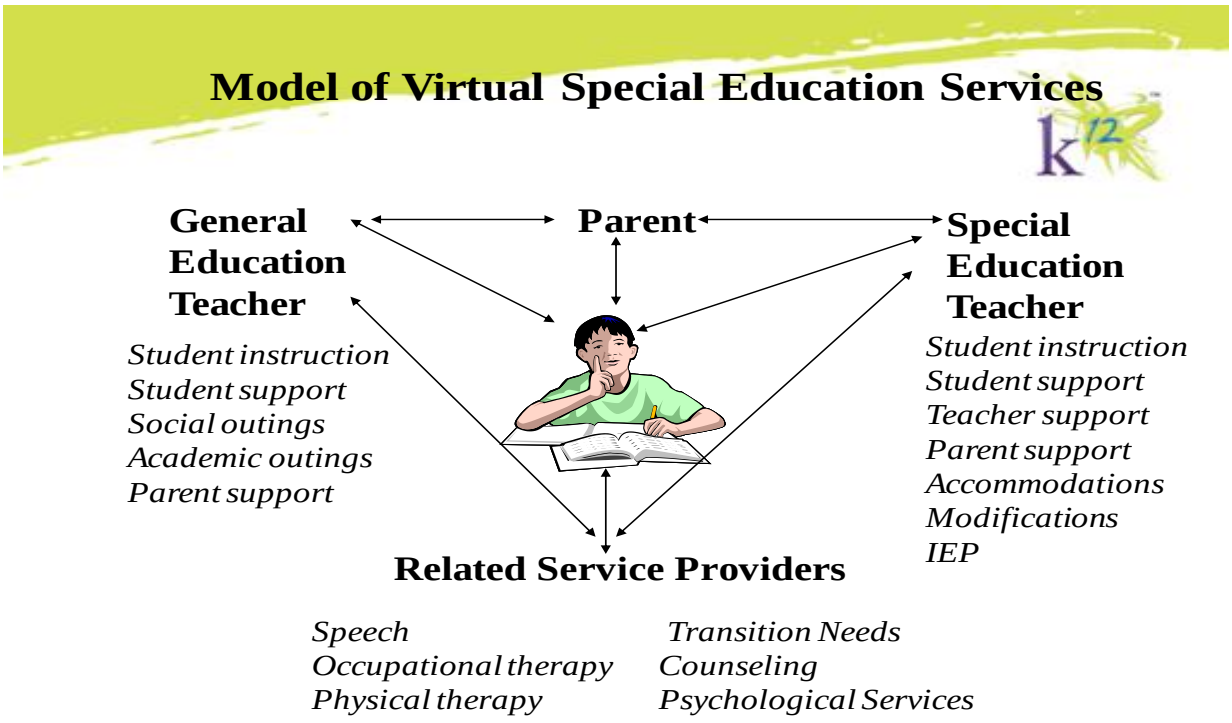
Students with disabilities will participate in the general education program to the greatest extent possible offered by SCCA and as determined by the IEP team. The special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous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

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

Parent Communication

Parents will receive a copy of their student's progress toward completion of IEP goals on a quarterly basis via electronic means or US Postal Service. SCCA general education and special education teachers maintain constant communication with parents through phone calls, email,

and online meetings. SCCA believes that it takes a complete team of individuals working together to serve students with disabilities to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools. (See picture below)



Staffing

SCCA will employ highly qualified special education teachers to maintain appropriate student/teacher ratios based on South Carolina regulations and student needs to provide special education services. SCCA administrative staff will include a Director of Exceptional Students who will oversee the provision of services and special education compliancy at the school. The

Director of Exceptional Students will receive the support and oversight from the K[12] Southern Region Special Programs Manager and National Special Education Director.

Supervision and Compliancy

Oversight and compliance monitoring in a distance learning setting are assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the Online School by a highly qualified general education and/or special education teacher; file review and monitoring of timelines and processes by the Director of Exceptional Students at the school; and regional oversight and monitoring of the program by K[12]'s Southern Region Special Programs Manager.

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

- Tracking of timelines related to
    - provision of IEP services
    - provision of evaluation/reevaluations
- Student achievement
    - state and district test scores
    - curriculum-based assessments
    - mastery of IEP goals
- Annual satisfaction surveys
    - parent/guardian
    - student

Accommodations

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

Related Services

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

Services may be delivered virtually, or face-to-face either at the provider's place of business, a neutral location such as a local library or community center or, in special circumstances, at the student's home. The parent may provide transportation to a contracted provider within a reasonable distance of their home. Reimbursement will be provided to the family for mileage.

Examples of related services:

- Orientation and mobility Training
- Assistive Technology Evaluations
- Counseling Services
- Psychological Services
- Speech and Language Pathology Services

- Audiology Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Therapeutic recreation
- Early identification and assessment

Gifted and Talented Students

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

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

- individual and small group research and contract work with active student ownership;

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

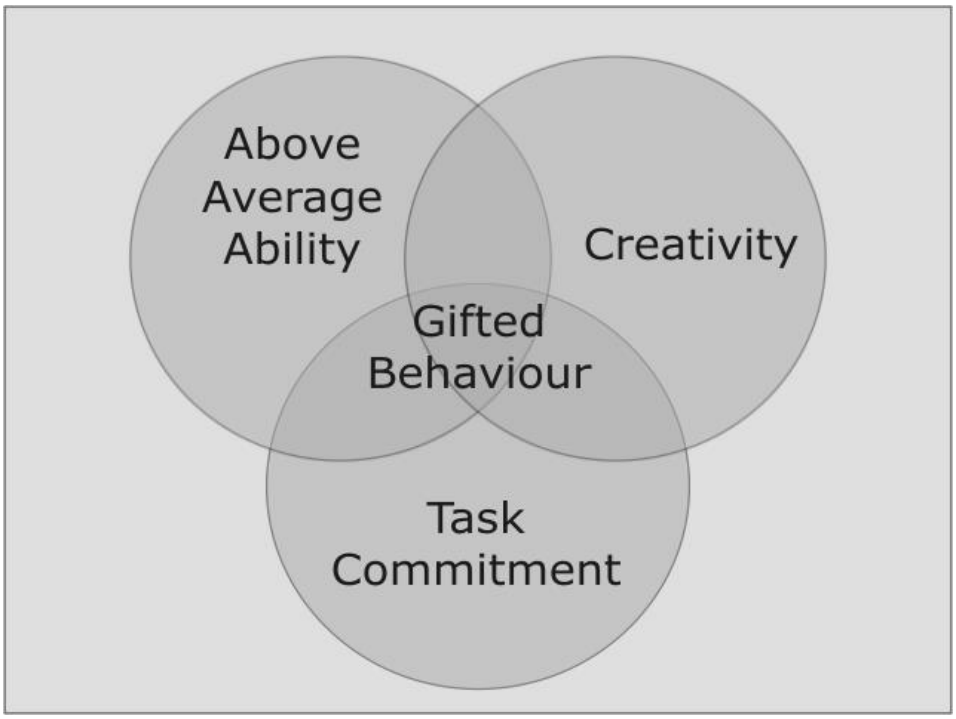
Characteristics of a Student Requiring Enrichment or an Advanced Learner

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

- Early reader with good comprehension
- Learns basic skills quickly with less practice
- Asks several ‘how’ and ‘why’ questions in a single conversation
- Work independently for longer periods of time than peers on one or more topics
- Responds well to teachers, parents, and other adults
- Original thinkers seeking new and unusual associations among seemingly unrelated objects, ideas, or facts
- Thrives in problem situations
- High level of curiosity about objects, ideas, situations, or events

- Expresses opinions and ideas and often exhibits spirited disagreement
- Keen powers of observation and has an eye for important details
- Reads a great deal on their own, preferring text written for older students
- Likes structure, organization, and consistency in their environments
- Displays a questioning attitude and seek information
- Has a large storehouse of information regarding a variety of topics
- Exhibits an intrinsic motivation to learn, find out, or explore
- Has a longer attention and concentration span than their peers on one or more topics.

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



Our ability to accommodate gifted and talented and academically advanced students represents the ability of our model to provide an individualized and self-paced education program for each student. SCCA will first identify our gifted population—our advanced and

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

Enrichment opportunities will be available to students who excel and show mastery of expected skills and standards as well as advanced progress in the K^{12} curriculum. To augment their learning experience, small group advanced work, including project-based will be available. This includes, but is not limited to, self-paced labs, academic challenges, and projects. Some students may also take advantage of Independent Study experiences, internships, or other job opportunities to support their studies. These opportunities will be made available through the school Guidance Counselors and by utilizing other resources within students' local communities.

- **describe how the school will implement transition services; and**

Beginning not later than the first IEP to be in effect when the student turns 13, or younger if determined appropriate by the IEP team, and updated annually from that point forward, the IEP will include a transition plan. The transition plan will be developed by the IEP team to meet the student's postsecondary goals in areas related to training, education, employment and independent living skills as appropriate. The student's goals will be based upon an age appropriate transition assessment and direct input from the student.

- **describe how the school will address needs for assisted technology.**

As required, SCCA will work to accommodate students with all disabilities who are using the K^{12} web-based courses in a distance learning setting. Assistive technology is provided to students based on the recommendation of the IEP team and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer or math fact table.

SCCA will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses. Further, K^{12}'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

v. Virtual Schools

1) List the currently developed courses. The planning committee of SCCA has chosen to work with K^{12}. Many of the provider's courses have been previously approved by the South Carolina Department of Education. K^{12} is familiar with the SCDE's Office of eLearning's Online Course Review Instrument and the board will work with K^{12} each year to submit new or substantially updated courses for approval prior to offering them as part of the school's course offering. Below is a list of the currently approved courses.

ELA	ELA 1	Math	Algebra I

ELA	ELA 2	Math	Algebra II
ELA	ELA 3	Math	Geometry
ELA	ELA 4	Math	Math K
ELA	ELA 5	Math	Math+ Blue: Grade K
ELA	ELA 6	Math	Math 1
ELA	ELA 7	Math	Math+ Green: Grade 1
ELA	ELA 8	Math	Math 2
ELA	ELA K	Math	Math+ Orange: Grade 2
ELA	English I: Literary Analysis & Composition I	Math	Math 3
ELA	English II: Literary Analysis 7 Composition II	Math	Math+ Purple: Grade 3
ELA	English III: American Literature	Math	Math 4
ELA	English IV: British & World Literature	Math	Math+ Red: Grade 4
ELA	Honors Literacy Analysis and Composition I	Math	Math 5
ELA	Honors Literacy Analysis and Composition II	Math	Math+ Yellow: Grade 5

ELA	AP English Language and Composition	Math	Math 6
ELA	Journalism	Math	Math 7
Science	Biology	Math	Math 8
Science	Earth Science	Math	Math 9
Science	Physical Science	Math	Honors Algebra I
Science	Science K	Math	Personal Finance
Science	Science 1	Math	Business and Consumer Math
Science	Science 2	Math	AP Statistics
Science	Science 3	Math	Pre-Calculus
Science	Science 4	SocStud	History 1
Science	Science 5	SocStud	History 2
Science	Science 6	SocStud	History 3
Science	Science 7	SocStud	History 4
Science	Science 8	SocStud	History 5
Science	Physics	SocStud	History 6
PE	OTH010 Skills for Health	SocStud	History 7

PE	OTO020 Physical Education	SocStud	History 8
Music	Preparatory Music	SocStud	History K
Music	Beginning 1 Music Grade 1	SocStud	US & Global Economics
Music	Beginning 2 Music Grade 2	SocStud	US Government & Politics
Music	Introduction to Music Grade 3	SocStud	US History & The Constitution
Music	Intermediate 1 Music Grade 4	SocStud	World History
Music	Intermediate 2 Music Grade 5	SocStud	Geography and World Cultures
Music	Exploring Music Grade 5	SocStud	Modern World Studies
Music	Music Concepts A Grade 6	SocStud	Honors US History
Music	Music Concepts B Grade 7	SocStud	Macroeconomics
Music	Music Appreciation	SocStud	Microeconomics
Art	Art 1 Grade 1	SocStud	AP Psychology
Art	Art 2 Grade 2	SocStud	Anthropology
Art	Art 3 Grade 3	SocStud	Psychology
Art	Intermediate Art : American A	ELA	Journalism

	Grade 4		
Art	Intermediate Art: American B Grade 5	FL	French I
Art	Intermediate Art World A Art Grade 6	FL	French II
Art	Intermediate Art World B Art Grade 7	FL	French III
Art	Intermediate Art American Art Grade 8	FL	German I
Art	Art Kindergarten	FL	German II
Art	ART010 Fine Art	FL	Latin I
Art	ART020 Music Appreciation	FL	Latin II
Art	Int. American Art A - Grades 1-2	FL	Spanish I
Art	Int. American Art B - Grades 3-5	FL	Spanish II
Art	Int. American Art B - Grades 6-8	FL	Spanish III

To assist the South Carolina Department of Education Office of eLearning and the South Carolina Public Charter School District in the evaluation of the K^{12} courses, we are providing two online self-running demonstrations of the company's learning management

system with all of the K-8 and core high school courses via K-8 and High School demonstration accounts. These demo accounts can be accessed following these steps.

Step 1: Copy and paste the K^{12} URL into your browser: www.k12.com

Step 2: Click on "OLS Login"

Step 3: Log in using the user names and passwords below in Step 5.

Step 4: Select a course from either the list on the left side of the screen under "My Courses" or from the list which is on the main part of the screen.

Step 5: Click on "Access Course" and explore!

K^{12} K-8 Curriculum Demonstration Account

username: kcsdemo

password: kcsdemo

K^{12} High School Curriculum Demonstration Account

Username: ihsstudentdemo

Password: ihsstudentdemo

The entire course catalog for Elementary, Middle, and High School courses is provided in **Appendix 18**. Any courses that have not been approved by the SCDE's Office of eLearning will be submitted within the appropriate timeline for approval prior to opening for the 2013-14 school year using the Online Course Review Instrument.

2) **Describe how the proposed charter school will comply with the legislative requirement that 25 percent of instruction will be delivered in "real time."**

The South Carolina Cyber Academy will provide an average 3 hours of direct instruction by a South Carolina certified teacher no less than four days a week. On average a student will

be provided at least nine hours of direct instruction a week through a synchronous web based learning platform. SCCA K-8 teachers will provide direct instruction based on the students' individualized learning plans through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend classroom sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, and Voice-Over IP (VOIP). Synchronous learning provides students the opportunity to have the content of the lesson presented, peer to peer interaction with other students to discuss and collaborate on problems and projects, and also provides opportunities for the teacher to establish direct intervention and collaborative student work groups. During the synchronous sessions teachers will present the content and then either have activities and discussion for the whole group or they will establish breakout rooms within the session for students to either work independently on problems or as groups. Once the students have completed the assignment they return to the full group and discuss answers, findings, etc. The SCCA high school teacher will be responsible for conducting online lectures and discussions as well as holding office hours. SCCA high school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered. For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like *Blackboard Collaborate* where the student and teacher are working together at the same time.

Please see **Appendix 5** for examples of a typical student's weekly schedule and a typical middle school teacher's weekly direct instruction schedule which both illustrate "real time" instruction in excess of 25% of total instruction time.

3) Provide assurances, with a timeline, that clearly describe the process for curriculum alignment with the state standards. See the "Online Course Review Instrument" (page 45) for further information on this process.

K^{12} is familiar with the South Carolina Department of Education's Online Course Review Instrument and has an extensive list of previously approved courses. The governing board will work with K^{12} each year to submit new or substantially updated courses for approval prior to offering them as part of the school's course offering. A list of the currently approved courses was listed previously in this application.

K^{12} has documented how their courses are aligned to the South Carolina Academic Standards and the Common Core State Standards (CCSS) thereby equipping all students to meet both standards (see **Appendix 4)**. The K^{12} Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has disposed K^{12} curriculum to be very favorably aligned to the Common Core standards, whose development K^{12} has followed closely in draft and final form.

The alignment process is overseen by K^{12}'s curriculum support and alignment department. K^{12} engaged Alignment Specialists to review and document the alignment between its curriculum and the standards. For each standard at each grade level, Alignment Specialists identified where in the K^{12} curriculum the concepts are addressed and noted specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the South Carolina Academic and Common Core Standards.

If gaps are identified in K[12] courses released before the evolving Common Core standards were published, K[12] Product Development will address them in ways providing a seamless experience for students. K[12] is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the South Carolina Academic Standards, as a measure of its success.

All of the alignments will be thoroughly reviewed after charter approval and prior to school opening in fall 2013 to prepare teachers for student instruction. To further ensure alignment among SCCA curriculum, the South Carolina Academic and Core Curriculum State Standards, the Palmetto Assessment of State Standards (PASS), South Carolina High School Assessment Program (HSAP), and End-of-Course Examination Program (EOCEP), after charter approval and prior to school opening in fall 2013, test blueprint alignments will be developed for PASS writing, English language arts, mathematics, science and social studies tests (as appropriate for grades 3-8); HSAP English/language arts and mathematics high school exit tests (including the SC-Alt); and EOCEP assessments for Biology 1, Algebra 1, English 1, U.S. History and the Constitution. Prior to the 2014-2015 school year, test blueprint alignments will also be developed for Common Core (Smarter Balanced) assessments for English/Language Arts and Mathematics.

In addition to the Common Core State Standards' English/Language Arts and Mathematics alignments, in **Appendix 4** we have provided representative elementary, middle and high school course alignments for these K[12] courses:

- Grades K-5 Math
- Grades 5-8 English/Language Arts (including Supplemental Lessons)
- Physics (including Supplemental Activities)

- British and World Literature (including Supplemental Lessons)

We understand that, due to the hundreds of pages of curriculum alignments, all alignments are not required as part of the charter application process; however, K^{12} feels that the curriculum alignments are exceptional and would demonstrate the strength of the curriculum. SCCA would be willing to provide additional curriculum alignments upon request.

4) Describe how much teacher interaction students will receive within the online instruction.

Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing (see **Appendix 5** for an example of a typical middle school teacher's weekly direct instruction schedule). The K-8 teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend classroom sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of K-8 students will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System.

Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

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

While the K[12] K-8 curriculum is self-paced, our high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

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

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each

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

At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. In addition to face-to-face interaction, the school allows access to a monitored, private, virtual social community, thebigthinK12, which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community. Each K12 sponsored school has its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

5) Describe the portal and how it works.

Learning Management and Student Information Systems

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student achievement gains during the school year using the school's learning

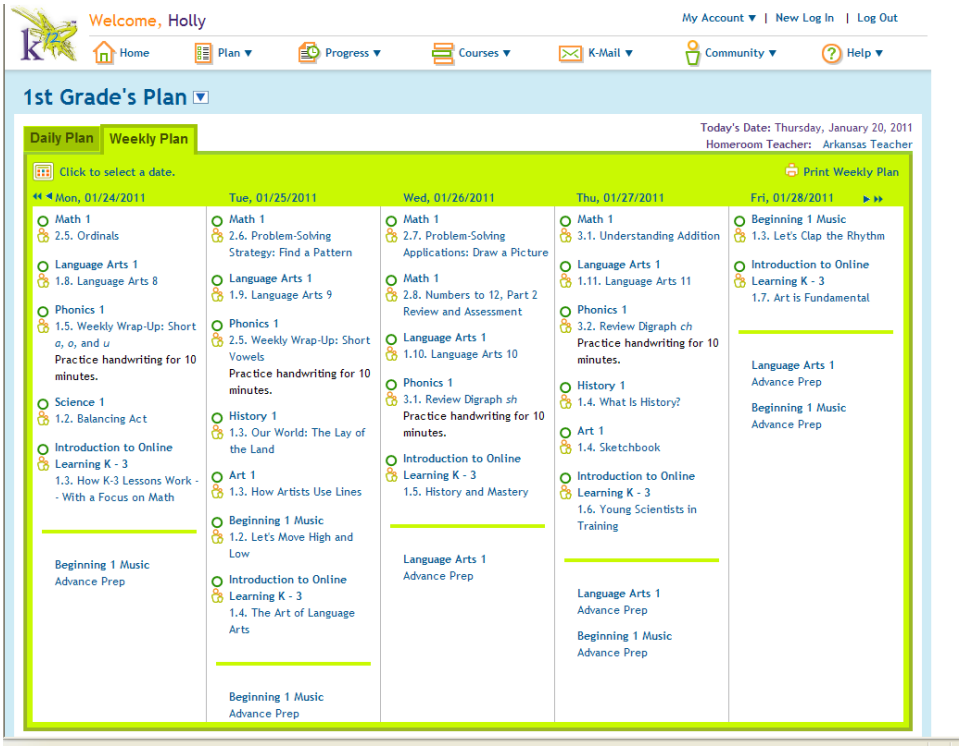
management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K^{12} will provide to the school:

Learning Management System (LMS)

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

Lesson Planning and Scheduling Tools

The K^{12} lesson planning and scheduling tools enable K-12 teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a K-8 student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress. (An example of a 1^{st} graders weekly plan follows.)

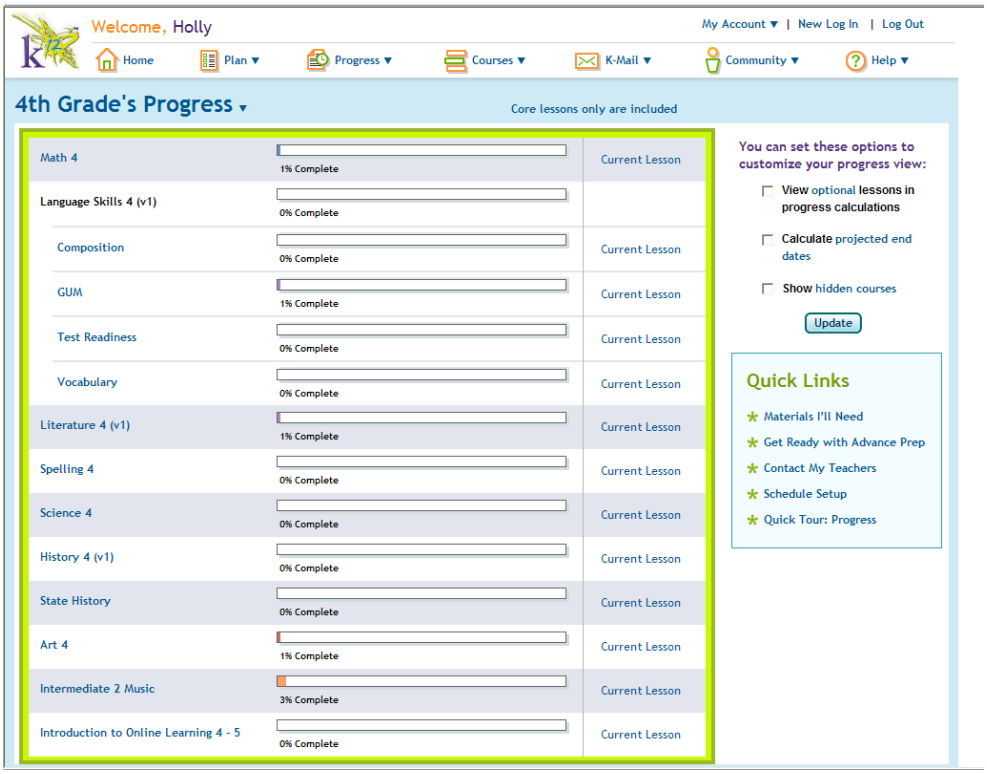


Progress Tracking Tools

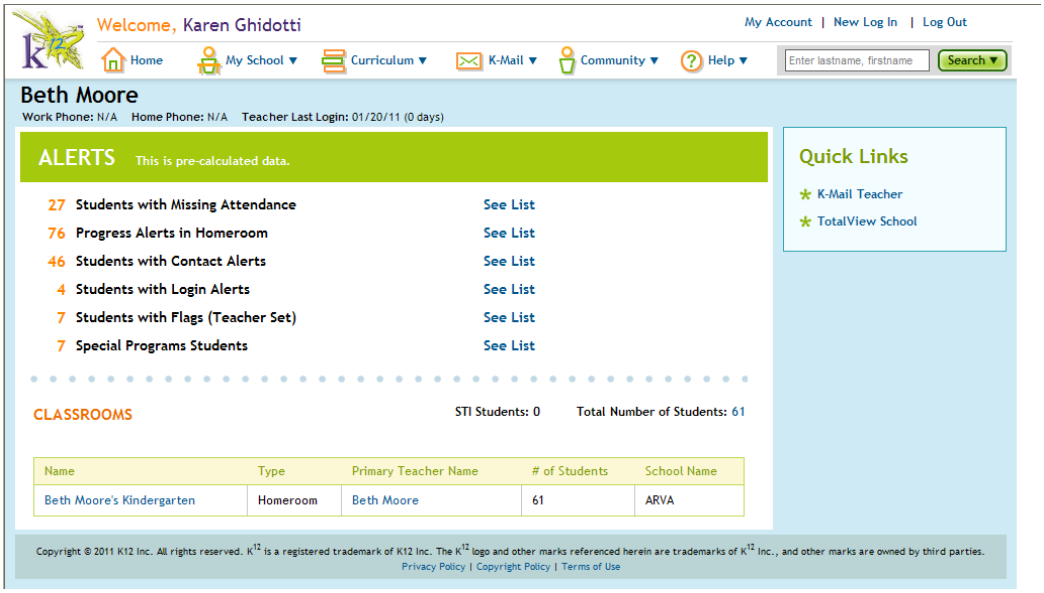
Once a master schedule has been established for K-8 students, the LMS delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns to the day's syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as

specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course. (Below is a screen shot of one of the progress screens from a student view. This screen shot is from a demo account therefore no progress is indicated.)



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



Student Administration Management System (SAMS)

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

System Availability, Downtime, and Back-Up Procedures

The K^{12} Online School (OLS) is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire

day. K[12]'s content development and learning management systems have been deployed in a fully redundant configuration into a biometrically secured level 3 facility with complete data redundancy to include mirrored file systems, hourly data snapshots, daily incremental backup, weekly full backup, secured off-site backup storage and secondary data center for disaster recovery in a distinct geographic location.

As part of good preparation, parents are requested to print their students' lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained. Upon request, these materials could be mailed in hard copy to families experiencing an interruption in Internet service. Additionally, if the K[12] OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials (examples: www.studyisland.com, www.streaming.discoveryeducation.com, and http://kids.nationalgeographic.com/kids/?source=NavKidsHome, www.solpass.org)

6) **If contracting with an external company for online curriculum delivery, describe the company's history in the field of virtual education and provide references where possible. Include a copy of the proposed management agreement as Appendix item 6.**

The SCCA Planning Committee is proposing that the governing board enter into a contract with K[12] Virtual Schools LLC ("K[12]"), an education management organization and a wholly owned subsidiary of K12 Inc. (NYSE: LRN). Under the terms of the draft Services Agreement, K[12] would manage the day-to-day operations of the school, utilizing the K[12]

curriculum, the K^{12} Online School ("OLS"), and K^{12}'s management services. In the 2011-2012 school year, K^{12} is providing similar educational products and services to 97,000 K-12 students in online public schools in 29 states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools.

K^{12}'s mission is to maximize a child's potential by providing licensed access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have invested more than $240 million to develop curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for blended schools and other education applications. K^{12} Inc. is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K^{12} is the largest national K-12 online school provider to be recognized by AdvancED.

K12 Inc., the parent company of K^{12} Virtual Schools LLC, was founded in 2000 to utilize the advances in technology to provide children access to a high-quality public school education regardless of their geographic location or socio-economic background. Given the geographic flexibility of technology-based education, they believed that the pursuit of this mission could help address the growing concerns regarding the regionalized disparity in the quality of public school education, both in the United States and abroad. The convergence of these concerns and rapid advances in Internet technology created the opportunity to make a significant impact by deploying a high quality online learning systems on a flexible, online platform.

In September 2001, after 18 months of research and development of their curriculum, they introduced their kindergarten through 2nd grade offering. They launched their initial online

learning system in virtual public schools in Pennsylvania and Colorado, serving approximately 900 students in the two states combined. They added new grades over the first seven years and continue to manage schools in more states every year. They have also launched hybrid programs that combine face-to-face time in the classroom with online instruction and opened an online private school to reach students worldwide. For the 2010-11 school year, they managed schools in 27 states and through their Institutional Business served schools in all 50 states. In 2011-2012, they are additionally serving new statewide public virtual schools in Louisiana, Tennessee, and Indiana and new blended learning (combining online and face to face instruction) schools and programs in Arizona, California, Colorado, Kansas, Michigan, Oklahoma, Pennsylvania, Texas, Utah, and Wyoming bringing the total states with managed schools to 29.

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

School Year	**Grades**	**# of States With Managed Schools**	**New States With Managed Schools**
SY 2001 - 2002	K - 2	2	Colorado, Pennsylvania
SY 2002 - 2003	K - 5	7	Arkansas, California, Idaho, Minnesota, Ohio
SY 2003 - 2004	K - 7	11	Arizona, Florida, Utah, Wisconsin
SY 2004 - 2005	K - 8	12	Kansas

SY 2005 - 2006	K - 9	13	Texas
SY 2006 - 2007	K - 10	15	Illinois, Washington
SY2007 - 2008	K - 12	17	Georgia, Nevada
SY 2008 - 2009	K - 12	21	Hawaii, Indiana, Oregon, South Carolina
SY 2009 - 2010	K - 12	25	Alaska,Oklahoma,Virginia,Wyoming
SY 2010 - 2011	K - 12	27	Massachusetts, Michigan
SY 2011- 2012	K –12	29	Louisiana, Tennessee, Indiana

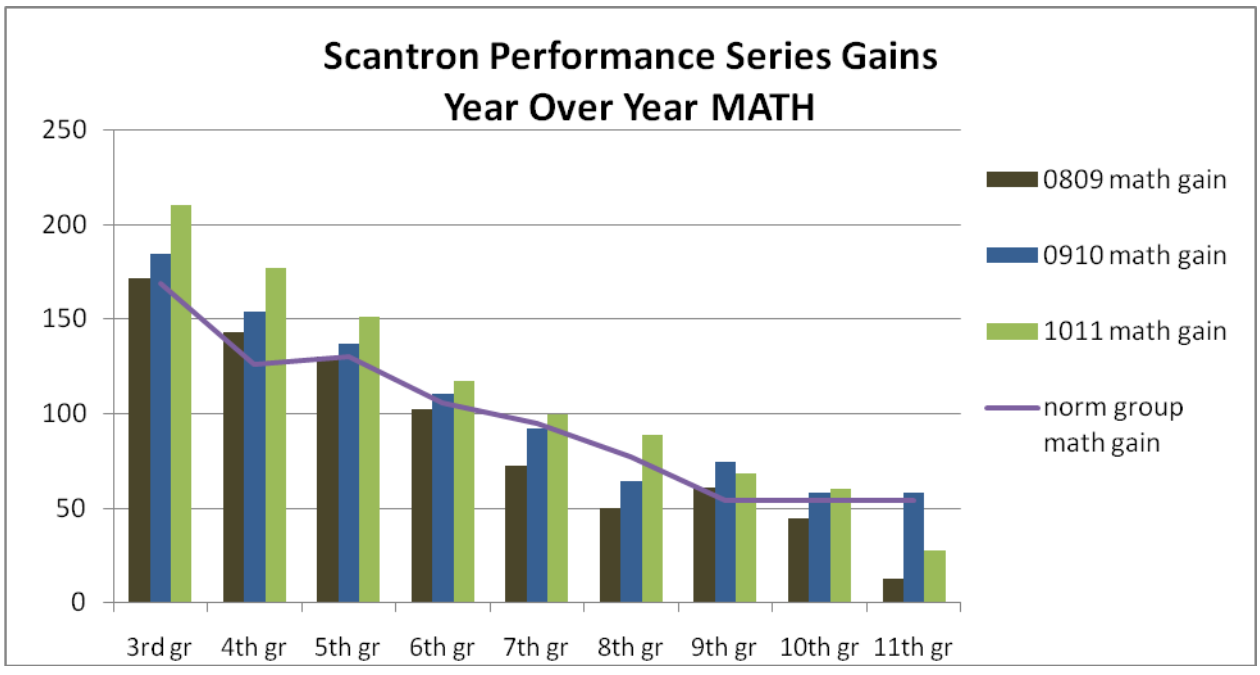
K[12] Managed School Performance

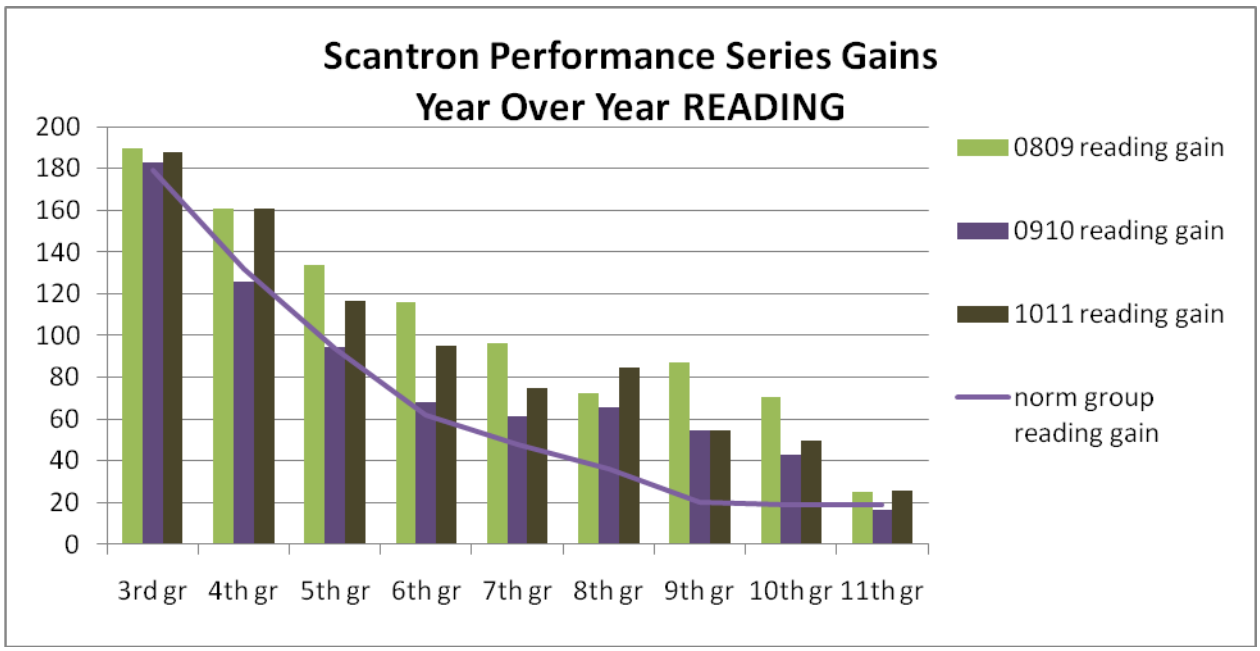
K12 Inc. is the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. Founded in 2000, K[12] has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. Since its inception, they have invested more than $240 million to develop and, to a lesser extent, acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. K[12], using the entire K[12] suite of services and instructional curriculum (currently including K[12], Aventa, A+, and powerspeak[12]) to include world languages, credit recovery courses, remedial courses, and AP courses, has shown academic success and achievement in the schools it serves across the country.

- In 2011, K[12]-managed online schools nationwide made 75% of overall AYP targets (academic + participation). Recent analyses by an independent firm found that, in some

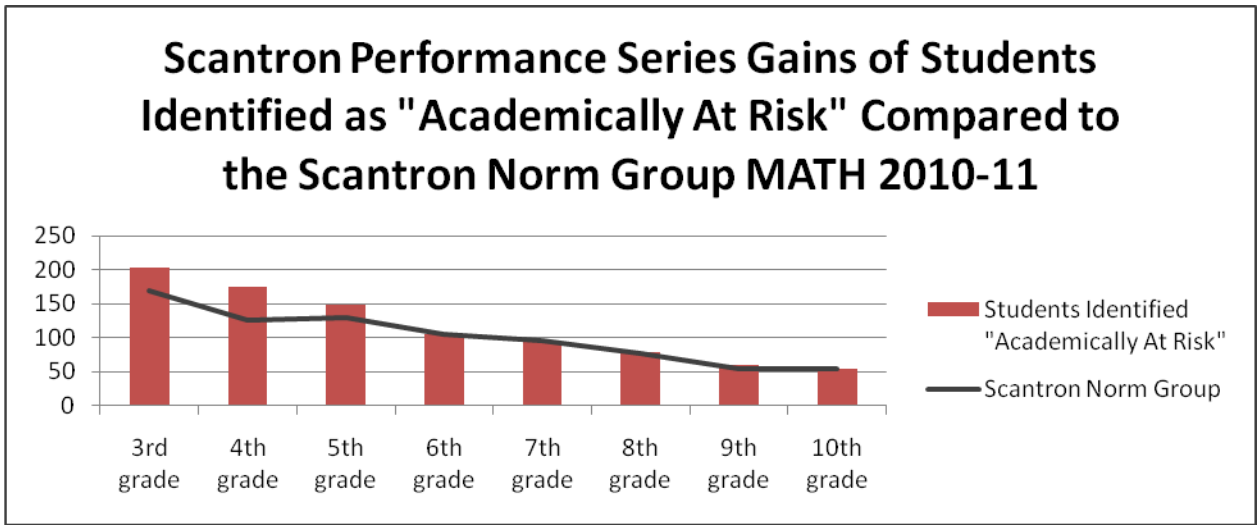
K[12]-managed schools, the overwhelming majority of the new students came in behind grade level requiring more than one year of academic growth during the year to be proficient on state tests.

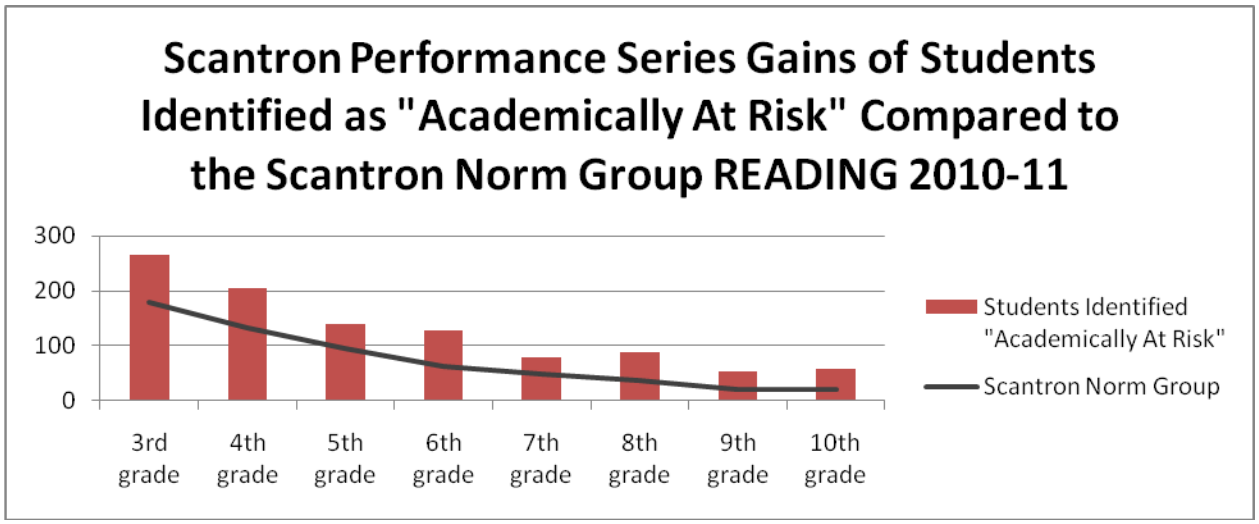
- Academic assessments show positive student academic growth. Since the 2008-9 school year, K[12] has administered the Scantron Performance Series exam to students in grades 3-10 as a way to gauge student growth over the academic year. Student growth is compared to the Scantron norm group which is comprised of thousands of students who represent the national demographics in terms of socio-economic status and ethnicity. Students in K[12] Virtual Academies have consistently outperformed the norm group in the majority of grade levels in both math and reading as can be seen the charts below.



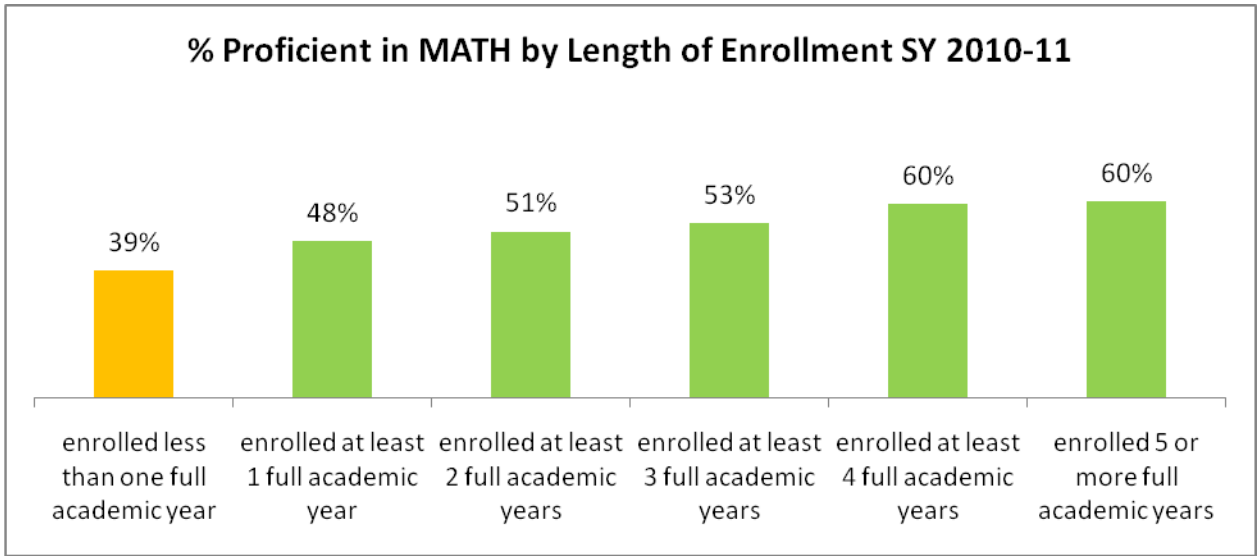


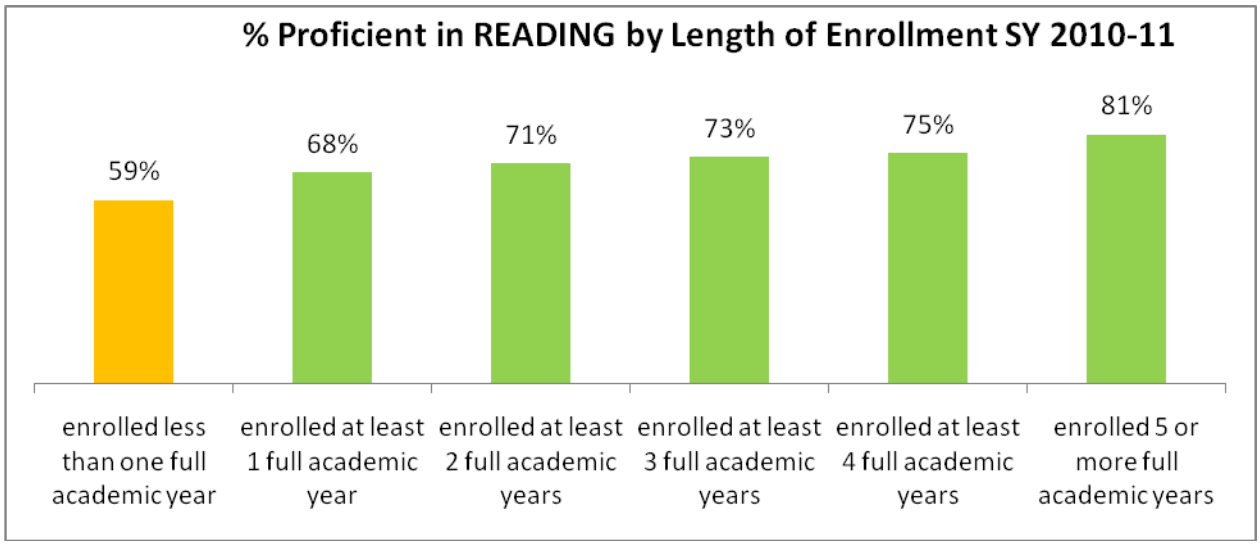
- K[12] has proven success with "at risk" students like the students that SCCA will serve. Data in this area is very promising. Students identified as "Academically at Risk" in math and/or reading were provided with instructional interventions targeted to remedy academic weaknesses. These interventions are making a difference in student performance. In fact, students initially identified as "Academically at Risk" are making equal to or more gains than the Scantron norm group in math and more gains that the Scantron norm group in reading as is demonstrated by the charts below. These gains in the 2010-11 school year suggest that students who stay with the program have the potential to "catch up" to their peer group in math and reading.


Scantron Performance Series Gains of Students Identified as "Academically At Risk" Compared to the Scantron Norm Group MATH 2010-11
250
200
150
100
50
0
3rd grade
4th grade
5th grade
6th grade
7th grade
8th grade
9th grade
10th grade
Students Identified "Academically At Risk"
Scantron Norm Group


Scantron Performance Series Gains of Students Identified as "Academically At Risk" Compared to the Scantron Norm Group READING 2010-11
300
200
100
0
3rd grade
4th grade
5th grade
6th grade
7th grade
8th grade
9th grade
10th grade
Students Identified "Academically At Risk"
Scantron Norm Group

- The longer students are enrolled in K[12]-managed online schools, the better they perform on state assessment tests. The following data compares student performance on state tests in all K[12] Virtual Academies by year of enrollment in both math and reading.



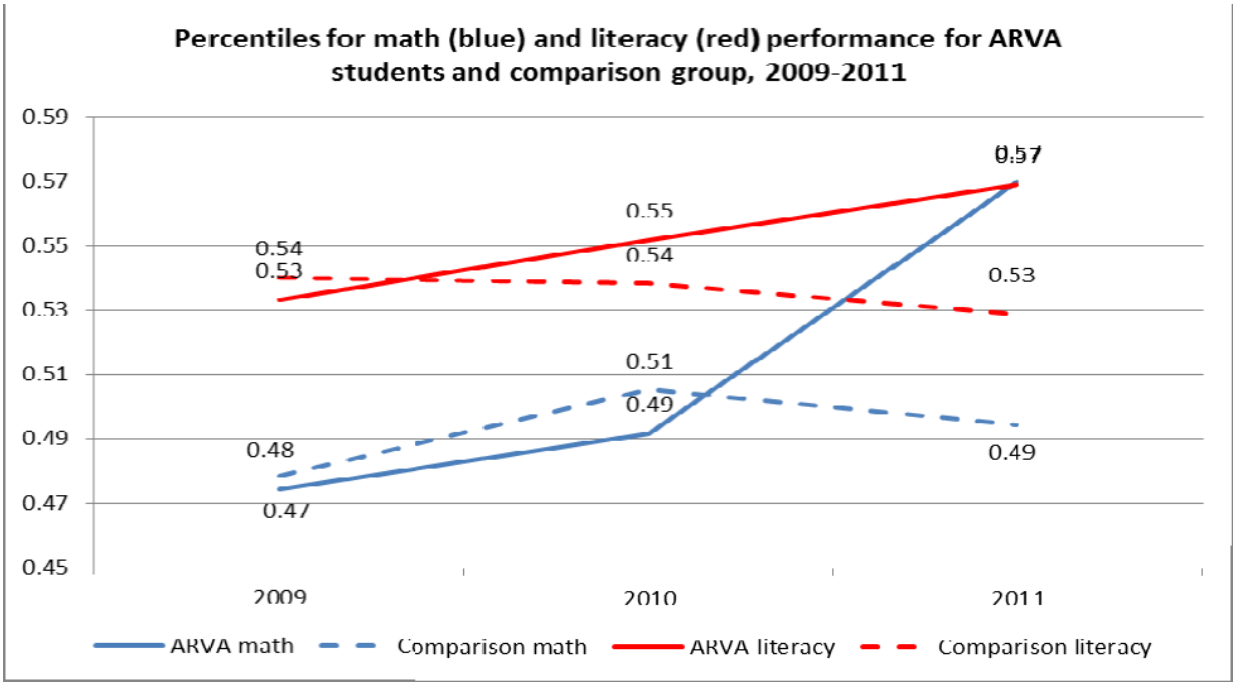


- Compelling evidence of improved student learning exists within norm-referenced percentile comparisons of student performance at Arkansas Virtual Academy (ARVA), a K[12] managed online charter school, to student performance in the state of Arkansas. An independent third party study conducted by Dr. Gary Ritter, Chair in Education Policy at

the University of Arkansas at Fayetteville and director of the Office for Education Policy, found that, when compared to students in the state of Arkansas, ARVA students outperformed the state average in reading across all four years from kindergarten to 8th grades with exception of 1st grade in 2009-2010. Of 36 score comparisons reported for nine grades across four years, in 17 cases ARVA students exceeded the state average by a percentile rank difference or more than ten percentile rank points. Seven of nine grades in 2010-2011 exceeded the average state percentile rank by a difference of ten or more, and 7th grade ARVA students exceeded the state average by an increase in percentile rank of 20.23, as ARVA students were ranked in the 71st percentile and the state was at the 51st percentile.

Norm-referenced percentile rank comparisons for language also favored ARVA across four years. Of 33 score comparisons for eight grades across four years and kindergarten measured for one of four years, ARVA students outperformed the state average in language in 29 of 33 comparisons. In the middle school grades of 6-8, ARVA students earned a higher percentile rank than the state average, exceeding the state average by an average difference of 9.9 percentile rank points with the state at the 47th percentile and ARVA students at the 57th percentile, on average.

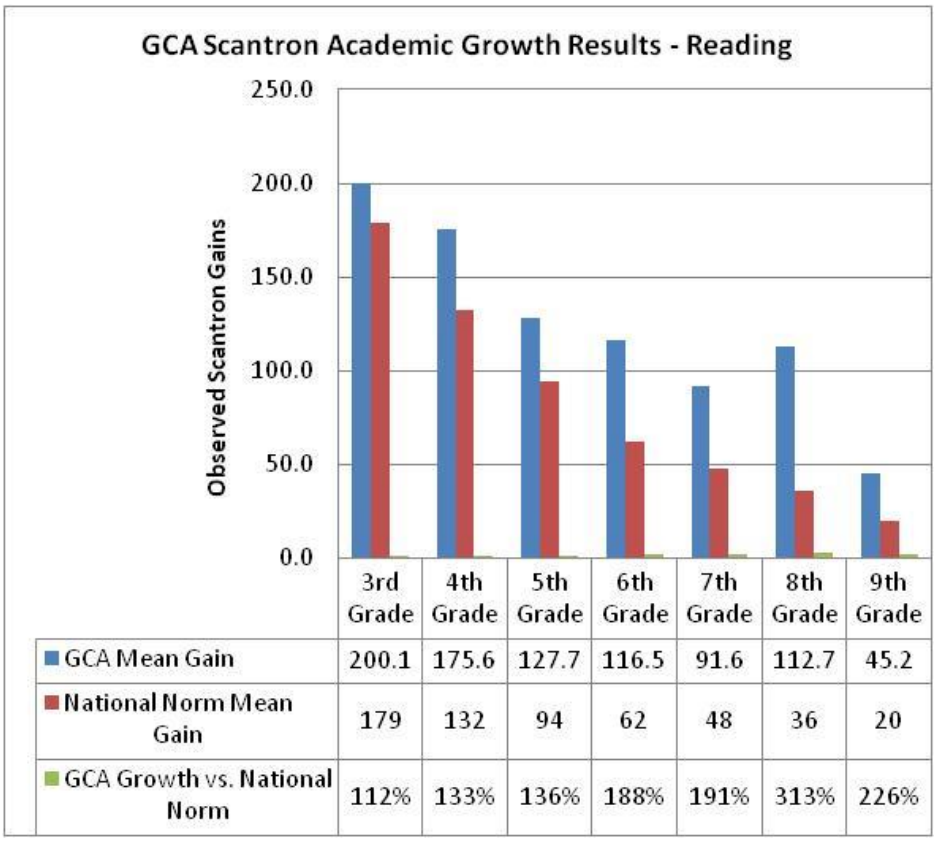
Norm-referenced percentile rank comparisons for mathematics were favorable for ARVA across four years. Of 36 score comparisons for nine grades across four years, ARVA students outperformed the state average in 21 of 36 comparisons. While specific trends are less apparent within this data set, the state scores on average were at the 56th percentile across grades K-8. Within this same data set, ARVA students, on average, scored at the 58th percentile.



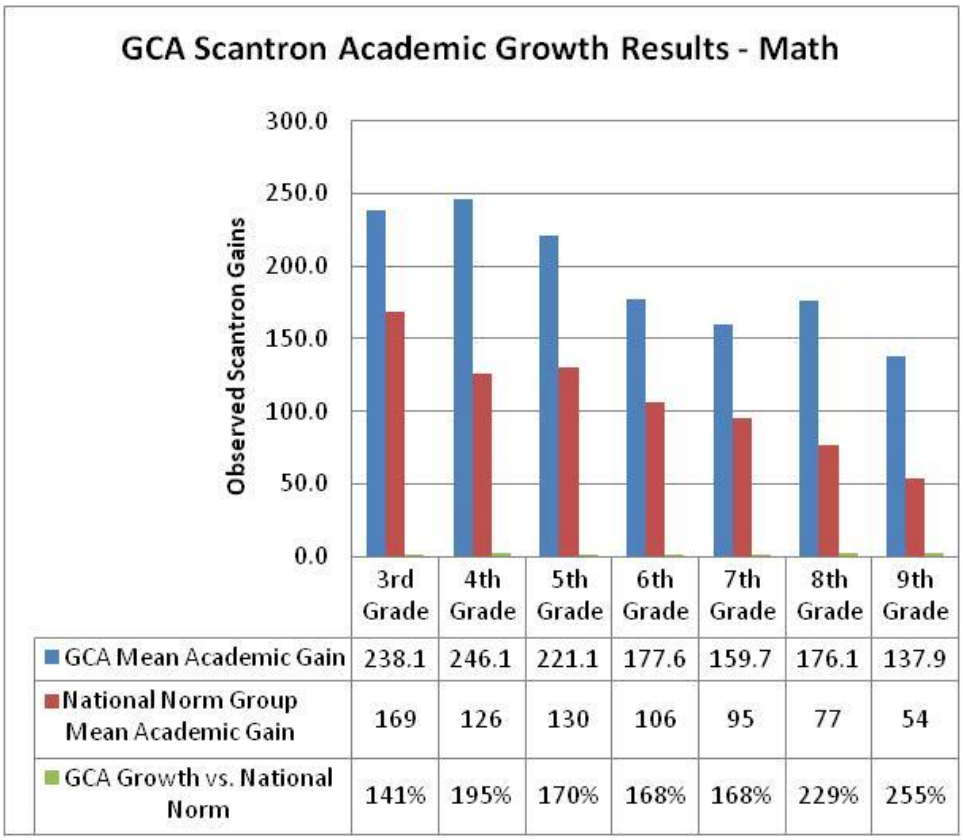
- Community Academy Public Charter School—Online Campus ("CAPCS Online") was ranked among the Top 10 Proficiency Rates for DC Charter Elementary Schools in Reading and Math on the District of Columbia Comprehensive Assessment System (DC CAS) tests in 2011. Using the K[12] curriculum and learning management system, CAPCS Online students ranked #5 in the District in Reading Proficiency and #9 in the District in Math Proficiency.
- The Ohio Virtual Academy (OHVA) is a K-12 statewide virtual charter school that earned the highest composite value-added rating of "Above Expected Growth" in 2011. The rating measures the progress the school has made with its grades 4-8 students since the last school year on the Ohio Achievement Assessments for reading and math. A

score of "Above" indicates that greater than one year of progress has been achieved. OHVA eleventh grade students taking the Ohio Graduation Tests in 2011 far exceeded the state requirement of 85% at and above proficiency on each of the tests: 96.6% reading; 91.1% math; 97.1% writing; 91% science; and 93.9% social studies.

- Georgia Cyber Academy (GCA) is a K-10 statewide virtual charter school which has used the K^{12} curriculum and learning management system since 2007. The majority of the students are low income (60%). GCA is a Title I school. GCA has demonstrated impressive academic growth year after year. On the high stakes Georgia Criterion-Referenced Competency tests (CRCT) from 2008 to 2011, GCA students met or exceeded the Georgia Performance Standards in ever increasing numbers. In 2011 94% of GCA students met or exceeded reading standards on the CRCT; 90% met or exceeded language arts standards; 76% met or exceeded math standards; 76% met or exceeded science standards; and 71% met or exceeded social studies standards. GCA also administers the Scantron Performance Series exam to students in grades 3-10 as a way to gauge student growth from the beginning to the end of each academic year. Student growth is then compared to the national Scantron norm group which is comprised of thousands of students who represent national demographics in terms of socio-economic status, ethnicity, and other student characteristics. In 2011, GCA students substantially exceeded the Scantron national norm mean gains in reading and math across the board as can be seen in the tables below.



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade
GCA Mean Gain	200.1	175.6	127.7	116.5	91.6	112.7	45.2
National Norm Mean Gain	179	132	94	62	48	36	20
GCA Growth vs. National Norm	112%	133%	136%	188%	191%	313%	226%



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade
GCA Mean Academic Gain	238.1	246.1	221.1	177.6	159.7	176.1	137.9
National Norm Group Mean Academic Gain	169	126	130	106	95	77	54
GCA Growth vs. National Norm	141%	195%	170%	168%	168%	229%	255%

- Students graduating from K[12] virtual schools have been accepted to hundreds of higher education institutions including many of the nation's top-ranked colleges and universities. From the class of 2011, students are attending Boston University, Columbia, Juilliard, Northwestern, and Stanford, to name a few. They are headed to schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, vocational training, or directly into the job force. Whether K[12] students are college bound or career bound, wK[12] is honored to have the opportunity to help them achieve their dreams.

K[12] has developed a record of past performance of similar work with the following schools who have agreed to be references or sources of information for their offerings:

K12 REFERENCES		
Mr. Jerry Jones, Chairperson **Arkansas Virtual Academy** **(501) 227-8958** **Jerry.Jones@acxiom.com**	**Ms. Ann Robinett,** **President** **Arizona Virtual Academy** **(928) 768-7459** **annrobinett@live.com**	**Mr. Andy Geeter, Director** **Odyssey Charter School** **(re: Georgia Cyber Academy)** **770-251-6111** **ageeter@odysseycharterschool.net**

A copy of the proposed Educational Products and Services Agreement between South Carolina Learns and K12 is included as **Appendix 6**.

7) Outline the educational program, describing

a) how each course will be taught by a teacher meeting the requirements of S.C. Code Ann. § 59-40-50;

Depending on their certification and teaching assignment, SCCA teachers will teach students ranging from kindergarten through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, and a variety of electives. All SCCA teachers will be certified and highly qualified (HQT). SCCA will seek to ensure that all teachers hold current South Carolina teaching certification. At a minimum, 75% or more of the teachers will be South Carolina certified and, if individuals are hired that hold an out of state license, every effort will be made for them to obtain South Carolina certification. Teachers with elementary certification will teach in the academic area(s) and grade(s) allowable by the status of their certification. Teachers assigned to middle school or high school core

academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained.

b) how a parent or legal guardian will verify the number of hours of educational activities completed by the student each year;

The K^{12} OLS includes an attendance tracking system to determine each student's number of instructional hours for each lesson in each course/subject. Each learning coach has their own OLS account separate from the student. The learning coaches are required to record within the OLS the time spent on each course/subject on a daily basis. Teachers closely monitor and validate the attendance reported comparing that data to information collected from the OLS login report, student progress, academic performance measures (OLS, state, and Scantron assessments) and parent/student conferences. Documentation of instructional hours is generally reported as follows:

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- The daily instructional time and attendance log will be kept in a password protected area of the OLS, distinct to each student. Only the learning coach, teacher and

specially designated administrator at SCCA will have access to the password and to this protected area of the OLS.

- Actual online instructional time will be logged as part of each student's individual record.

c) how frequent, ongoing monitoring of an individual student's program will be used to verify each student is participating in the program;

Student instructional activity can be measured through a combination of methods including student login to the system, progress within the courses, reported daily attendance, participation in required conferences, and more. Parents (or their designated learning coach) and students will record student daily hours of attendance using the attendance tracking system that will be part of the Online School (OLS). Attendance records will be submitted on a regular basis. Teachers will also be able to monitor daily student attendance through the OLS. Teachers will be responsible for submitting attendance records South Carolina Cyber Academy administrators according to school rules.

In grades K-8, students are required to demonstrate mastery of every lesson. Mastery is defined within the K^{12} system as 80% mastery of the lesson objectives as measured by the lesson, unit, and semester assessments. High school courses are not mastery based, rather percentage and letter grades are assigned for each lesson assignment. Teachers monitor lesson completion, assessment performance, On Line School (OLS) progress, reported attendance, and student progress within each course.

d) how proctored assessments for core subjects that are graded or evaluated by the teacher will be included per semester;

Academic integrity is a real and important consideration in any educational setting, and online settings are no different. For obvious reasons, this is a significant concern raised regarding online settings, although there are studies that indicate that cheating is no more or less prevalent than in traditional educational settings.

Teachers are trained in the use of, and encouraged to employ, several techniques designed to protect the academic integrity of their courses.

- *Password Protected Assessments*: Teachers password protect high-stakes summative assessments, such as end-of-unit and end-of-course exams. When they are sure that students have completed the required coursework being assessed, they release the password to the student(s).
- *Time-Limited Assessments*: Assessments can be set to remain open for a teacher-prescribed time frame once started by the student. Once the time expires, students can be locked out of the assessment. This helps to ensure that students are not researching answers during computer-scored assessments.
- *Browser Lockdown*: Teachers can enable browser lockdown technology for any computer-scored assessment in the Learning Management System. When enabled, it prevents students from browsing the Internet or accessing course content on their computer during the assessment. It also prevents "screenshots" and copying/pasting to protect the integrity of the test.
- *Question Banks*: High-stakes computer-scored assessments typically employ question banks from which the LMS delivers questions chosen at random from the bank. Students then, in essence, are receiving versions of the assessments that no other student received, helping to prevent cheating.

- *Scheduled Testing Windows*: Teachers can control access to online assessments by both date and time. This permits the teacher to ensure that students cannot access assessments before others which can prevent the sharing of questions and answers.
- *Teacher-Scored Assessments*: Many assessments are designed for grading by a teacher instead of the LMS. These typically include open-ended answers to which students are required to compose intelligent responses. Teachers can often easily detect writing that is incompatible to other student work in the course. These assignments are submitted to teachers via a Dropbox function in the Learning Management System. Teachers provide feedback either in-line on the student's document or in a comment area that travels with the document in the LMS.
- *Plagiarism Checking Technology*: For open-ended assignments, like essays, research papers, etc. teachers can enable a plagiarism checking service which automatically compares student submissions to a database of previously submitted work as well as to the Internet at large. Both teachers and students then receive a report detailing where (and if) content in the student submission was found elsewhere.

e) when and how the bi-weekly parent-teacher conferences will be held;

Parent/teacher/student conferences can be held via telephone, Blackboard Collaborate (formerly known as *Blackboard Collaborate*) or a combination of both. When using Blackboard Collaborate, teachers and families may choose to use webcams to enhance the experience. The format of these conferences will vary according to the age of the student and the needs of the student and family. For younger grades (K-2) teachers may spend most of the time discussing recent student work with the parent directly. As students grow older they are more able and willing to interact with teachers directly during conferences. During individual student conferences, teachers may review work completed recently by the student in order to confirm the

student's learning, or to identify the source of learning gaps or confusion related to the course content. The teacher may use this time to tutor the student concerning difficulties they've experienced in the curriculum or to review student-submitted work graded by the teacher. Conversations about the student and family's acclimation to this learning model is typical as well as troubleshooting technical or organizational issues when necessary.

Small group instructional sessions are also held, particularly at middle and high school grade levels. At times, teachers may invite student who struggled with a specific skill or topic. At other times, these sessions are used as regular review of recent course content or to prepare students for important upcoming assignments, like science labs, reports and essays or unit tests. Teachers also use larger sessions to review past work, like unit tests, or to provide opportunities for guest speakers to speak with students.

An important facet of our program is the one-on-one relationship engendered by the Learning Management System through feedback provided about student work as well as through kmail, the safe, internal messaging system. kmail works very much like email, however communication is private between school staff and families. All messages sent from a teacher to student are copied to the parent and guardian to ensure openness of communication.

f) how student attendance will be verified; and

South Carolina Cyber Academy is a virtual charter school whose students are full-time public school students and will follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, a minimum of thirty-six weeks per year. Although South Carolina Cyber Academy will encourage students to learn at their own pace, they will meet all South Carolina state requirements for attendance days including a school year minimum of 180 instructional days. The school calendar we propose for Year 1

(see **Appendix 5**) includes 186 instructional days, exceeding the minimum requirement. Student instructional activity can be measured through a combination of methods including student login to the system, progress within the courses, reported daily attendance, participation in required conferences, and more. Parents (or their designated learning coach) and students will record student daily hours of attendance using the attendance tracking system that will be part of the Online School (OLS). Attendance records will be submitted on a regular basis. Teachers will also be able to monitor daily student attendance through the OLS. Teachers will be responsible for submitting attendance records to South Carolina Cyber Academy administrators according to school rules.

In grades K-8, students are required to demonstrate mastery of every lesson. Mastery is defined within the K^{12} system as 80% mastery of the lesson objectives as measured by the lesson, unit, and semester assessments. High school courses are not mastery based, rather percentage and letter grades are assigned for each lesson assignment. Teachers monitor lesson completion, assessment performance, On Line School (OLS) progress, reported attendance, and student progress within each course.

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- Actual online instructional time will be logged as part of each student's individual record.

The SCCA administration can generate customized reports in a variety of formats required either by the governing board, charter authorizer or department of education. Data from these reports can be collected from multiple sources including SAMS data, attendance logs, login reports, TotalView reports, teacher notes, and more.

The attendance data reported by the parents in the OLS is electronically transferred into the K^{12} Student Administrative Management System (SAMS). SAMS generates a variety of reports that can be exported in MS Excel, comma delimited and other formats. SAMS generates daily reports each night. These reports are used by teachers and administrators to monitor student progress and attendance and to generate reports for governing board, charter authorizers

and state education departments. Additionally, student data collected in the OLS and transferred to SAMS is then fed to the K^{12} TotalView system. TotalView is a system designed to assist teachers and administrators in monitoring student progress and attendance by generating a variety of interactive reports and functions. TotalView also includes a secure internal communication system (Kmail) to track and record communications between teachers/administrators and parents/students. The teacher is responsible for validating student attendance, course activity, curricular mastery, and assigning final course grades.

The existing hierarchy of accounts within the K^{12} OLS ensures that students, parents, teachers, and administrators have only the level of access appropriate to their roles in the school/program. Reports can be exported as needed. Administrators and teachers have additional drill-down functionality for quick troubleshooting and issue identification:

Administrator reporting functionality - Administrators have the ability to drill-down from summary reports on course, classroom and teacher performance to specific student performance data. Administrators are presented with reports that compare overall student performance between courses and classrooms within the school. See Figure 2: Administrator Reports Screen for an example of an administrator course view.

Teacher reporting functionality – Teachers are presented with a summary of the number of students in each grade "decile" (0-9, 10-19, 20-29…80-89, 90-100). By clicking on each number, the user is presented with the list of students comprising that number and can contact and/or drill-down into each student's individual data. All reports are exportable to spreadsheet format. See Figure 3: Classroom Tab Results and Figure 4: Students Tab Search Pane for examples of this functionality.

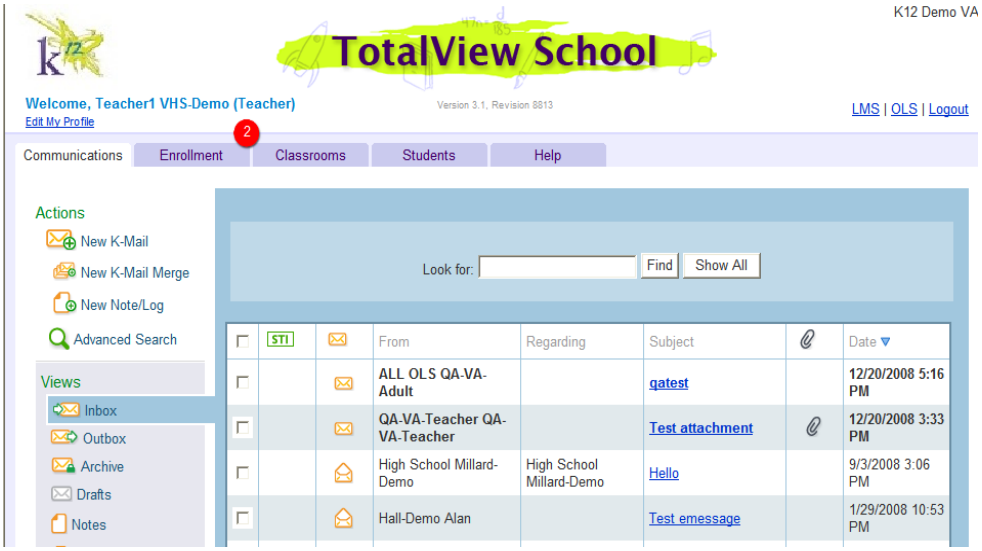
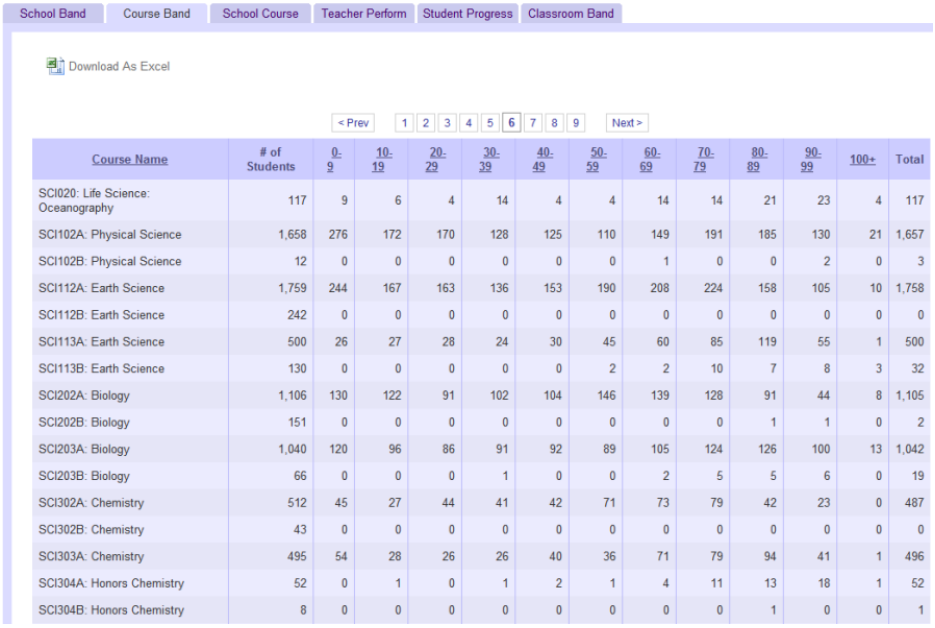


Figure 1: Communications Tab



Course Name	# of Students	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100+	Total
SCI020: Life Science: Oceanography	117	9	6	4	14	4	4	14	14	21	23	4	117
SCI102A: Physical Science	1,658	276	172	170	128	125	110	149	191	185	130	21	1,657
SCI102B: Physical Science	12	0	0	0	0	0	0	1	0	0	2	0	3
SCI112A: Earth Science	1,759	244	167	163	136	153	190	208	224	158	105	10	1,758
SCI112B: Earth Science	242	0	0	0	0	0	0	0	0	0	0	0	0
SCI113A: Earth Science	500	26	27	28	24	30	45	60	85	119	55	1	500
SCI113B: Earth Science	130	0	0	0	0	0	2	2	10	7	8	3	32
SCI202A: Biology	1,106	130	122	91	102	104	146	139	128	91	44	8	1,105
SCI202B: Biology	151	0	0	0	0	0	0	0	0	1	1	0	2
SCI203A: Biology	1,040	120	96	86	91	92	89	105	124	126	100	13	1,042
SCI203B: Biology	66	0	0	0	1	0	0	2	5	5	6	0	19
SCI302A: Chemistry	512	45	27	44	41	42	71	73	79	42	23	0	487
SCI302B: Chemistry	43	0	0	0	0	0	0	0	0	0	0	0	0
SCI303A: Chemistry	495	54	28	26	26	40	36	71	79	94	41	1	496
SCI304A: Honors Chemistry	52	0	1	0	1	2	1	4	11	13	18	1	52
SCI304B: Honors Chemistry	8	0	0	0	0	0	0	0	0	1	0	0	1

Figure 2: Administrator Reports Screen

Figure 3: Classroom Tab Results

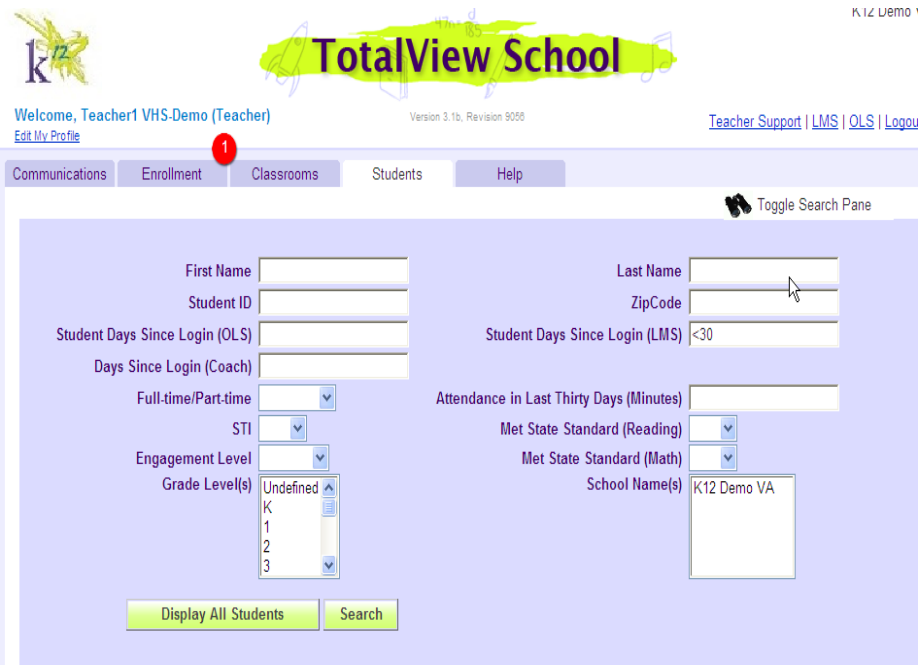


Figure 4: Students Tab Search Pane

The program has an equivalent "reports" capability that is provided via a centralized landing page. These reports are compiled based on data such as student information, courses,

course progress and attendance. Information can be inputted daily (from a variety of sources such as SAMS, EPR, TotalView, OLS, LMS and even vendors such as UPS) and is updated daily. School rosters, attendance, and enrollment reports are examples of available reports. Special reports can be requested and customized. A list of possible standard reports, data fields and frequency is below:

- Omnibus Report
- Login Report
- Withdrawal Report
- Line Item Tracking Report
- Aggregate Attendance Report
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The reports are refreshed (updated) on a rolling basis.

When a student has fully enrolled and logged into the OLS to begin lessons, they are reported in both the K^{12} Student Administrative Management System (SAMS) and then state

required computer reporting database. When a student is reported as withdrawing or dropping out of the school, they are immediately withdrawn from the database and reported as such. Depending on the state requirements, when a student withdraws, a report is generally submitted to the student's resident school district indicating that the student is no longer enrolled in the virtual school so that the student is accounted for in accordance with state mandatory attendance requirements. A student is also reported withdrawn from the school with their status changed in the both SAMS and the state database if they do not log into the OLS, do not return emails/phone calls, do not respond to mail, or if they fail to document attendance and lesson progress.

Given the virtual nature of South Carolina Cyber Academy, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, South Carolina Cyber Academy will not have a set daily schedule with regular classroom periods. South Carolina Cyber Academy's model is fluid and flexible, however at a minimum the school calendar will account for 180 days of instruction to be provided over at least nine calendar months. With 24/7 access to the South Carolina Cyber Academy online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

g) how the school will verify ongoing student progress and performance in each course as documented by assessments and examples of coursework.

In grades K-8, students are required to demonstrate mastery of every lesson. Mastery is defined within the K^{12} system as 80% mastery of the lesson objectives as measured by the lesson, unit, and semester assessments. High school courses are not mastery based, rather percentage and letter grades are assigned for each lesson assignment. Teachers monitor lesson

completion, assessment performance, On Line School (OLS) progress, reported attendance, and student progress within each course.

For our K-8 students, teachers will request work samples from families. In some cases, teachers request these in advance so the parents and students can be sure to provide their best efforts to their teacher in a portfolio-like manner. In other cases, teachers may make ad hoc requests of students and families to submit work that, according to the Online School, was already completed. In our high school model, this is achieved through the use of computer- and teacher-graded assignments and assessments delivered throughout the courses.

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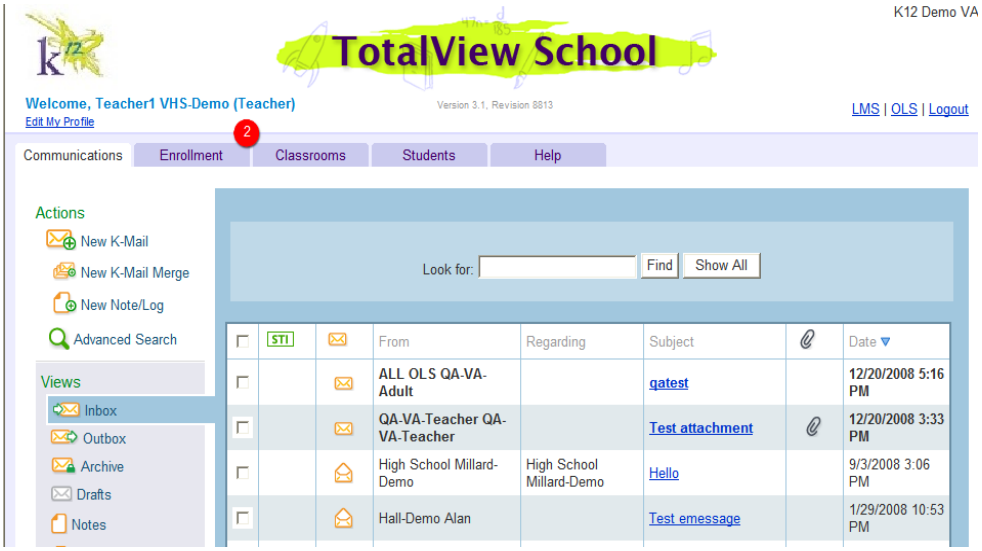

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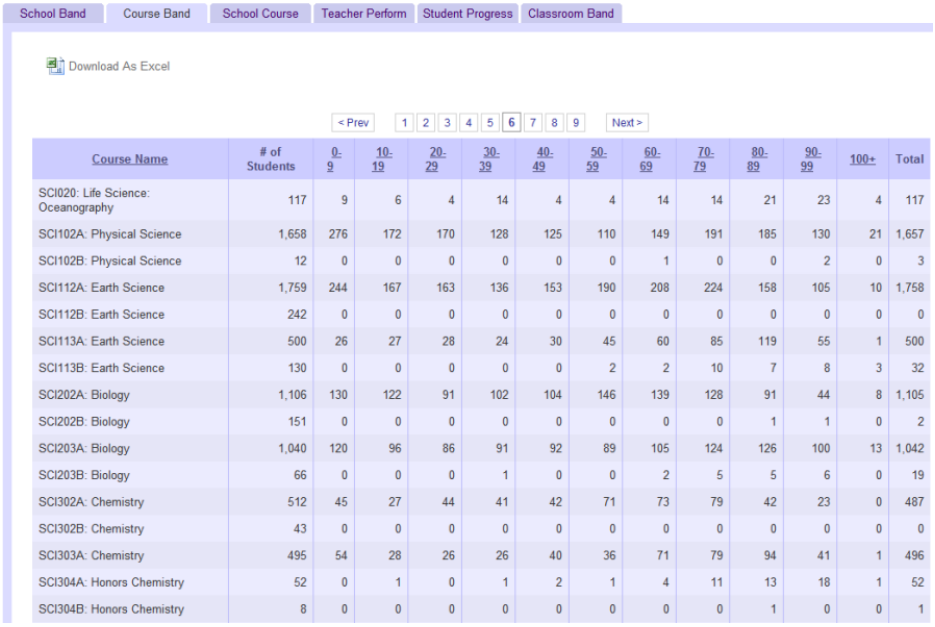

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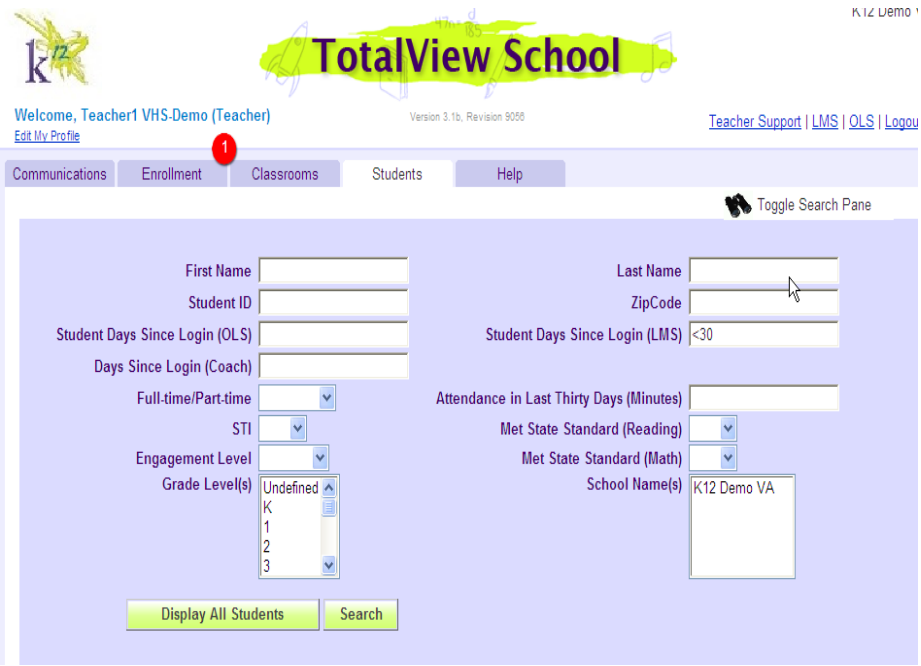

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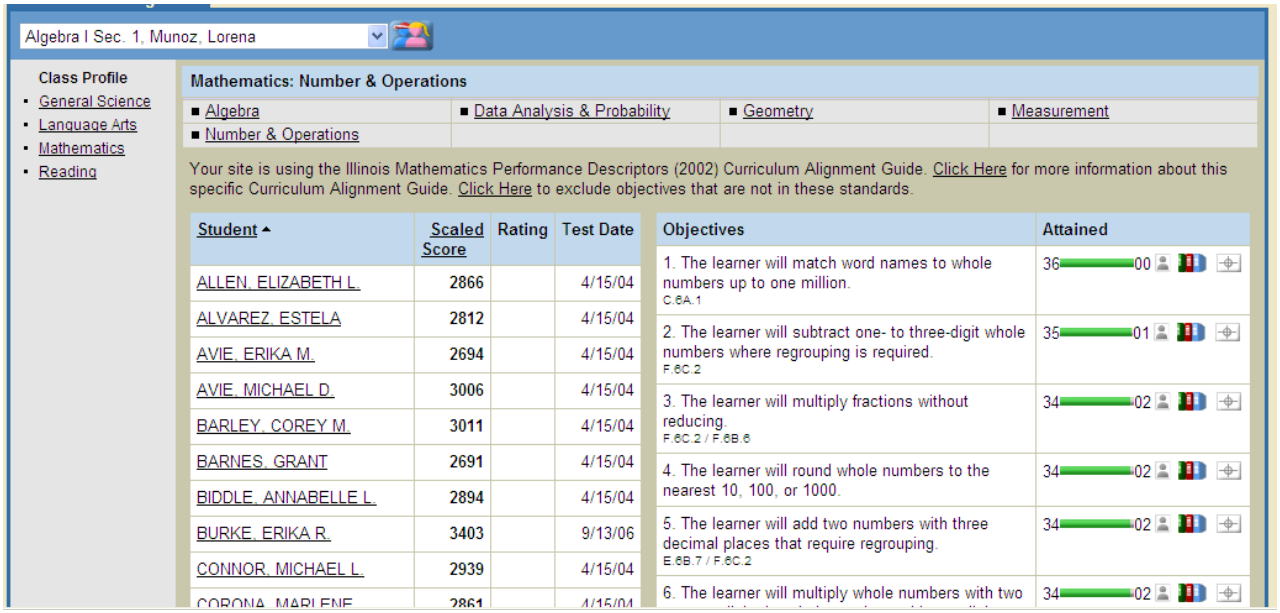
b. Student Assessment

i. Student Achievement and Progress Evaluation

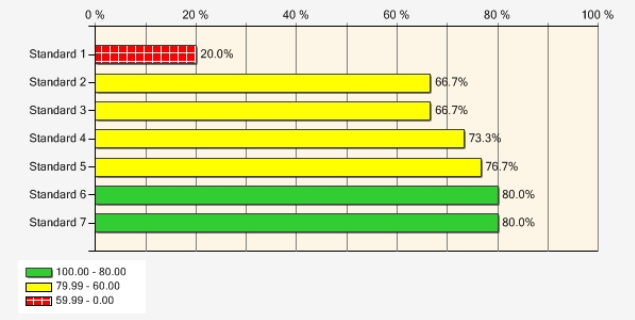
All SCCA students will take the Scantron Performance Series test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the PASS assessments. The Scantron Performance Series is given again in the spring in order to ensure all students are making one year's growth in one school year based on scaled score gains

comparisons. The Performance Series is a key aspect of the school's goal to measure annual value-added gains.



Following up on the Performance Series, all students will take Scantron Achievement Series tests (or another diagnostic assessment) in math and reading in order to assess each student's mastery of South Carolina grade appropriate standards. Those students who do not

demonstrate mastery on the achievement test will attend intervention sessions specific to instruction and remediation of the deficient standard. The interventions will be targeted, synchronous, teacher-led, and web-based.



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

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as *Blackboard Collaborate.* The teacher reviews the "standard of the week" with the student, and then the student takes an online achievement test that checks mastery of the standard. As soon as the student has finished the 10 question assessment, the teacher receives the results on the teacher's computer. Students who have not mastered the standard (less than 80% correct) will return for an intervention session online the next day. Following the second intervention session, the student takes version two of the assessment that checks for mastery of the standard. If, again, the student achieves less than 80% mastery, additional instruction in another online intervention session is provided. This process is repeated until the student demonstrates mastery of the standard. Students will have the opportunity to earn a variety of rewards by participating in achievement testing, attending remediation sessions, and engaging in supplemental activities focused on mastery of state standards.

To augment these lessons, Study Island will be integrated and used for independent practice. Study Island is an online program aligned with the South Carolina standards and is an effective test mastery program. Questions in Study Island are organized by subject and strands. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provide a prediction to success on the PASS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History.

SCCA will implement Study Island Weekly Assignments. Features of Study Island Weekly Assignments include:

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

Each week during the teacher's synchronous Class Connect sessions students will be introduced to the content matter. The teacher will create a Weekly Assignment in Study Island that is aligned with the state standard and will assess the student directly on that standard. This assignment will be available to the student until the following Sunday. On Monday, results from the Weekly Assignment will be pulled by the Study Island Coordinator. The data will be

compiled and sent to teachers for them to review during their "Data Digs" on Tuesdays, where they will make decisions on remediation, which is held each Wednesday. Students who do not master the Weekly Assignments will be required to attend remediation sessions in addition to their regularly scheduled Class Connect sessions. Using Study Island Weekly Assignments, SCCA will strive to meet or exceed the expectations and goals that were set for the school in Math, Language Arts, Science and Social Studies.

K[12]'s goals with these tools are:

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

State Mandated Assessments

SCCA students will be required to participate in South Carolina mandated assessments including the Palmetto Assessment of State Standards (PASS), South Carolina High School Assessment Program (HSAP), and End-of-Course Examination Program (EOCEP) according to their grade level and course enrollment. To ensure that virtual students are provided equal opportunity to perform their best on the state standardized assessments virtual schools across the country have successfully utilized a regional testing structure for the past ten years. The regional methodology ensures student and test material security and has been approved by departments of education in more than 20 states.

Students have the right to be in the best mental state when taking the state standardized tests. Being able to sleep in their own home and have minimal travel to and from testing each day ensures students are well rested and comfortable prior to testing. Therefore, the school will geo map the enrollment population and make the best effort to ensure the majority of the students have no more than an hour drive one way for mandatory state testing. The school will send out a

parent survey providing state testing information, including information on all possible testing locations. Parents will be given the option to self select the testing site that meets their needs the best. After the survey is closed, staff will determine the final distribution of students and assign locations to those that did not complete the survey. Parents will be notified and provided a location map no later than two weeks prior to the first day of state testing.

When the parent or legal guardian arrives at the state testing site, they will provide identification and sign the student in. During the sign in process, parents must provide an emergency contact number for that day. After the sign in process is complete, matching security wrist bands are secured on the student and responsible adult. Students are not released from the testing location unless the wrist bands match at pick up.

School staff will work with parents to obtain parent volunteers for each testing site to ensure there is ample assistance during state testing. Parents from the school serve as monitors outside of the testing room, assist with registration, and various other tasks. These parents are required to attend training prior to serving in this position and are there to monitor bathroom breaks and or contact emergency phone numbers should a student become ill during testing. At no time are parents allowed into the testing classroom.

The virtual school program's testing coordinator attends all state and district testing training. This person signs state affidavits regarding test security and other required measures. The testing coordinator develops test proctor training unique to the state and district regulations. Training includes test security in a virtual setting, student safety in a remote testing facility, checking in/out secure materials, test administration, test coding and other proctor responsibilities. All proctors are trained by the test coordinator and given a quiz to ensure the

testing procedures are understood. Follow up training is arranged as needed based on the quiz results until all proctors demonstrate an understanding of testing procedures and protocols.

According to state timelines, test booklets and other secure testing materials are signed out from the testing coordinator to each proctor. Secure materials are packaged and inventoried separately from non-secure items (non-secure items may include activities for students to complete after finishing a testing section, dictionaries, thesaurus, etc. as permitted by the state's testing guidelines). All secured items will be transported to state testing site in a locked box that is secured with a number zip tie. The site coordinator will seal and open the boxes each day upon arrival and prior to leaving. Locking and opening the secure boxes will be witnessed each day. The site coordinator and the witness will sign a log that lists the serial number of the zip tie that is used to secure the box the night before and then opened the next day.

The proctor reads and signs a test security affidavit. Once signed, the required testing materials for her/his site are inventoried in her/his presence and signed over from the district test coordinator to the proctor. The materials are re-inventoried at the start and conclusion of each testing session to ensure all testing materials are accounted for at all times. The materials must remain in the direct possession of the proctor until returned to the testing coordinator and inventoried.

The regional testing classrooms are established in appropriate public meeting rooms within local community buildings in advance of testing. The rooms are set up with tables and chairs in classroom-style. The proctors are provided with all of the supplies needed for the location and per the test regulations in a pre-made box. Each morning before testing the box of secure test booklets and the box of required classroom supplies are brought into the testing room and distributed in accordance to the state test administration guidelines. Testing classrooms

permit a separate space for parents to sign students in/out to ensure test security. Parents and people other than the proctor and students who are testing are not permitted within the testing classroom.

ii. Performance Goals Timeline

As we stated in the previous **Goals and Objectives** section of our application, SCCA believes that our stated performance goals are obtainable and are based on the need to ensure students make learning gains throughout their educational journey with SCCA. The Board will seek to revise and improve our goals based on data from fall pre-assessments of students and other data as the school grows. Goals and measurable outcomes must be reviewed and revised on a continuous basis and SCCA is committed to doing that. Therefore, SCCA views our goals as a baseline from which to start but is aware that they will need to go through a full revision once actual data is available on the students enrolled in the school.

It is the belief of the South Carolina Cyber Academy that students should be assessed regularly to determine and ensure mastery of content. Assessments should include state required assessments, teacher developed assessments and formative assessments throughout the school year that is both tied to the curriculum and the state standards. Therefore, many of our goals and objectives are based on this belief. Each year the administrative staff along with the board will review progress on meeting goals, assess student data and determine if adjustments need to be made. The Student Achievement Improvement Process (SAIP), described in the **Academic Standards** section of the **Educational Program** description, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Teachers

and administrators will both be decision-makers in the SAIP process, which should result in a highly productive and respectful relationship.

Rather than repeat all of our goals and objectives, and repeat information on the SAIP process the school will use to annually review and reset goals, we ask the reviewers to revisit our goals in the previous **Educational Program** section of this application. To summarize the timeline of the goals we have set, they range from measuring outcomes at the end of a course, to measuring outcomes at the end of the school year, to measuring some outcomes after multiple years.

We are aware that on February 28, 2012, South Carolina was one of 26 states requesting flexibility waivers from specific requirements of the No Child Left Behind Act of 2001 in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The waivers requested by South Carolina are still under consideration by the USDOE. As a South Carolina public school opening in 2013-2014, SCCA will strive to meet the new performance goals which are approved.

iii. Academic Assistance

Based on K^{12} Virtual Schools LLC's experience in twenty-nine other statewide online public schools, we have estimated that about 55% of our SCCA student body will be "at-risk" students requiring an intervention model to be included as a part of their Individual Learning Plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K12's National Instructional Model (NIM) plus an intervention plan which adds the support of our state certified teachers online and, as needed, face-to-face at local

physical spaces for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

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

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

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as *Blackboard Collaborate.* The teacher reviews the "standard of the week" with the student, then the student takes an online achievement test that checks mastery of the standard. As soon as the student has finished the 10 question assessment, the teacher receives the results on the teacher's computer. Students who have not mastered the standard (less than 80% correct) will return for an intervention session online the next day. Following the second intervention session, the student takes version two of the assessment that checks for mastery of the standard. If, again, the student achieves less than 80% mastery, additional instruction in another online intervention session is provided. This

process is repeated until the student demonstrates mastery of the standard. Students will have the opportunity to earn a variety of rewards by participating in achievement testing, attending remediation sessions, and engaging in supplemental activities focused on mastery of state standards.

To augment these lessons, Study Island will be integrated and used for independent practice. Study Island is an online program aligned with the South Carolina standards and is an effective test mastery program. Questions in Study Island are organized by subject and strands. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provide a prediction to success on the PASS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History. Please refer to our response above for more details about Study Island.

***iv*. Charter schools must provide evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA.**

South Carolina Cyber Academy (SCCA) will provide the required evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA to our sponsor, the South Carolina Public Charter School District. SCCA agrees to enter into a contractual agreement that student performance of all students described in ESEA is the most important factor when determining to renew or revoke the school's charter.

3. Operational Plan

a. <u>Budget and Accounting System</u>

i. Annual Budget

The budget for the initial implementation and the first five years of the charter term is

included in **Appendix 7** of this application. The budget was prepared with guidance from the SCDE *Financial Accounting Handbook,* the *Funding Manual* and the *Single Audit Guide.* The Board will also adopt an annual operating budget as well as receiving, reviewing, and approving monthly financial statements.

The budget uses conservative estimates for all revenues: the FY2012-2013 base per virtual charter school pupil ($3,712 estimate provided by the South Carolina Department of Education) with the appropriate weightings applied. In terms of grants, the budget only assumes the USDOE Public Charter School Program (PCSP) Planning and Implementation Grant.

In the proposed services agreement being negotiated, K^{12} provides the Board with a financial guarantee, that (1) K^{12} will be last in the priority of payments for educational and technology services, and (2) when the school's budget cannot support the standard rates, K^{12} will reduce their fees to ensure the school does end the year with a negative balance--a "Balanced Budget Credit." This financial guarantee, rare among service providers, is most important. To put it bluntly, our partner, K^{12}, is agreeing to ensure that the school never ends a year in the red. Due to the strength of their current school operations, the strength of their financial statements (viewable in real-time since they are listed on the New York Stock Exchange: LRN), and the tested value of their service agreements in over thirty states, we believe we will have a partner that will invest in our success.

1) Revenues

a) Revenue account codes must be in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

The revenue account codes are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

b) The budget must include documentation from the SCDE of estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(D).

Documentation from the SCDE of estimated revenues, in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(D), is included in **Appendix 7**.

c) If including grant revenue, such as federal public charter school start-up grants, provide evidence that the projected funds are likely to be received and explain the terms of the grant(s).

Revenues from the USDOE Public Charter School Program (PCSP) Planning and Implementation Grant Program are included in our budget. The RFP for the FY13 PCSP grant application is not yet available. We based our assumption of the likelihood of receiving revenues from this grant on historical information that approximately 70% of the grant applicants were awarded grants in the previous three grant cycles. We based our assumptions about the amount of the PCSP grant over three years on the FY12 estimated awards as published by the South Carolina Department of Education in the PCSP RFP which is posted at http://ed.sc.gov/agency/se/School-Transformation/Charter-Special-Focus/

2) Expenditures

a) Expenditure budget codes must be in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

Expenditure budget codes are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

b) List anticipated expenditures and all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for

Anticipated itemized expenditures associated with initial implementation and continued operation of SCCA are included in the budget in **Appendix** 7 following the same budget codes required of school districts operating in South Carolina. Major line item expenses include general education and exceptional student teachers' salaries, benefits, and taxes; web-based curriculum delivery; instructional materials; computers, peripherals and software (students, teachers, administrators, support staff and school offices); technology support; professional development; school administrator and support staff salaries, benefits, and taxes; Internet service (students, teachers, administrators, support staff and school office); telephone (teachers, administrators, and school office); exceptional student contracted services; sponsor oversight fee; legal and audit services; insurance; office facility rent, utilities, and maintenance; and office equipment and supplies.

3) Budget and Accounting Management

The essential function of the Board shall be policymaking, the assurance of sound operations and financial management, and active participation in the provision of necessary funds. According to the terms of the proposed services agreement, with oversight by the governing board, K^{12} will provide administrative services to SCCA, including day-to-day financial management, budgeting and financial reporting, and maintenance of financial and student records. K^{12} will employ a Operations Manager who will have Master's degree (M.A.) in Business or Education and a minimum of five years related experience and/or training; or equivalent combination of education and experience. K^{12} has a track record of helping virtual

schools achieve successful state program and financial audits in twenty-nine states. The governing board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the SCCA Operations Manager to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The SCCA administrative staff, under the guidance of the Board will be accountable for compliance with all local, state and federal laws and regulations pertaining to public schools, including budgets and financial records. K[12]'s operational skills include establishing the schools' chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations The Operations Manager will be adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. The Operations Manager and the Head of School will be responsible for planning, preparing and presenting an annual school budget to the governing board for adoption.

Additionally, K[12]'s Vice President, Finance, Russell Roselle, based at K[12]'s corporate office in Herndon, Virginia, will provide oversight for all the business operations of the school. He will be the primary contact for K[12] regarding fiscal management. His contact information is:

Russell Roselle

Vice President, Finance

K12 Inc.

2300 Corporate Park

Herndon, VA 20171

rroselle@k12.com

703-483-7200

ii.Annual Audit

Describe the annual audit of the financial and administrative operations of the school.

SCCA will comply with Section 59-40-50(B)(3) which says that "A charter school must adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same district." According to our bylaws, the Secretary/Treasurer will make an annual written report of the finances of the school as of the close of each fiscal year. This report will be audited by an independent source. Copies of this annual audited financial report will be provided no later than October 31st of each year to the Board of Directors.

Based on the terms of our proposed services agreement, K^{12}, in collaboration with the School, will arrange for an independent audit of the Program's financial statements. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in South Carolina. The school will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. We will follow the statutory and regulatory requirements in the SCDE *Single Audit Guide, Financial Accounting Handbook, and, Funding Manual.* As a component unit of the South Carolina Public Charter School District (SCPCSD), we must submit financial data to our sponsor (SCPCSD) for inclusion in their report to the South Carolina Department of Education. The completed audit will also be submitted to other appropriate authorities as required by law.

Demonstrate how the school will adhere to the accounting, auditing, and

reporting principles, procedures, and requirements that apply to all public schools operating in the state.

South Carolina Cyber Academy will adhere to the accounting, auditing and reporting principles, procedures, and requirements that apply to all public schools operating in the state of South Carolina as stated in the *Single Audit Guide, Financial Accounting Handbook, and Funding Manual* published by SCDE's Office of District Auditing and Field Services. Our financial resources will be allocated, expended, and accounted for in accordance with the accounting practices specified in those three documents.

The Finance Committee and the Operations Manager will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures manual will address the following, at a minimum. This is not intended to be an exhaustive list.

- **Cash receipts and disbursements**
  - Authorized signatories
  - Approval authority levels
  - Segregation of duties
  - Monthly bank reconciliations
- **Procurement Process**
  - Purchase requisitions
  - Approved vendors
  - Approved authorizers re: purchase orders
  - Reconciliations that product and services invoiced have been received

- **Human Resource Policies and Processes**
  - To address the approval of all hires and salaries
  - To ensure there are no conflicts of interest among hired SCCA staff
  - Ensure the confidentiality of all personal and personnel information
  - Ensure benefits are competitive and provided
  - Ensure compliance with all local, state and federal laws and regulations
  - Implement an employee performance evaluation system
  - Provide staff with professional development opportunities
- **Fixed Asset Policy**
  - Dollar amount for capitalization
  - Depreciation periods
  - Asset tagging
  - Annual inventories
- **Budgeting, Forecasting and Reporting Processes**
  - Annually the Operations Manager will prepare a "working budget" in May for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the Operations Manager will make all necessary arrangements for final Budget approval by June 30th for the succeeding fiscal year.
  - Monthly the Operations Manager will prepare a financial report which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.
  - All variances from the approved Budget will be investigated and explained.

- Quarterly, based upon year-to-date results, the Operations Manager will prepare a full year forecast for comparison to the approved budget. This will enable the Board to take the necessary actions, if any, to ensure the budget is met.
- The Operations Manager will ensure monthly that all regulatory reports are filed in a timely manner.
- The Operations Manager, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the SCCA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the board of Trustees.
- The Operations Manager will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.
- The Operations Manager will work with the Board of Trustees to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

iii. Pupil Accounting System

The pupil accounting system implemented by the South Carolina Cyber Academy will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. The system used by SCCA will adhere to the guidelines set forth in the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*. SCCA will comply with sponsor, state and federal reporting requirements.

The SCCA pupil accounting system will follow the pupil classification system described in the Education Finance Act (EFA) and outlined in the *South Carolina Pupil Accounting Manual* to report membership and attendance data (ADM) to the SCDE. We will comply with statutes and regulations regarding Definitions, Membership Criteria, PowerSchool Interface, Assigning EFA Pupil Classification Codes, Attendance Reporting & Responsibilities, Special Considerations, Submission of Reports, and Retention of Records & Audit Requirements which are contained in the *Pupil Accounting Manual.*

The SCCA pupil accounting system will also follow the guidelines for the Student Accountability System in the *South Carolina Student Accountability Manual* in order to obtain a cumulative head count of eligible Gifted and Talented and Advanced Placement students at SCCA. We will comply with statutes and regulations regarding Definitions, Programs Under the Student Accountability System, PowerSchool Interface, Assigning EIA Classification Codes, Special Considerations, Submission of Extracts, Funding Counts, Principal's Responsibilities, District Superintendent's Responsibilities, and Retention of Records & Audit Requirements which are contained in the *Student Accountability Manual*.

iv. Negotiated Services Documentation

SCCA does not intend to negotiate any services with our sponsor South Carolina Public Charter School District therefore **Appendix 8** is not applicable to our application.

b. Governance and Operation

i. Nonprofit Corporation Status

The South Carolina Learns Articles of Incorporation, bylaws, and application filed for South Carolina non-profit corporation status for South Carolina Learns are included in this application as **Appendix 9**. The non-profit corporation application was filed with the State of

Carolina Secretary of State on April 9, 2012. The Planning Committee was informed by the Secretary of State's office that the Secretary of State's office began processing April 9, 2012, documents on April 27, 2012, and that the certificate should be available on May 3 or 4, 2012. The Planning Committee will provide the certificate to CSAC and SCPCSD as soon as it is received.

The Planning Committee researched the statutory and regulatory authorities and responsibilities of the elected governing board which will be instituted upon the dissolution of the Planning Committee. Based on that research, we drafted and adopted bylaws for the Board which are included in **Appendix 9**. We are seeking a legal review of the adopted bylaws to ensure compliancy with the South Carolina Nonprofit Corporation Act of 1994 and the South Carolina Charter Schools Act of 1996 and related regulations. If any amendments to the bylaws are needed, based on the legal review, the Planning Committee will act to make the amendments as soon as possible in compliance with the amendment procedures in the bylaws.

ii. Governing Board

1) **Describe the election process of the governing board, including when elections will occur and the voting procedures. Procedures should include that parents/legal guardians will have one vote for each student enrolled in the school.**

The bylaws of South Carolina Learns define the following process for electing the governing board including when elections will occur and the voting procedures. All members of the Board of Directors must be residents of the State of South Carolina. All newly elected board members shall serve for a term of two (2) years beginning on July 1. Following the first term of service, Directors may be re-elected to serve a second two (2) year term. Members must be

appointed or re-elected every two (2) years. Fifty percent (50%) of the members of the board must be individuals who have a background in K-12 education or in business. In addition, at least fifty percent (50%) of the members of the board must be elected by the employees and the parents of guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the School. In the event that a voting Director does not complete his or her term on the Board, a new Director may be elected to fill out the unexpired term and then that Director is eligible to be nominated for one or more full terms. If the Board of Directors consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business.

The board will establish a board nomination committee to review candidates and nominate new members (to fulfill the 50% membership selected by the board). Nominations for new members shall be made by present Board members to the Secretary at least two weeks in advance of a Board meeting. These nominations shall then be forwarded to Board members with the notice of the Board meeting. These nominations shall then be voted upon at the next Board meeting. Any vacancy occurring on the Board may be filled by a majority of the directors present in person or by proxy at an annual or special meeting of the Board called for the purpose, provided a quorum shall be present at such meeting.

Honorary Directors may be elected by the Board from among former Directors who shall have served with distinction and from among distinguished friends and major contributors to the School who shall not have served previously as Directors. Honorary Directors shall be invited to attend all meetings of the Board but shall not be entitled to vote.

2) **Detail a plan for dissolving the charter planning committee and instituting the first elected governing board. Explain how nominations will be taken, when**

the vote will occur, how eligible voters will cast their ballots, when training will be provided for these governing board members, and how soon the board will hold its first meeting.

Within one month of charter approval, a Nomination Committee will be appointed by the SCCA Planning Committee for the purpose of nominating candidates for the first elected governing board. Within three months after charter approval, the Nomination Committee will contact potential governing board candidates, determine their willingness to serve, and report a slate of Board candidates to the SCCA Planning Committee. Names of nominated individuals who have indicated their willingness to serve on the school's governing board will be placed on a ballot to be mailed during the first week of school to the parents or guardians of every student in the school and to every school employee. All employees of the charter school and all parents or guardians of students enrolled in the school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each student enrolled in the charter school. Employees will each be given one vote. (Section 59-40-50 of the Charter School Act of 1996).

Ballots will be returned within thirty days of their mailing date. Ballots will be counted and those elected to the board will be notified within ten (10) days. The members of the Planning Committee and the elected governing board members will meet jointly within thirty days of the deadline for balloting to dissolve the SCCA Planning Committee and to institute the first elected governing board. At this meeting, the Board will elect the officers of the Board including the Chair, Vice Chair, and Secretary/Treasurer. These officers will serve until the election of officers in October of the following year following the procedures in the bylaws.

Board member development will be a priority of the school's Board. SCCA will contract with or provide a trainer who delivers governance training consistent with the school's

governance training plan. School trainings may include attendance at mandatory and other SCPCSD or SCDE training for charter schools; school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; development of Board and officer job descriptions; leadership training; new Board member orientation in compliance with §59-40-155(A); networking; and committee and task force assignments.

3) Describe the authority of the governing board to develop policies, make decisions, and execute each of the following responsibilities:

a) employing and contracting with teachers and nonteaching employees;

b) ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;

c) contracting for other services including, but not limited to, transportation, accounting, and legal;

d) developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;

e) deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and

f) ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.

The Board will govern the school with the authority now or hereafter granted to it by the Charter School Act of 1996 and the South Carolina Nonprofit Corporation Act of 1994 with the

purpose to provide a quality education to South Carolina children. The Board bylaws give the Board of Directors the "general powers" to manage the affairs of the corporation with primary duties including "the setting of general institutional policies, setting annual budget, fiscal management, contracting for services as needed, strategic planning, fund-raising, ensuring that the school will adhere to health, safety, civil rights, and disability rights, hiring and evaluating staff as appropriate, and assessment of the School's effectiveness in manifesting the mission of the corporation."

The essential function of the Board shall be policymaking, the assurance of sound operations and financial management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of SCCA in accordance with its stated purposes and goals. The Board will be responsible for monitoring K^{12}'s performance under and in compliance with the terms of the services agreement for educational products and administrative and technology services related to the operation of SCCA.

The governing board will have the authority to develop policies, make decisions, and execute each of the following responsibilities:

a) employing and contracting with teachers and nonteaching employees;
b) ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;
c) contracting for other services including, but not limited to, transportation, accounting, and legal;
d) developing pay scales, performance criteria, and discharging policies for

its employees, including the school's administrator;

e) deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and

f) ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.

4) Provide evidence that the proposed charter school and its governing body will comply with the Freedom of Information Act.

South Carolina Cyber Academy and its governing board will comply with the Freedom of Information Act regarding student records, administrative records, and meetings (Section 30-4-10 *et seq*). SCCA will comply with the use of all required information systems, as specified by the South Carolina Department of Education and the South Carolina Public Charter School District. Once enrolled, the school will maintain cumulative records for all enrolled and withdrawn students, and will ensure the security and confidentiality of all such records in accordance with the Freedom of Information Act (FOIA) and other applicable laws such as the Family Educational Rights and Privacy Act (FERPA). All school personnel will be trained in and adhere to FERPA to ensure the confidentiality of student records. This also includes maintaining equal levels of security on electronic transmission of information. All SCCA faculty and staff will sign a Computer and Network Acceptable Use Policy related to Internet access to student information. SCCA reserves the right to consult with legal counsel when an apparent conflict between statutes governing student records arises (e.g., FOIA and FERPA).

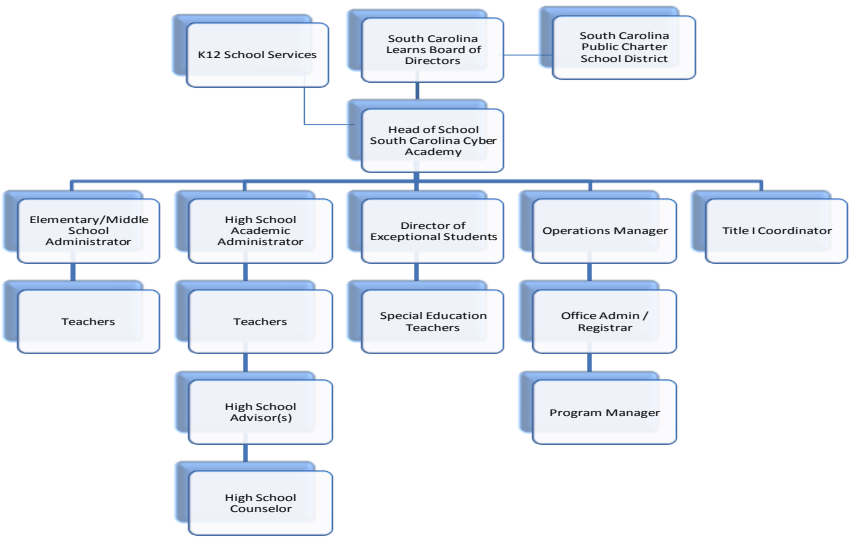
Except as provided in statute, each official meeting of the governing board shall be open to the public, and any person is entitled to attend such meeting.

iii. Administrative Structure

The following organizational chart reflects South Carolina Cyber Academy's proposed governance and administrative structure. The Board will govern South Carolina Cyber Academy. The Board's major roles and responsibilities will be to establish and approve all major educational and operational policies as they relate to the school, approving all contracts, establishing the school's annual budget, and overseeing the school's fiscal affairs. The Board intends to fulfill its obligations relative to the day-to-day management of the school and the provision of curriculum, technology, and other educational services, through a Services Agreement with K^{12} Virtual Schools LLC ("K^{12}"), a wholly owned subsidiary of K12 Inc., and the nation's largest provider of K-12 virtual instruction services. The Services Agreement (see draft in **Appendix 6**) reflects the Board's determination that K^{12} is uniquely situated with 10 years of experience providing not only the K^{12} end-to-end curriculum and learning system, but also the associated administrative and technology services necessary to deliver that curriculum and maximize student academic achievement.

SCCA is aware that pending state legislation amending the South Carolina Charter Schools Act of 1996 may affect the terms of our services agreement with K^{12}. During negotiations with K^{12}, we will consider all options available to the school regarding employment of the school's administrative staff necessary to provide the educational products and services as agreed to by K^{12} and SCCA in the services agreement such as the Head of School (HOS) and other potential positions such as the Academic Administrators. Regardless of employer, the administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. They will have leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration according to their position at the school. The administrative staff will assist in the development of policies concerning educational and operational issues of SCCA for Board consideration and adoption, but the Board itself will retain ultimate responsibility for the adoption of academy policies and for overseeing the administrative staff's implementation of procedures consistent with those policies. The SCCA administrative staff will be structured based on the school's education program and projected enrollment.

Job descriptions for proposed administrative staff, including responsibilities and qualifications for the proposed administrative positions, are included in Section c. Administrative and Teaching Staff, which follows this section.



iv. Parental, Community, and Educator Involvement

South Carolina Cyber Academy believes the involvement of parents in the education of students is critical to school and student success. The virtual school model the school utilizes places critical importance on the parent's role on the teaching team and the expectation is that they will contribute significantly to the education of the student in that role.

South Carolina Cyber Academy will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play will be in their role in supporting their child's learning and in

helping continuously evaluate South Carolina Cyber Academy's operation, governance, and instructional program

At South Carolina Cyber Academy, learning coaches will help guide students through their daily coursework using the K^{12} curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as *Blackboard Collaborate*, or in person to discuss their child's progress. When scheduled, parents are expected to attend school outings, field trips, and other outside learning opportunities with their child, but other arrangements can be made to enable a student's attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an outing because of a parent's inability to attend.

South Carolina Cyber Academy parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. Where possible, the school also asks that parents volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the South Carolina Cyber Academy Board. The Board sets policy and provides governance and oversight on the school's academic, extracurricular, finance, personnel, daily business, and legal matters.
- Parents who are not members of the Board are actively encouraged to attend Board and other South Carolina Cyber Academy meetings and to participate on ad-hoc committees appointed to address specific issues.
- South Carolina Cyber Academy will organize a Parent Advisory Council. The Parent Advisory Council is parent-driven and is recognized as the official voice of the school's parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- The South Carolina Cyber Academy website will have a moderated school online community discussion board to facilitate a constructive and interactive communication process.
- Parents will help to continuously evaluate the operation and governance of the school both online and offline. South Carolina Cyber Academy will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the

survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other South Carolina Cyber Academy students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school.

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

c. Administrative and Teaching Staff

The SCCA projected staffing plan is structured to accomplish the school's mission and goals according to functional areas of school operation related to student enrollment. The functions are necessary for proper support of students, families and faculty. The number of specific positions will be determined by confirmed enrollments.

The table below represents the plan for staffing for SY2013-2017. Positions will be added in subsequent years as the need for expansion exists.

South Carolina Cyber Academy Staffing Chart					
Staff Position	**YR 2013-14**	**YR 2014-15**	**YR 2015-16**	**YR 2016-17**	**YR 2017-18**
Admin/Support					
Head of School	1 FT	1 FT	1 FT	1 FT	1 FT
Operations Manager	1 FT	1 FT	1 FT	1 FT	1 FT

Academic Administrator (K-8)	1 FT	1 FT	1 FT	1 FT	1 FT
Academic Administrator (9-12)	1 FT	1 FT	1 FT	1 FT	1 FT
Office Administrator / Registrar	1 FT	1 FT	1 FT	1 FT	1 FT
Program Manager (state reporting)	1 FT	1 FT	1 FT	1 FT	1 FT
Director of Exceptional Students	1 FT	1 FT	1 FT	1 FT	1 FT
Admin/Support Total	7 FT	7 FT	7 FT	7 FT	7 FT
Instructional Staff					
General Education Teachers (K-8)	15	20	27	33	39
Special Education Teachers	9	13	18	23	27
High School Teachers (9-12)	10	16	22	29	34
Counselors	2	3	3	4	4
Advisors	2	3	4	5	5
Title I Coordinator		1 FT	1 FT	1 FT	1 FT
Instructional Staff Total	38	56	75	95	110

i. Administrative Staff

Individuals for administrative positions have not yet been selected or hired, therefore **Appendix 10**, is not applicable to our application. However, after researching statewide virtual

schools that have been operating successfully for several years, following are the proposed administrative positions and instructional staff other than teachers, general job descriptions, and the desired qualifications for each position. The Head of School and/or the Academic Administrator must have a South Carolina administrator certification and school-based administration experience.

Head of School

The ideal candidate will possess a strong desire to improve the education options for children. He/She will have experience in running a business and/or a school with multi-tier management. This person will work with cross-functional teams to manage projects and improve processes for the school.

Responsibilities

- Academic Achievement – responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for meeting Annual Yearly Progress (AYP) for the entire school. Able to implement programs to ensure academic success for a diverse group of students.
- Management – Supervises the staff of the school. Creates policies and procedures in accordance with the governing board and K^{12} in regards to performance management, succession planning, staffing requirements, etc. Must be able to have close relationship with K^{12} senior leadership, the staff, and the school's governing board.
- Finance – Work with the business and finance managers to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with K^{12} School Finance to meet financial obligations.

- Marketing– Promote the school throughout the state and develop relationships within the charter school network. Work closely with K^{12} teams on enrollment and retention programs. Actively participate in community events.
- Compliance – Manage all reporting needs required by the state. Responsible for the appropriate administration of grants.
- Facilities Management - Establish procedures that create and maintain attractive, organized functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature. Assume responsibility for the health, safety, and welfare of students, employees and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters.

Qualifications

- Masters degree or equivalent work experience
- Professional certificate as a school principal and related experience
- Experience with Local, State, and Federals laws and reporting
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Academic Administrator

The Academic Administrator reports to the Head of School and works closely with the Operations Administrator.

Responsibilities

- Coordinate all academic aspects of the school
- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Responsible for Educational Policy Development
- Manage teaching staff:
    - recruitment/hiring
    - new teacher orientation
    - annual professional development calendar & sessions
    - teacher evaluation
- Manage Master and Lead Teachers and programs
- Work with Director of Exceptional Students and Operations Manager to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
- Coordinate with teachers and K^{12} Enrollment regarding expulsions and withdrawals
- Coordinate student placement during enrollment/re-enrollment efforts
- Research and implement non-K^{12} curriculum resources to meet state standards
- Promote the school and its interests with political, education, and civic leaders across the state
- Develop and maintain relationships with districts and the state

In addition to the above school-specific responsibilities, the Academic Administrator may be asked to assist with national K^{12} efforts including: participation in special projects and/or task forces, development of policies and procedures, training, and curriculum enhancements.

Qualifications

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federals laws and reporting
- Experience in a charter school environment preferred
- Masters degree in Business or Education preferred
- Minimum of five years work experience
- Great organizational and time management skills
- Flexible schedule
- Very proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Operations Manager

The key role of the operations manager is to work with the Head of School and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the state of South Carolina. This includes all reporting obligations to the state, coordinating the enrollment process of families, and overseeing annual state testing. The operations manager reports to the Head of School.

Responsibilities

Operations Support

- Act as point of contact for family escalations relating to materials and processes
- Serve as an information resource and provide problem solving and ongoing support
- Develop, document, disseminate and maintain project management and operational best practices
- Coordinating and overseeing annual state testing.
- Manage school employee files (as permitted)
- Identify and conduct analyses to support cost savings or revenue growth opportunities
- Facilitating all logistics for state testing

Supply Chain

- Coordinate and handle materials logistical support and trouble shooting
- Manage all aspects of order and re-order process including order entry and delivery specifications
- Monitor and ensure accurate annual and monthly forecasting

Account Management

- Manage stakeholder reporting (K12 as well as district, federal, state, and local government agencies)
- Act as point of contact for auditors and district finance personnel
- Ensure accounts, payable and receivable, are registered and forwarded for action
- Manage attendance of students

Enrollment

- Help process enrollments and manage local enrollment team (if applicable)

- Process withdrawals and deactivations
- Manage student information database and changes
- Prepare school policies related to enrollment and operations
- Order and troubleshoot all computer ordering issues

Qualifications

- Master's degree (M.A.) in Business or Education and
- minimum five years related experience and/or training; or
- equivalent combination of education and experience.

Director of Exceptional Students

Responsibilities

The Director of Exceptional Students is responsible for providing support and management services for all special programs areas including special education, 504, Response to Intervention (RtI), Title I, English as a Second Language (ESL) and Advanced Learners Programs. Staff hiring, training, and supervision for these programs is managed, if not directly conducted, by the Director of Exceptional Students. Special programs policies and procedures are created to comply with state and federal regulations.

Qualifications

- Master's degree or equivalent; or five to seven years related experience and/or training; or equivalent combination of education and experience. Special Education administrative experience and appropriate licensure required.
- Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from

customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format;

- Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis;
- Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables; and
- Knowledge of Microsoft Office: Word Excel, Outlook, and Access software.

Office Administrator/Registrar (K-8 and HS)

The office administrator/registrar reports to the manager of operations. The office administrator/registrar supports daily operations and functions at the main office of the school, including but not limited to; student enrollment, attendance and withdrawals; administrative tasks, reports, student records, filing, and facility management. The qualifications we will seek in a candidate for this position are:

Responsibilities

- Support administrators with local enrollment process
- Student attendance
- Process student withdrawals
- Fulfill records requests for withdrawn students (within 5 days of receiving the request & remove file from active students and placed with the withdrawn student in regular file)
- Request and track receipt of records for newly enrolled students

- Maintain the K^{12} and state student-level database
- Maintain student cumulative files and other student records
- Establish secure access to student records
- Assist in the preparation of progress reports
- Assist in school-wide mailings
- Assist in the preparation and maintenance of transcripts

Qualifications

- Great organizational and time management skills
- Ability to work both independently and with a team;
- Experience in school front office preferable;
- Professional experience using MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database
- Strong written and verbal communication skills
- A.A. degree or equivalent experience.

High School Counselor

Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that focuses on academic success, personal and social development and career and college guidance for all students. Services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Responsibilities

- Deliver guidance curriculum supporting student development.
- Analyze student data and develop data driven programs for intervention action plans.
- Provide responsive services to individuals or groups on academic and personal issues.
- Provide an individual planning system to guide students toward postsecondary goals.
- Assist students in the acquisition of study skills, academic opportunities and benefits.
- Provide system support to strengthen the efforts of teachers, staff, and parents.
- Support standardized testing program; parent education; staff development.
- Other duties as assigned.

Qualifications

- Master's degree or equivalent work experience
- Appropriate state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card or background check
- Proficient in MS tools, search engines, database systems
- Flexible schedule – ability to travel as needed

Desired Qualifications

- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience in a customer service environment
- Experience with local, state, and federals laws and mandated reporting
- Experience in a charter school environment preferred

High School Advisor

The High School Advisor is the key coordinator and drives the activities of the student and family support team. K^{12} is creating a high touch approach to educational support and expect this staff to have superior customer service skills and a commitment and desire to provide the best experience possible for their students and families.

Responsibilities

- Serves as a single point of contact for all non-instructional issues after the completion of the placement
- Sends Total View (TV) messages to students once assigned
- Assists in planning and moderating all school assembly: Welcome and Getting Started in Online Learning
- Contacts late starting or missing students by phone and works to quickly on-board them
- Moderates homeroom/advisory activities and create required collateral (ppts, handouts, etc.)
- Serves as a liaison between the student and other academic teachers and administration.
- Plans details of and delivers all 8th Grade Orientation sessions
- Monitors participation in 8th grade Online learning course
- Completes "winback" calls for students who wish to withdraw
- Examines academic progress and activity of students on their caseload on a daily and weekly basis
- Daily/weekly contact of students by phone who are showing signs of failure or struggling, based on grade to date, missed log ins, activity in a course and number of missing assignments to assist student in creating a personal action plan

- Arranges and moderates advisor/parent/student/teacher conferences as needed to address performance concerns
- Sends out daily and weekly TV blasts of important school-level reminders
- Answers all phone calls from students, staff and parents
- Attends staff meetings
- Attends local professional development events
- Follows up on unsuccessful attempts by teachers to contact students
- Oversees the entire on-boarding process for students assigned to them
- Coordinates with K^{12} for the delivery of monthly online parent training events
- Early identification of students who are at-risk of withdrawal
- Phone calls to students who fail to respond to TV messages within five days
- Students receive welcome phone call from a single-point of contact from the school welcoming them to the school, ensuring they have received equipment, know how to log in, have received the school calendar and start-up schedule.
- Students who failed to log in on the previous day are contacted by phone – On-boarding Period
- Students failing course work are contacted by phone - Post On-boarding phase
- Contacts every student on their caseload by phone for a monthly conference call - these need to be scheduled
- Facilitates the first unit of the Finding Your Path Course
- Plans and organizes on-line orientation session schedule and logistics
- Attends online orientation events

- Assists in the development and updating of school policies and procedures via the student and parent handbooks
- Creates and delivers absence notices to students and parents for days of no log in; creates and delivers weekly missing attendance notices to parents whose students have attendance that has not been entered
- Meets with other advisors at weekly online conference calls for advisors and/or all-staff
- Participates in school and K^{12} provided professional development opportunities
- Assists with planning and implementing standardized testing

Qualifications

- 3+ years experience in education
- Bachelor's degree
- Appropriate state certification (if required)
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Strong written/verbal communication skills
- Flexible schedule
- Experience coordinating academically-oriented clubs and extracurricular activities
- Ability to travel at least once per month within and between assigned geographic areas to support students, attend regularly scheduled meetings, and participate in school activities, open houses and orientations.

The ideal candidates will also have:

- Experience working with the proposed age group
- Experience supporting adults and children in the use of technology

- An ability to learn new technology tools quickly (e.g., database and web-based tools)
- An ability to support and guide adults as well as students

Title I Coordinator

The Title I Coordinator reports to the Operations Manager or the Head of School.

Responsibilities

- Leadership of entitlement and English Language Learner programs for the school and ensure that they achieve their goals and comply with relevant guidelines
- Develop and implement all policies and procedures related to title programs
- Develop and implement a program design that has synergy with the basic K^{12} curriculum and gets results.
- Ensure that teachers working in title programs meet all the standards and expectations outlined in the K^{12} Inc Teacher Quality Strategic Plan
- Promote and lead the professional development of title teachers through the annual evaluation process and by powerful training
- Create and maintain relationships with state level regulators and participate in all required state trainings
- Coordinated with and respond to the K12 Inc. Director of Federal Title Programs participating in all required meetings
- Coordinate the development, revision and implementation of the consolidated plan with all required team members
- Complete all compliance documentation as required by the state for title programs
- Develop and disseminate “best practices” for title programs in the virtual school setting
- Train all school staff in title program procedures including identification

- Maintain all title eligibility forms and students served in K^{12} student database
- Maintain all title program data including assessments for tracking student progress
- Participate in the student intervention team for "at risk" students
- Order and maintain all supplemental title materials and supplies
- Work with the Head of School and the Operations Manager to develop and manage the title budgets and ensure appropriate accounting of title expenditures

In addition to the above school-specific responsibilities, the coordinator of title programs may be asked to assist with national K^{12} efforts including: participation in special projects and/or task-forces, development of policies and procedures and training.

Qualifications

- Bachelor's degree in an education field.
- Project management experience.
- Supervisory experience
- Understanding of state standards, state and federal regulations
- Experience completing reports
- Great organizational and time management skills
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database
- Strong written and verbal communication skills

Desired Qualifications

- Experience managing title programs
- Experience with the K^{12} instructional model

Program Manager

The Program Manager reports to the Operations Manager.

Responsibilities

- Oversee student records and office staff
- Act as point-of-contact on reporting issues
- Work with administrative staff to ensure the school meets all audit requirements within his/her purview
- Manage vendor relationship with state mandated student database vendor
- Manage all local, state, and federal reporting requirements
- Manage all student information reporting
- Create, document, and implement processes to ensure student data validity in the SAIS and K^{12} databases
- Manage student attendance data (uploads, documenting/fixing excessive time reporting, concurrency issues)
- Oversee accuracy of data and student cumulative file compliance (FIF forms, withdrawal forms, PHLOTE forms, 45-day screenings, etc.)
- Serve as Homeless and Migrant Worker student liaison
- Manage school registration/end of year reclamation efforts
- Oversee communication between K^{12} Enrollment and districts as students enroll and withdraw
- Oversee/Procure equipment, supplies, and services for the office
- Support Operations Manager with the data and logistics of annual standardized testing
- Develop and maintain relationships with districts, education stakeholders, and the state

In addition to the above school-specific responsibilities, the Program Manager may be asked to assist with national K^{12} efforts including development of policies and procedures, training, and curriculum enhancements.

Qualifications

- BA in Business or Liberal Arts
- 3-5 years professional experience
- Great organizational and time management skills
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database
- Strong written and verbal communication skills

ii. Teachers

Depending on their certification and teaching assignment, SCCA teachers will teach students ranging from kindergarten through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, and a variety of electives. All SCCA teachers will be certified and highly qualified (HQT). SCCA will seek to ensure that all teachers hold current South Carolina teaching certification. At a minimum, 75% or more of the teachers will be South Carolina certified and, if individuals are hired that hold an out of state license, every effort will be made for them to obtain South Carolina certification. Teachers with elementary certification will teach in the academic area(s) and grade(s) allowable by the status of their certification. Teachers assigned to middle school or high

school core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Below are summary job descriptions for general education and special education teachers.

General Education School Teacher

We are looking for educators who want the opportunity to join a network of like-minded professionals dedicated to providing all students with the quality education they deserve. We are seeking highly qualified and motivated teachers to work in an innovative environment. Our teachers should therefore share the school's entrepreneurial spirit and passion to provide students with a world class virtual educational program. As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Instruction and Student Achievement Responsibilities

- Adheres to and follows K^{12}'s managed curriculum
- Develops weekly lesson plans that reflect alignment with South Carolina state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by South Carolina state law and K^{12}
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content

- Meet at least three times per year with each student's family to discuss student progress
- Learns the K^{12} curriculum for assigned grade levels and courses
- Able to teach in an environment with multiple teachers working with students on different subjects
- Proactive in assessing and addressing students' individual needs and creating a learning plan
- Demonstrates knowledge of state standards and testing requirements
- Assesses student academic progress, performance and attendance in the K^{12} Online School
- Provides students and parents with regular feedback regarding student performance and progress
- Supports students with special needs, including participation on IEP teams as needed
- Prepares students for standardized tests and proctor site-based exams

Professional Responsibilities

- Builds community by contributing to school message boards, newsletter and events
- Participates in staff meetings and professional development sessions

Qualifications

- Elementary Teachers: highly qualified with elementary certification
- Middle and High School Teachers: Highly qualified in a content area, if appropriate (Math, Social Studies, English/Language Arts or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of elementary, middle, and high school students

- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite

Special Education Teacher

Special education teachers will be highly qualified and state certified teachers responsible for delivering specific course content in a unique environment. We will provide specially designed instruction to all special education students to meet individual needs. The special education teacher must possess a strong educational background and a firm understanding of how best practices in special education can be applied in this model.

Responsibilities

- Provide focused academic support to the student on a schedule determined by the IEP but no less than one time per week through phone conferencing, virtual real-time interaction and/or face to face support
- Provide weekly focused support to the parent on accommodations and interventions to promote the attainment of IEP goals through phone conferencing, virtual real-time interaction and/or face to face support
- Collect data and work samples to support documentation of IEP goals
- Provide weekly focused support for all supplemental programs being used by the special needs student to ensure participation and progress

- Make modifications and accommodations to K^{12} lessons and assessments as specified by the IEP
- Develop the student's IEP meeting all annual review timelines and notification requirements
- Ensure the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state
- Ensure that all reevaluations are completed within specific timelines as defined by state agency
- Attend all required professional development
- Collaborate with regular education teachers to ensure full inclusion and success of student in the regular classroom
- Collaborate with the regular education teachers on all progress, semester and grade reports
- Collaborate with regular education teachers regarding "at-risk" students to support the development and implementation of interventions within the regular classroom
- Maintain all required reports as assigned by the Special Education Manager including student progress reports
- Ensure that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP
- Serve as proctors for site-based proctored exams
- Participate in the school's self-evaluation programs
- Support the school administration in the enrollment of special education students

Qualifications

- 3+ years of teaching experience
- Appropriate state certification as HQT Special Education Teacher in each of the areas of disability for students needing special education
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficiency in Microsoft Excel, Word and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong communication skills with regular educators and parents

d. Racial Composition

i. Racial Composition

In compliance with Section 59—40-50(B)(7), SCCA intends to target a racial composition of the school's student population that reflects the demographics of the state of South Carolina which is the geographic area that the school will serve, differing by no more than twenty percent. We understand that this requirement is also subject to the provisions of Section 59-40-70(D). Based on the U.S. Census Bureau's 2010 Demographic Profile Data in order of population and subject to rounding, South Carolina is 64.1% White, 27.7% Black or African American, 5.1% Hispanic or Latino, 1.5% Other Races, 1.3% Asian, and 0.4% American Indian and Alaska Native.

ii. Policies and Procedures

Under the Services Agreement with the Board, K^{12} is to provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about South Carolina Cyber Academy.

As part of its outreach plans, South Carolina Cyber Academy will make available information on its curriculum and policies to all persons, including parents and pupils, considering enrollment in the school. The information will include, but not be limited to, background on the K^{12} curriculum, the South Carolina Cyber Academy Online School, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adult, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

South Carolina Cyber Academy will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs.

- South Carolina Cyber Academy members and representatives will meet with community leaders throughout the state, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held throughout the state and online open to interested families and the general public. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the South Carolina Cyber Academy curriculum, including lessons and materials, and have questions

answered. A proposed Parent/Student Handbook will be available. Enrollment forms will be available online. The same format is followed during the online sessions.

- South Carolina Cyber Academy may participate in organized grade-appropriate awareness activities such as flyers and sponsored events.
- South Carolina Cyber Academy and K^{12} Inc. may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, Internet, and out of home advertising (e.g., billboards).
- The school will establish a website and will use this as the primary mechanism to communicate with interested, prospective families.
- The school will establish a call center to provide information to prospective applicants.
- South Carolina Cyber Academy may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for South Carolina Cyber Academy will be available online as well as at the school's administrative office.
- After initial enrollment is finalized, parents of students enrolled in South Carolina Cyber Academy will be invited to one of several parent orientation sessions that will be conducted in the district, state, or online. At the orientation session, parents will meet the administrative staff, teachers, and K^{12} representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.
- South Carolina Cyber Academy will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.

- Each fall, soon after school starts, the South Carolina Cyber Academy and K[12] will assess the efficacy of the each of the outreach strategies (TV, Radio, online search, etc.) to promote the school. This efficacy is measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the state of South Carolina . For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the state's demographic make-up. The assessment of these strategies are also used to develop a long-term, multi-year marketing plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new students in order for the school to meet its enrollment projections.

South Carolina Cyber Academy shall not discriminate against any student on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services as defined in §59-40-40. As we stated in the preceding description of our recruitment plan, South Carolina Cyber Academy will use numerous means of recruitment for potential students and their families, especially those who have been underserved. It is a recruitment model which has been used successfully by charter schools in other districts and states to attract diverse student bodies by using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs. Our strategy makes use of many methods of contact including personal contact as well as print and electronic media and advertising; a variety of venues throughout the state to reach as many families as possible including our own website. If applications do exceed space available at the end of the application period,

South Carolina Cyber Academy will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, academic achievement, etc.

iii. Desegregation Plan or Order

1) A letter from the sponsor indicating whether the school will be subject to a desegregation plan or order

In **Appendix 11**, we have included a letter from Dr. Wayne Brazell, Superintendent, South Carolina Public Charter School District (SCPCSD) (our sponsor), stating that SCPCSD is a statewide school district and that the State of South Carolina is not under a desegregation order and therefore that SCCA will not be subject to a desegregation plan or order.

2) a copy of any desegregation plan or order to which the school will be subject,

This question is not applicable to our application. Please see the previous response.

3) an explanation of how the school's policies and procedures demonstrate an understanding of and comply with the desegregation plan or order, and

This question is not applicable to our application. Please see the previous response.

4)a letter from the sponsor indicating whether the school's proposed policies and procedures comply with any desegregation plan or order in effect in the district or whether clarification must be received from the Office for Civil Rights.

This question is not applicable to our application. Please see the previous response.

e. Transportation

i. Transportation Needs

At South Carolina Cyber Academy, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. SCCA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

It will be the responsibility of a student's parent/learning coach to provide transportation to school-related instructional (such as for SCCA students to take state required tests) or non-instructional activities requiring the student's attendance outside their home or place of regular study including to SCCA's learning center(s). In those cases where out-of-home presence is required, South Carolina Cyber Academy will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, SCCA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be responsible for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. The Head of School will review available resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special

education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

ii. School Bus

SCCA will not provide transportation by school bus, therefore this question is not application to our application.

iii. Contracted Services

SCCA will not contract with a district or third party to provide transportation by school bus, therefore this question is not applicable to our application. **Appendix 12** is not applicable to our application.

iv. Special Needs Students

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

f. Facilities and Equipment

i. Identified Facility

South Carolina Cyber Academy has not identified a specific facility for administrative offices at the time of the submission of this application. Please refer to our response in the following section of the application for information about our plans for obtaining a facility. **Appendix 13** includes examples of sites which are feasible for our needs.

ii. Facility Not Identified

As a virtual charter school, South Carolina Cyber Academy will only require leased facilities for administrative offices. The SCCA plans to also use the facility for meeting space

for South Carolina Cyber Academy related activities, such as Board meetings, learning coach and teacher meetings and workshops. The SCCA intends that the lease for the space will be approximately three to five years.

SCCA is considering convenient administrative office sites in Charleston (Charleston County School District), Greenville (Greenville County Schools), and Columbia (Richland County School District One). A copy of our charter application with a memo indicating our consideration of locating the SCCA school offices in these districts has been sent by the Planning Committee to the superintendent in these three districts.

The facility will occupy an estimated 3,000 square feet. It will have space to accommodate our administrative staff, meeting/conference rooms, and restrooms. The facility should provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. It will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). Examples of sites which are feasible for our needs are included in **Appendix 13** of our application.

South Carolina Cyber Academy has analyzed local property rental rates and utility rates (phone, Internet, water, electricity) and has factored that information into our estimated facility costs. We have assumed in our proposed budget that the costs of operation and maintenance of facilities will be included in the lease payments. The proposed office facility may need minor renovation. Since the exact location of the administrative offices and facilities are unknown at this time, the renovation needs are unknown as well. We have estimated anticipated Year 1 facility costs of $60,000 rent and $4,000 utilities (water, sewer, and energy).

This type of small office is readily available throughout the area in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctor's offices, law offices, or real estate agency locations. If the SCCA is unsuccessful in its first attempt to find the appropriate real estate, we will plan to hire a local, licensed commercial real estate agent to assist in the search and securing of the needed administrative space. The SCCA estimates that the timeline to identify, secure and occupy suitable space is less than 3 months.

iv. Equipment

Families of virtual students at SCCA will be required to have access to a computer and Internet service that meets the minimum specifications necessary to access the school's curriculum on the K[12] Online School (OLS) at home or at other locations where their students are studying.

M**inimum specifications are:**

- Speed: 1.8 GHz or better
- RAM: 512 MB (minimum)
- Disk space: 20 GB or more
- CDROM or DVD drive
- Monitor: 15-inch flat panel
- Audio: 16-bit sound card
- Modem: 56 kbps (minimum)
- Microphone and speakers
- Operating system: Windows XP SP2
- Microsoft® Internet Explorer version 6.0

- Adobe® Reader®
- Macromedia Flash™
- Shockwave™
- QuickTime®
- McAfee® Virus Protection

Minimum connection requirements to access the K^{12} OLS would be a 33.2 kbps dial-up connection. A high-speed Internet connection, such as a DSL or Cable Modem connection, is recommended.

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

The SCCA Board along with the SCCA administrative staff will establish a process by which families eligible for free or reduced lunch can request a school computer and internet access. This process will be communicated during the enrollment process to ensure that all

families are informed and have the opportunity to request a school computer and/or Internet Service Provider (ISP) reimbursement. The policy will also be provided in writing to all families in the student handbook and will be discussed at all parent information and orientation sessions.

K^{12} will provide technical support for K^{12} issued computer equipment (see "Technical Support" in the next section) and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If students are using their own computer equipment offsite, their families are responsible for the maintenance and repair of that equipment. K^{12} will ask that all families first contact their ISP if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K^{12} issued hardware or software, families will contact the K^{12} Technical Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library or school) and use a computer to continue the OLS and all other K^{12} systems required to access instructional content until the ISP failure is corrected.

Technical Support

Prior to the start of the school year, parents of SCCA students will be invited to one of several parent orientation sessions that will be conducted in locations throughout the state or online. At the orientation session, parents will meet the administrative staff, teachers, and K^{12} representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies. This is

mandatory for parents. Parents will receive a school handbook. Follow up regular parent training includes speakers at the school and in the community, modeling, webchats, roundtables, and the K^{12} online school community.

Technical assistance will be provided to our students and their families by K^{12} according to the terms of our educational products and services agreement. K^{12} provides technical support for students and parents including web-based, email, and phone support. All support personnel are knowledgeable in K^{12} systems use and have received training on resolving technical support problems. K^{12} Technical Support includes the following web-based support areas:

1) Using the K^{12} Online School (OLS)

2) K^{12} Supplied Computer Equipment

3) Connectivity- ISP, Firewall, Troubleshooting

4) Materials

5) Account Information

6) Parent Resources

K^{12}'s provides support in three (3) general areas:

1) Customer Care (using the LMS, shipment of materials);

2) Technical Support (available only for K^{12} issued equipment or K^{12} systems);

3) Enrollment Consultants (assistance for enrolling students).

K^{12} Technical Support is managed by a knowledgeable and mature Customer Support Team. Students and families can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K^{12} website:

- Phone Support: The K^{12} Customer Care and Tech Support is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number is provided on the K^{12} Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K^{12} Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K^{12} responds within 24 business hours of receiving a customer e-mail inquiry.
- Self Help: Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K^{12} Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

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

g. Employee Relations

i. Employment Process

South Carolina Cyber Academy (SCCA) will comply with all EEOC (Equal Employment Opportunity Commission) regulations concerning the hiring of employees. SCCA will seek the most qualified applicants for all positions. Each school year teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as CareerBuilder.com, and in local media throughout South Carolina. SCCA administrators will also attend job fairs and set up recruiting sites to

inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher candidates are interviewed via a phone interview and in-person group and/or individual interviews. To ensure certification compliance, reference checks and background checks are completed on each candidate. Candidates must comply with all state laws requiring fingerprinting and other documentation.

Teacher compensation levels (salary and benefits) for South Carolina Cyber Academy will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, therefore, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

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

SCCA will hire teachers who are certified, experienced educators and considered highly qualified as defined by the No Child Left Behind Act of 2001. Each teacher should also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will also be recruited and hired.

The SCCA Planning Committee is currently in negotiations with K^{12} to oversee the operation of the school. Under the changes to the South Carolina Charter Schools Act of 1996 (currently in conference committee but should be concluded by the time of approval of this application) the Planning Committee will be exploring the employment of the administrative team by K^{12} and the teacher employment by the Board.

ii. Teacher Evaluations

Describe in detail the procedure that will be used to evaluate teachers.

SCCA will utilize a teacher evaluation process that will comply with South Carolina's comprehensive system for Assisting, Developing and Evaluating Professional Teacher (ADEPT). The system of evaluation that has worked well in other virtual academies is that formative evaluations of teachers are conducted at least twice a year by administrative personnel including the Head of School and Academic Administrators. Teachers are evaluated based on four domains:

Planning and Preparation

- Gaining and using knowledge of K^{12} curriculum content
- Gaining and using knowledge of South Carolina Academic Standards and South Carolina assessments
- Gaining and using knowledge of students
- Gaining and using knowledge of and skill with Learning
- Coaches/Mentors
- Gaining and using knowledge of resources
- Short and long range planning
- Using data for planning and assessments

Instruction and Student Achievement

- Communicating effectively with students and Learning Coaches
- Communicating effectively with school staff
- Feedback to students and Learning Coaches/Mentors
- Flexibility and responsiveness
- Working with students to increase achievement
- Selecting appropriate instructional strategies to facilitate learning
- Providing appropriate content for each student

Virtual Classroom Environment

- Creating an environment of respect and rapport that promotes learning
- Managing virtual classroom procedures
- Organizing physical and virtual space
- Gaining and using knowledge of technology
- Professional Responsibilities
- Working on requirements for certification and Highly-

Qualified Teacher status, if applicable

- Developing the virtual school community
- Growing and developing professionally
- Showing professionalism
- Reflecting on teaching
- Time with Mentor
- Other

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

Steps in Process	Proposed Timeline
1. Administration to communicate process and standard form to teachers	August – during teacher orientation
2. Hold evaluators' Alignment Training	December and again in April
3. Supervisory completes observations* • Conference calls • Email Samples • Home visits (optional) • Outings	April
4. Supervisor completes data review process* • Student achievement results • Re-enrollment statistics • Parent satisfaction surveys • K12 curriculum mastery report • Teacher metrics report • Teacher self-evaluation	May
5. Teacher completes and submits his/her column of the Teacher Evaluation	May

Form*	
6. Administrator completes draft of his/her section of teacher evaluation form	May
7. HOS reviews draft evaluation form and signs off on final merged version of teacher evaluation form.	May/June
8. Administrator and Teacher meet for teacher evaluation conference, final forms signed and dated. (Lead Teacher included, if applicable)	June
9. Distribute completed evaluation form to teacher for preview.	1-2 days before scheduled conference
10. Forms filed (electronically and hard-copy) as part of teacher's permanent record	Upon completion of the teacher evaluation conference.

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

Step 2: Evaluators' Alignment Training

Different evaluators often have different interpretations of particular areas of teacher performance. To ensure consistency and fairness, we recommend that all administrators and lead

teachers who will have a role in teacher evaluations participate in an evaluators' alignment training. The individuals will work as a team to complete a practice evaluation using actual teachers whose performance is well known to each member of the group. It is recommended that the group choose to discuss several different teachers who model the various qualities of the evaluation rubric.

Step 3: Complete Observations

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

Home visit (optional): Administrators or Lead Teachers may choose to observe the teacher's routine and organizational space by observing the teacher for one hour in their own home.

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

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

Step 4: Complete Data Review Process

Data	What Is It?	Who's Responsible?	Availability of the Information

Parent satisfaction surveys	Web survey released once each year to all virtual school families	K^{12} Usability	Results in end of March
K^{12} curriculum mastery report	Assessment of teacher's curriculum knowledge will be assessed through completion of Teacher Goals and specialization planning	K^{12} Curriculum and Training Personnel	TBD, depending on version of assessment.
Teacher year-end metrics	Statistical report documenting information such as retention/re-enrollments, outings, marketing efforts, etc.	Administrator Teacher	Maintained throughout the year

Step 5: Complete Teacher Evaluation

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

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

SCCA could employ growth plans and intervention plans to assist struggling teachers. These plans would have measurable goals for teachers to achieve to change their intervention status. Terminations would be approved by the Board.

iii. Terms and Conditions of Employment

Personnel policies including employment policies, complying with state and federal laws, will be developed and adopted by the governing board during the planning period after charter approval and before school opens. The policies will be given to all employees at the beginning of each school year. Employees will acknowledge receipt and acceptance of the policies in writing. The personnel policies will be updated annually. Any policy changes adopted by the Board during the school year will be communicated in writing to employees as they are adopted.

h. Grievance and Termination Procedures

i. ***Teacher Employment and Dismissal Procedures***

1) If the school will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq*. (2004), include a letter of agreement from the sponsor as Appendix item 14.

We have included our Teacher Evaluation Rubric in **Appendix 14.** An explanation of the teacher evaluation process is provided in the preceding section of our application. South Carolina Cyber Academy will comply with the requirements for the employment and termination of teachers outlined in S.C. Code Ann. §59-25-410 *et seq.* (2004) by adopting procedures that will provide for notice and a right to a hearing before the governing board, therefore a letter of agreement from our sponsor is not required in our application. Please see our response to the following question.

All staff will undergo background checks prior to being offered a position. All teachers must provide a copy of their current teaching certificate(s). Each certificate will be verified with the Department of Education. The school will comply with title 29, Code of the Federal Regulations, Part 1903.2(a)(1) and will display all the required Occupational Safety and Health Administrations information in prominent well frequented areas.

3) **If the school does not adopt the procedures outlined in S.C. Code Ann. § 59-25-410 *et seq*. (2004), explain the school's employment and termination procedures that will provide for notice and a right to a hearing before the governing board.**

SCCA will comply with the requirements for the employment and termination of teachers in S.C. Code Ann. §59-25-410 *et seq.* (2004). SCCA will establish and maintain a high code of ethics that will ensure that students are learning in a safe and productive environment. To ensure a high standard of excellence, employees will be dismissed after following appropriate due process procedures. However, violation of the any of the following will result in immediate action ranging from verbal warning to termination:

- Absenteeism
- Excessive tardiness to synchronous student sessions
- Poor performance
- Insubordination
- Violation of school rules
- Breach of confidentiality
- Theft
- Harassment
- Misuse of school property

- Dishonesty / false statements
- Threats to students or other employees
- Substance abuse

In the event it becomes necessary to discipline a teacher, the following steps of discipline may occur at the discretion of the Board:

1. Verbal warning
2. Written warning
3. Final warning and/or probation
4. Termination

The Head of School will give written notice to the teacher of intent not to offer an employment agreement no later than April 15 of each year. All employees are at-will employees.

SCCA will utilize the following Grievance and Hearing Procedure for teachers:

- School employees are encouraged to discuss any concerns regarding his or her employer with the employer's immediate supervisor. This discussion should occur within ten working days after the event/action which results in the grievance.
- Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the Head of School (HOS).
- The HOS will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the HOS within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.

- If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the Board of Directors. Such appeal must be filed with the Board in writing within five working days of receipt of the proposed resolution.
- This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable.
- The appeal must be delivered to the Board's legal counsel.
- The Board Chair shall select three members of the Board to review the appeal. This panel, in its sole discretion, may conduct any additional investigation that it deems necessary.
- The panel shall complete its investigation and submit its findings and conclusions to the Board's legal counsel within thirty days of appointment to the panel.
- The Board's legal counsel shall present the panel's findings of facts and conclusions to the full board at the next scheduled board meeting.
- The Board shall then decide what action, if any, that it will take concerning this appeal.
- The employee shall receive the Board's decision in writing, and a summary of any actions that will be taken by the Board or HOS.
- If the Board decides to hold a hearing to hear the appeal, then the employee shall be given written notice of the time, date and place of the hearing.
- The Board will attempt to respond to any appeal filed within thirty days upon receipt of any appeal. However, the Board shall respond to all appeals within forty-five days of

receipt. To comply with this time limitation, the Board may call a special meeting for the limited purpose of issuing its decision concerning the appeal.

This procedure shall be kept as informal and confidential as reasonably possible. No person associated with a grievance shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure. The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination).

Because of the Board's desire to resolve grievances and appeals as quickly as possible, there will be no extension of the prescribed time contained in this procedure without a compelling showing of good cause. The purpose of this procedure is to settle personnel grievances and complaints at a level as close as possible to the points of their origin.

ii. ***Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff***

Violation of basic rules may lead to discipline, up to and including immediate termination: substance abuse; insubordination; bad attitude; poor performance; theft; threats and weapons in the workplace; harassment; absenteeism and tardiness; misuse of property; fraud, dishonesty and false statements; violation and/or lack of enforcement of school rules; and breaching confidentiality.

This list is not all-inclusive and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. SCCA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees are at-will employees and can be terminated at any time, without resorting to any type of discipline.

Please also see the detailed response provided in the preceding response about the process outlined for grievances.

i. <u>Student Conduct, Rights and Responsibilities, and Discipline Procedures</u>

i. Student Conduct

Disciplinary procedures shall be consistent with applicable requirements of the South Carolina Code Article 3: Discipline. Student offenses dictate the severity of the consequence SCCA will impose. In addition to the specific offenses set forth below, SCCA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of SCCA in accordance with the law. A student has the right to certain discipline procedures as outlined below.

Rule	**Possible Consequence or Intervention for Infraction**
Attendance at Required Classes Students in a required session track shall attend all sessions • Attend class on time • Actively participate in online sessions • Complete follow up activities/assessments in a timely manner	• Lack of participation points – could lead to failure in course • Academic action plan implemented • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Face to face learning at a learning center or other designated destination
Interaction with Family Teacher Coach	• Failure in courses

Students shall interact with family teacher coaches and keep lines of communication open • Participate in home visit / face to face meetings as requested • Update family teacher coach on progress • Reach out to family teacher coach with questions or concerns	• Hold a disciplinary meeting with parents/guardians, student, and staff members. • Non compliance, lack of communication could ultimately lead to truancy and removal from the active roles of SCCA
Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program: • fails to obey directions • disrupts online class session through, but not limited to, inappropriate language through the chat function or writing on the online white board inappropriately, inappropriate chat with follow classmates or teacher etc. • fails to attend class without a valid	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Failure to attend school without a valid excuse also holds student to truancy violations.

excuse	
Compliance with Dress Code Students shall dress in accordance with the standards described below when attending any school event such as school outings, face to face learning sessions, state testing, etc.: • pants must be worn on the waist so no undergarments are showing • no halter tops, strapless garments, or garments revealing midriff may be worn to a school event • no garments that reveal undergarments or that are see through may be worn to a school event • no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events • no clothing that has profanity, drug or offensive slogans may be worn to school events	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.

Note: This section is enforced for students when attending a school function such as testing, field trips, orientations, or other face-to-face events.	
Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to: • curses, uses vulgar, obscene language • sending or forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to: • copying work from another person • plagiarizing work of another • using answer keys provided for	First Incident 1. Express concerns and provide concrete examples of dishonesty. 2. (K-8) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be resubmitted. Citation submissions can be resubmitted. Notify learning coach

learning coach • copying work from Internet sources without proper citations • forging notes • sharing test questions with others	and/or parent. Second Incident 1. Hold a disciplinary meeting with parents/guardians, student and staff members. 2. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero (0) with no opportunity to make up. Third Incident 1. Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the online learning environment and violations of this environment include: • giving his/her password to another individual or uses another individual's account • illegally downloading copyrighted materials from the Internet • visiting sites on the Internet which	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • In addition to above measures students will be required to pay full

contain sexually explicit material • harming or destroying data of another student or person, the Internet or other networks • creating, downloading, or uploading computer viruses; or • violating any rule outlined in the Acceptable Use Policy • damaging school equipment	restitution for acts of deliberate damage or graffiti. Costs for damage to school property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy.	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.
Prohibition of Fighting Students shall refrain from mutual	• Discuss incident with student. • Hold a disciplinary meeting with

confrontations involving physical contact with any members of the school community.	parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.	• Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Follow up with the Head of School to get invention measures in place.

Prohibition of Bullying and Serious Threats Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly: • Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; • Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or • Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend student from school if above interventions are not effective. • Expulsion is also possible when the nature of the incident is serious or repeated.
Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender,	• Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges.

age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.	• Suspend from school if above interventions are not effective.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.	• Students in possession of a weapon will go to an expulsion hearing.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

Procedures for Suspensions of 3 Days or Less

Students who are suspended shall be afforded a conference with the administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regards to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infractions.

ii. Students with Disabilities

Suspension and Expulsion of Students with Disabilities

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

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

- Any suspension (even one day), expulsion, or transfer to another school of a student with mental retardation.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is "substantially similar" to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day.

- If the offense is not committed by a student with mental retardation or if suspensions do not exceed 10 consecutive or 15 cumulative days nor constitute a pattern of suspensions, than it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.

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

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

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

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of

expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

iii. Student Rights

No pupil shall be suspended, expelled, or denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, and a due process hearing having taken place. Also pursuant to SC Code of Laws Section 59-63-210, notice of the intent to suspend or expel a student due to habitual truancy or any other violation of the said code will be provided to the parent(s) or guardian(s) not less than seven days prior to the hearing via certified mail from the Academic Administrator or designee. Opportunity for a due process hearing will be provided. This notice shall state the grounds for the proposed suspension/expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. Said notice will also state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

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

iv. Parental Notification

South Carolina Cyber Academy is committed to fostering and achieving both employee and student/family satisfaction. The following procedure is to ensure that the student/family grievances are addressed fairly by the appropriate persons in a timely manner. This procedure

will be included in the Code of Student Conduct that is given to parents and students at the beginning of each school year The Academy prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, national origin, religion, or ancestry. The time frame for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law. The below information will be a part of the parent/student handbook which will be provided to parents and students during student orientation or upon enrollment.

1. Parents' and students' first point of contact should be with their teacher. Parents should feel free to contact their child's teacher and discuss any concerns that may arise.
2. If the concern or grievance is not resolved by the initial discussion with the teacher, the student and parent(s) or legal guardians(s) may, within ten school days, request a meeting with either the Academic Administrator or the Head of School to discuss the concern or grievance. He/She shall investigate and respond within ten school days.
3. In the event that the response of the Academy's Head of School is not considered satisfactory by the student and parent(s) or legal guardian(s), they may, within 5 school days, request a review with South Carolina Cyber Academy's Board of Directors. The Board shall investigate and respond to the student and parent(s) or legal guardian(s) within 10 school days after the review. The decision of the Board will be accomplished by the vote of a simple majority, and the decision is final.

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

The SCCA Code of student Conduct is included in this application as **Appendix 15.**

j. Indemnification

South Carolina Learns shall indemnify, hold harmless and defend the South Carolina Public Charter School District (SCPCSD), its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death, or damage to any person or property resulting from or arising from South Carolina Learns' conduct of its business, or from any activity, or other things done, or permitted to be done by South Carolina Learns, including South Carolina Learns' negligent acts, omissions or willful conduct; provided that South Carolina Learns shall not have any obligation to indemnify, hold harmless or defend SCPCSD, its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death, or damage to any person or property arising from or resulting from the sole negligence or willful conduct of the SCPCSD.

k. Insurance

South Carolina Cyber Academy is working with Arthur Gallagher & Co. Insurance Brokers, licensed to work in South Carolina as required by law, to obtain insurance coverage. The coverages recommended (see **Appendix 16)** are comprehensive and meet or exceed recommended or mandated limits. The estimated premium for this insurance has been included in the budget (see **Appendix 7**).

Appendix 16 includes a table summarizing the recommended coverages and limits. In addition to that table, we have included short descriptions for the following coverages:

i. Workers' Compensation Insurance

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the

course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents. Please see **Appendix 16** for recommended coverage and an estimated annual premium.

ii. Liability Insurance

The liability insurance coverage will meet or exceed the minimum limits required by the South Carolina Tort claims Act S.C. Code Ann. § 15-78-120 (Supp. 2011). Please see **Appendix 16** for recommended coverage and an estimated annual premium.

iii. Property Insurance

The proposed property insurance will cover replacement costs for loss to the school building and contents for fire and theft. Please see **Appendix 16** for recommended coverage and an estimated annual premium.

iv. Indemnity Insurance

We will provide indemnity insurance against civil and criminal liability for the charter school to protect our sponsor, the members of the board of our sponsor, and the employees of our sponsor acting in their official capacity with respect to all activities related to the charter school. Please see **Appendix 16** for recommended coverage and an estimated annual premium.

v. Automobile Insurance

We will not own vehicles. We will not provide daily transportation for students, unless required by an IEP. We will purchase nonowned and hired automobile/bus liability insurance and auto physical damage insurance. Please see **Appendix 16** for recommended coverage and an estimated annual premium.

vi. Other Insurance

In addition to the insurance coverage already mentioned, we will purchase Umbrella/Excess Liability above primary program; Employee Benefits Liability; Indemnity, Umbrella/Excess Liability above primary program; Employment Practices Liability; Educators Legal Liability E & O; Directors and Officers; Sexual Abuse and Misconduct Liability; Crime/Employee Dishonesty/Fidelity Coverage; and Student Accident Coverage (Athletics). Please see **Appendix 16** for recommended coverages and estimated annual premiums.

APPENDICES

Planning & Support

1. Charter Planning Committee

2. Supporting Evidence

Academic Plan

3. Student Enrollment

4. Academic Standards

5. School Calendar

6. Virtual Management Agreement (if applicable)

Operational Plan

7. Annual Budget

8. Negotiated Services

9. Articles of Incorporation

10. Administrative Resumes

11. Desegregation Order

12. Transportation Contracted Services (if applicable)

13. Facilities Compliance

14. Dismissal Procedures (Sponsor Letter, if applicable)

15. Code of Conduct, Rights, Responsibilities

16. Insurance Documents

17. Online Enrollment Form

18. K-12 Course Catalogs