



## Board of Directors Academic Affairs Committee Regular Meeting Notice

Thursday, October 13, 2016

1:00 PM PST

Go to Meeting

<https://global.gotomeeting.com/join/483239597>

Locations:

AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361

2303 243rd Street, Lomita, CA 90717

3901 Carpenter Court, Studio City, CA 91604

### **Academic Affairs Committee Meeting**

Thursday, October 13, 2016 1:00 PM - 2:00 PM Pacific Daylight Time

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/483239597>

You can also dial in using your phone.

United States +1 (224) 501-3312

Access Code: 483-239-597

Addressing the Committee – Committee meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Committee through the Chair of the Committee. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Committee must send a Speaker Request Message through the form of a text message or chat box message to Miguel Aguilar, Executive Assistant to the CEO (805-807-8199). Messaging is available through the conference service provider, GoToMeeting. Messages must contain speaker name, contact number or email, and subject matter and sent to the Executive Assistant to the CEO prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Committee on any matter within the Committee’s jurisdiction and have **three (3) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Committee Member and approved by the Committee.

The Committee may not deliberate or take action on items that are not on the agenda. However, the Committee may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Committee meeting. The Finance Committee may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Committee’s ability to conduct its business in a timely manner. The Finance Committee may also allow for additional public comment and questions after reports and presentations if it deems necessary.

For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.



AAS Board of Directors Academic Affairs Committee  
850 Hampshire Road, Suite P  
Thousand Oaks, CA 91361  
aascalifornia.org

**Agenda**

Thursday, October 13, 2016  
1:00 PM PST

**1. CALL TO ORDER**

Roll Call

**2. CONSENT ITEMS**

- Approval of October 13, 2016 Regular Meeting Agenda

**3. PUBLIC COMMENT**

**4. REPORTS**

- Staff Report
- Summer Remediation Program Presentation

**5. UNFINISHED BUSINESS**

**6. NEW BUSINESS**

- Review and Discussion of Committee Charge
- Review and Discussion of 9<sup>th</sup> Grade Math Placement Policy Check-Up
- Review and Approval of New Curriculum Provider

**7. ADJOURNMENT**

Next Meeting: Thursday, December 8 at 1 pm



Staff Report  
October 13, 2016

This report is meant to provide updates to the Board of Directors Academic Affairs Committee:

Class of 2017

AAS celebrated its first graduate of the 2016-2017 school year last month. A junior who completed both the 11<sup>th</sup> and 12<sup>th</sup> grade curriculum was able to graduate early. She has chosen to start Navy basic training this fall.

College Road Trip Presentation Series

Our Counseling Services Department is hosting two (2) virtual presentations in October, in both English and Spanish. They hosted their "Navigating the College Application" presentation on October 12<sup>th</sup> and on October 19<sup>th</sup> starting at 6 pm, they will host "FAFSA Basics: Money for College." *See attached flyer for more information.*

Curriculum Review

Teams from the Academic Affairs Division participated in a robust curriculum review process. A formal presentation and review is under New Business.

i-Ready Diagnostic Testing

Our returning scholars have completed their i-Ready Diagnostic Test except for a handful of scholars. New scholars will continue to be tested during Virtual Learning as they enroll with us. Our Scholar Intervention Coordinator is preparing to distribute the test scores to our families as well as educate them on how to interpret the scores. I-Ready will help teachers assess the needs of each and every scholar in their class while monitoring progress throughout the school year.

Mock Election

The High School Social Science Department is participating in the California State Mock Election program, which is sponsored by the California Secretary of State. This was part of a department project where scholars researched candidates and propositions and learned about civic responsibility. A ballot that scholars could vote for president and state propositions was distributed using Survey Monkey to our 9<sup>th</sup> through 12<sup>th</sup> grade scholars as the culminating piece of the project.

Science Olympiad

The Middle School Science Department is planning to participate in the regional Science Olympiad at Occidental College in Los Angeles in March. The goal is to send one (1) team of between five (5) and 15 6<sup>th</sup> -8<sup>th</sup> grade scholars to compete in the event. There

will be 23 events for scholars to compete in, and the objective is to increase interest and awareness of science and other STEM fields. Winners will move on to the state-wide competition.

### Science Wet Labs

AAS is hosting synchronous and asynchronous biology and chemistry labs the first Saturday of every month this school year. They are held at our San Diego and Thousand Oaks Learning Centers, and streamed for those scholars who are unable to attend in person. Our first session last Saturday, October 1<sup>st</sup>, with 24 scholars attending in person and 23 virtually, out of 82 enrolled in our comprehensive biology and chemistry courses.

### Special Education Instructor Search

AAS is interviewing for a Special Education Instructor, which would bring our team to four (4) plus our Special Education Manager. Our goal is to ensure they have a 28:1 ratio, which necessitated the need to increase the size of our Special Education Department

If there are any questions on this report, please feel free to contact:

**Joel Manwarren** | Director of Academic Affairs  
(805) 369-3978 – direct  
[joel.manwarren@aascalifornia.org](mailto:joel.manwarren@aascalifornia.org)

**J.J. Lewis** | President & CEO  
(818) 824-6233 – direct  
[jj.lewis@aascalifornia.org](mailto:jj.lewis@aascalifornia.org)



# College Road Trip Presentations

## **“Navigating the College Application”**

**OCT. 12, 2016**

**6-7 P.M.**

AAS 12th grade scholars and learning coaches are invited to attend our virtual Navigating the College Application presentation to help you understand expectations and requirements of a 4-year college application.

*Any scholar planning to apply to a 4-year college/university is encouraged to attend this valuable presentation.*

## **“FAFSA Basics: Money for College”**

**OCT. 19, 2016**

**6-7 P.M.**

AAS 12th grade scholars and learning coaches are invited to attend our virtual financial aid presentation to help you understand the Free Application for Federal Student Aid (FAFSA).

*Any scholar planning to apply to a community college or 4-year college/university is encouraged to attend this valuable presentation.*

**RSVP by October 10, 2016 – Available in English & Spanish**

**Brought to you by AAS Counseling Services #AASCollegeRoadTrip @AASCounseling**



# Viaje hacia el Colegio

## Presentaciones

### **“Navegando la Solicitud Universitaria”**

12 de OCT. 2016

6-7 P.M.

Estudiantes de 12<sup>er</sup> grado y mentores de aprendizaje (*learning coach*) están invitados a la presentación virtual Navegando la Solicitud Universitaria que les ayudará a entender los requisitos y las expectativas para la solicitud universitaria.

*Se recomienda que cualquier estudiante que planea aplicar a una universidad asista a esta valiosa presentación.*

### **“Básico de FAFSA: Dinero para el Colegio”**

19 de OCT. 2016

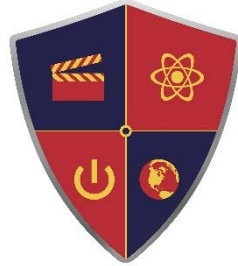
6-7 P.M.

Estudiantes de 12<sup>er</sup> grado y mentores de aprendizaje (*learning coach*) están invitados a la presentación virtual sobre la ayuda financiera que le ayudará a entender la Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA, por sus siglas en inglés).

*Se recomienda que cualquier estudiante que planea aplicar a una universidad o colegio comunitario asista a esta valiosa presentación.*

Regístrese a más tardar el 10 de octubre de 2016 – Disponible en inglés y español

Traído a usted por Servicios de Asesoramiento de AAS #AASCollegeRoadTrip @AASCounseling



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# **Summer Remediation Program ( SRP)**

For Middle School Scholars | July 2016

# Overview

Summer Remediation Program - allow scholars opportunity to master middle school content in order to move to next grade successfully

Program description: 4 week, self-paced independent learning where scholars used Internet-based instructional programs: Learn Bop and Study Island

Progress through concepts and content not mastered during the school year

Benchmarks

Assignments

Individualized to scholar need

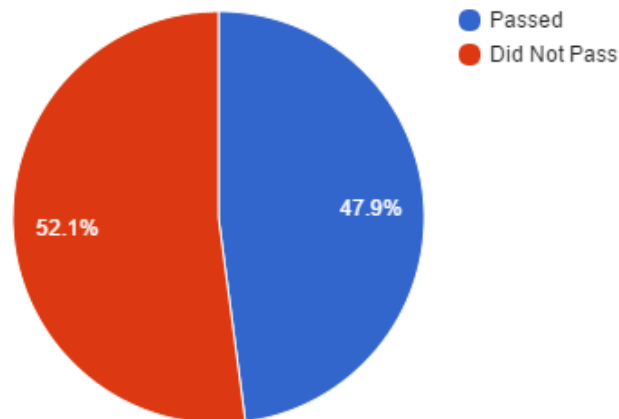




# SRP Results

- Total number of scholars eligible for program = 98
- Total number of scholars who participated = 96
- Total number of scholars who passed = 46
- Total number of scholars who did not pass = 50

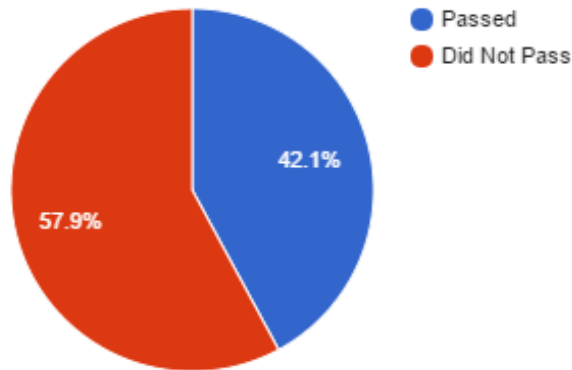
Summer Remediation Results



# SRP Results

- Total number of scholars who returned for 2016-17 = 38
- Total number of cohort who passed = 16
- Total number of cohort who did not pass = 22

SRP Results for Returning Scholars

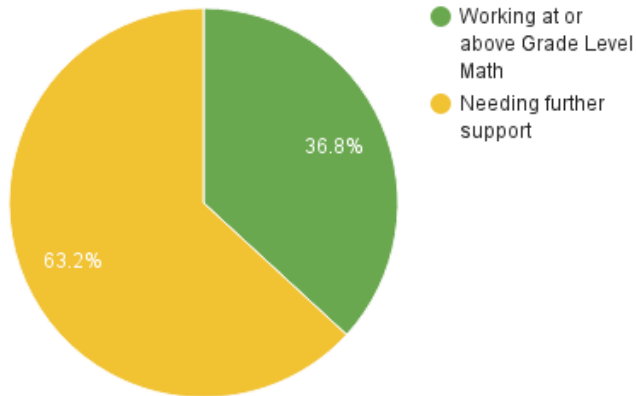


# 2016-17 Benchmark

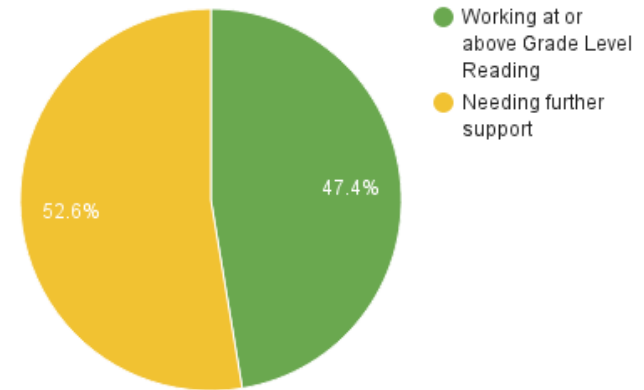
15 currently part of MS Enrichment program for Math and ELA

i-Ready Diagnostic Test administered

**iReady Diagnostic Math**



**iReady Diagnostic Reading**



# Focus on Intervention

- Improved instruction - data driven instruction, scholar centered, differentiated
- Increased teacher support
- Resource Allocation, Professional Development
- Scholars monitored frequently throughout the year to ensure their success



# Questions?



Contact:

Crystal Villegas | Scholar Intervention Coordinator  
(805) 341-7563

[crystal.villegas@aascalifornia.org](mailto:crystal.villegas@aascalifornia.org)

@AASMsVillegas





## **Academic Affairs Committee Board of Directors**

### **Purpose**

The Academic Affairs Committee is responsible for reviewing academic issues, programs, and policies at the Academy of Arts and Sciences to ensure that they are consistent with its Mission, Vision, Values, and Strategic Plan.

### **Structure and Operations**

**Members:** The Committee shall be comprised of three (3) members; two (2) members of the Board and one (1) member of the Senior Management Team. The members of the Committee shall be appointed annually by the Board upon the recommendation of the Governance Committee.

**Chair:** The Chairperson of the Committee shall be appointed by the Board upon the recommendation of the Governance Committee.

**Appointment and Removal:** The members of the Committee may be removed or replaced, and any vacancies on the Committee shall be filled by the Board upon the recommendation of the Governance Committee.

### **Meetings**

The Academic Affairs Committee shall meet at least four (4) times annually, or more frequently as circumstance dictate. Any director of the Board who is not a member of the Academic Affairs Committee may attend meetings; provided, however, that any director who is not a member may not vote on any matter coming before the Academic Affairs Committee for a vote. The Academic Affairs Committee also may invite to its meetings any director of the Board and such other persons as it deems appropriate in order to carry out its responsibilities. The Academic Affairs Committee may meet in executive session as necessary or appropriate.

**Responsibilities**

- i. Assist in setting academic strategies
- ii. Ensure that all board members understand the key charter promises made to the community and authorizers.
- iii. Ensure that resources are allocated appropriately to support and sustain academic programs.
- iv. Ensure that the school's academic programs are appropriate for its scholars, and that scholars are well served by the school.
- v. Report to the Board of Directors and keep Board Members apprised of academic issues and the academic effectiveness of the school.

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Management Staff –



Memorandum

To: Academic Affairs Committee  
 From: Debra Stephan, Counseling Services Manager  
 Date: October 13<sup>th</sup>, 2016  
 RE: **9<sup>th</sup> Grade Math Placement Track A Checkpoint Update**

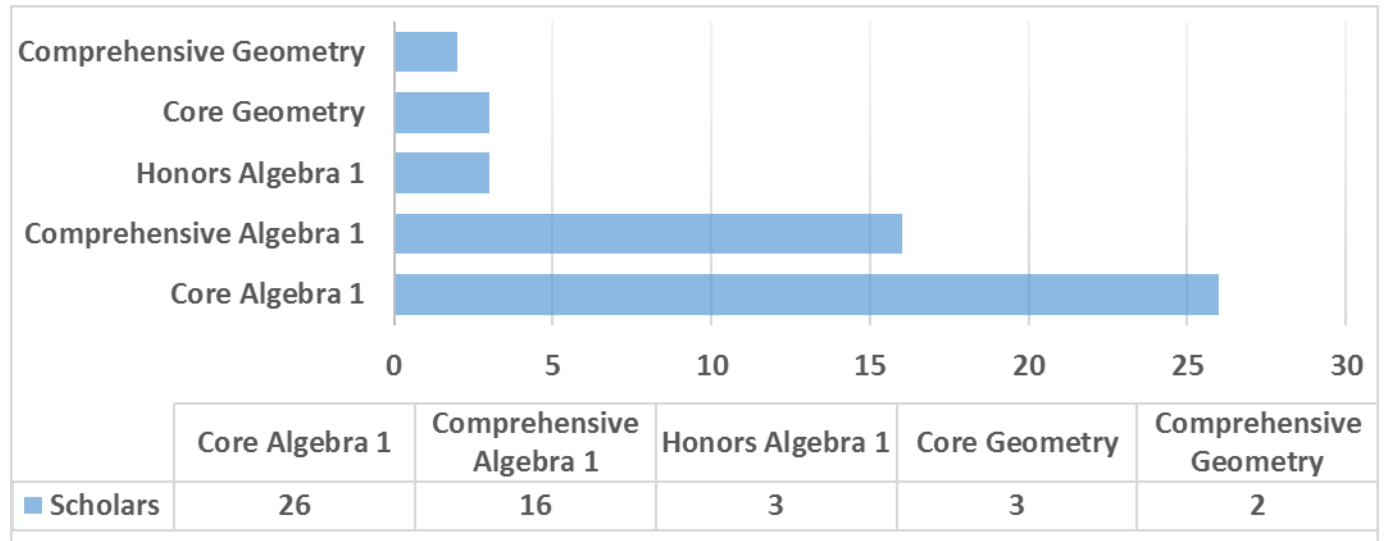
The Counseling Services Department performed the 30-day checkpoint for our 9<sup>th</sup> grade scholars per our 9<sup>th</sup> Grade Math Placement Policy, based on the following indicators:

- I-Ready math diagnostic test
- Course progress/performance evaluation
- Teacher recommendation

The checkpoint resulted in one (1) scholar course level change from Honors Algebra to Comprehensive Algebra.

Scholar placement data will continually be tracked throughout the school year and a final report will be provided to the Academic Affairs Committee at the conclusion of the school year.

Course Placement of Scholars Across Course Content and Levels – 50 Scholars



**Action Requested:**  
 None. Informational only.

**Reviewed and Approved for Submission:**

*J.J. Lewis*  
 J.J. Lewis  
 President & CEO





## **Math Placement Policy**

### **Purpose**

The AAS Board of Directors recognizes that scholar achievement in math is important for preparing scholars for success after high school in college and their careers. The purpose of this policy is to create a fair, objective, and transparent procedure for math placement of scholars who enter 9th grade, in accordance with California Senate Bill 359, known as the California Mathematics Act of 2015.

### **Academic Measurements used for Math Placement:**

- Final math grade at the end of 8th grade
- Diagnostic exams or other AAS-approved benchmark systems
- Teacher recommendation based on course assessments and grades

### **Placement criteria for Geometry**

- Exposed to 100% of the Math 8 curriculum
- Earned A or B in Math 8 course
- Course Level placement
  - Honors level: Earned A in course
  - Comprehensive level: Earned B in course
  - Core: Earned C or D in course

### **Placement criteria Algebra I**

- Exposed to less than 100% of the Math 8 curriculum
- Earned C, D, or F in Math 8 course
- Course level Placement
  - Comprehensive level: C in course
  - Core level: D or F in course

*Refer to AAS Scholar/Parent Handbook for course-level definitions.*

### **Placement Checkpoint:**

- Math diagnostic test administered to all returning 9th grade scholars within the first 30 days of entering high school.
- 30 day progress report evaluation for new 9th grade scholars.

- Course placement re-evaluation based on results of diagnostic test scores and progress reports, to determine whether additional academic interventions are necessary or whether the scholar should be placed into a different math course.

### **Annual Examination of Scholar Placement Data and report to Board of Directors**

*To demonstrate all scholars are appropriately and fairly placed in math based upon the multiple objective performance measures listed above*

- Math Diagnostic assessment is conducted for all 9th grade scholars
- Number of scholars by course with grade distribution
- Number of scholars completing Math 8
- Performance data from academic interventions

### **Recourse for Parents and Scholars**

- Returning scholars and parents participate in course selection process for the upcoming school year.
- Academic counseling is provided to all scholars to help select courses applicable to their academic needs.
- Parents may request that AAS provide the data from the academic performance measures for math placement listed above.
- Parents may formally request that the scholar retake the end of module exams for each of the math modules. Parent may request reconsideration of math placement based upon this data.

### **Public Reporting of Mathematics Placement Policy**

AAS will place its Math Placement Policy on the school's website and in the Parent/Scholar handbook.



## Memorandum

To: Academic Affairs Committee  
From: J.J. Lewis, President & CEO  
Date: October 13<sup>th</sup>, 2016  
**RE: New Curriculum Provider**

AAS currently uses K12 and FuelEd (a division of K12) as our curriculum providers for Elementary (K12) and Middle and High (FuelEd) schools. Our contract with these providers is up for renewal at the conclusion of the 2016-17 school year.

We have assembled two (2) committees to review our options for curriculum providers for the 2017-18 school year and beyond. Our teams are:

Leadership Team

Melissa Blitzstein  
*Middle School Coordinator*

Charlotte McClain  
*High School Coordinator*

Erin Smith  
*Instructional Services Manager*

Debra Stephan  
*Counseling Services Manager*

Steven Thompson  
*Elementary School Coordinator*

Ellie Watkins  
*Special Education Manager*

Curriculum Review Committee

Stacy Burns  
*Middle School Teacher*

Julia Frost  
*High School Teacher*

Katherine Hooper  
*Elementary Teacher*

Michelle Kenbeek  
*Elementary Teacher*

Karen Lewers  
*High School Teacher*

Terrasa McGuire  
*Middle School Teacher & Chair*

We have reviewed three (3) potential partners for the 2017-18 school year and beyond: FlipSwitch, K12/FuelEd, and Odysseyware. Our process to review these partners included a meeting with Joel Manwarren, Director of Academic Affairs, myself, and the partner, followed by virtual meetings with both our Leadership Team and Curriculum Review Committee. Each group reviewed the provider and came to a recommendation for Mr. Manwarren, who then prepared a recommendation for my review. This memo serves as the combined review and my recommendation based on feedback from both committees and Mr. Manwarren.

Based on feedback from our Leadership Team, the overwhelming recommendation is to select K12 for our elementary program, and FlipSwitch for our middle and high school program. One of the primary reasons for this team's recommendation is the single solution they provide: an SIS (Student Information System), LMS (Learning Management System) and curriculum. All of our staff would have access to a single system to access scholar information, scholar data, and their courses. This will greatly enhance our ability to provide a robust educational experience to our scholars. It was also noted that FlipSwitch's curriculum is very rigorous and solid, and offers better accessibility for the variety of learning needs and styles of our scholars. As they do not offer elementary curriculum, the team recommends a continued partnership with K12 for our scholars in grades K-5.

Based on feedback from our Curriculum Review Committee, the unanimous recommendation is to select FlipSwitch for our middle and high school program. *See attached memo for their full recommendation.*

The curriculum we select will have a tremendous impact on the educational program we provide our scholars. I fully support the recommendation made by both our Admin Team and Curriculum Review Committee, especially as it relates to FlipSwitch. Their system will allow us to transform our program with its integrated SIS/LMS solution. This product will allow us to increase communication and collaboration throughout the organization, which will translate into greater scholar support and we believe greater scholar success.

**Action Requested:**

A motion to recommend to the full Board of Directors the approval of K12 as the curriculum provider for Elementary School, and FlipSwitch as the curriculum provider for Middle and High School.

**Reviewed and Approved for Submission:**



J.J. Lewis  
President & CEO



## Memorandum

To: Joel Manwarren, Director of Academic Affairs  
From: Terrasa McGuire, Curriculum Review Committee Chair  
Date: October 6, 2016  
RE: Curriculum Review Committee Recommendation

After deliberating as a team, we voted unanimously in favor of moving forward with Flipswitch. There were many factors that went into this challenging decision. Based upon our current knowledge and understanding of this curriculum provider, Flipswitch is the best fit for our scholars and teachers. It is important to note that our team has two concerns that were not completely resolved. First, our scholars who are in upper level math will not have adequate course offerings designed to meet some college entrance requirements. Second, AP courses are currently not offered by Flipswitch. We want to ensure this decision is made with these scholars in mind. Although these upper level scholars compose a small fraction of our school, we must ensure that needs of every scholar is met.

The most important factor in our decision making process was the rigor of the course content and its meeting common core standards in a consistent structure that is accessible to all scholars. Each Flipswitch authored course contains six units with five lessons and a project which provides a solid foundation, strong footing if you will, across their entire learning program. Their lessons are presented in a chunked or scaffolded fashion based on the model of gradual release, with "I do," "We do," "You do" and the expected time for each task. This is important because it makes rigorous content available to every scholar via comprehensible input. Scholars will be able to walk through a lesson, while interacting with the content and getting guided practice which is a key component in learning. In addition, targeted feedback is given to scholars based on their incorrect answers throughout their lessons, guiding them toward mastery in a manner that allows for maximum success. Lessons also contain valuable vocabulary tools such as, giving scholars the word definition when hovering over targeted words and text to speech features which allow for different learning modalities and for comprehensive scholar support. Highly engaging features such as interactive maps, award winning videos and research based scaffolding of content all support our recommendation.

It is also important to note that in addition to a solid, consistent and engaging curriculum, our team felt several other aspects of Flipswitch make them a great fit for AAS. The scholar dashboard is user friendly with an enormous amount of valuable information on the landing page which provides teachers and support staff with targeted information designed to support every scholar. Upon login, scholars and LC's will be able to see courses with progress and grades, any areas that need

focus and staff information all in one easy to navigate page which will increase LC involvement because this platform is to navigate and informative. The integrated system also comes into play and affects teacher effectiveness with regard to scholar engagement and support because of its ease of use. The integrated nature of the complete Flipswitch program allows for the use of one system for all of our teacher, scholar and family needs with less delay and human error further supporting our customer service oriented goals. Finally, Flipswitch was extremely accommodating during this process, quickly answering any questions and demonstrating that our partnership with them would be a top priority. After thorough discussion and the creation and review of a pro/con comparison chart the team created, Flipswitch is our choice as curriculum provider.

### **Curriculum Review Committee**

Stacy Burns | Middle School Teacher

Julia Frost | High School Teacher

Katherine Hooper | Elementary Teacher

Michelle Kenbeek | Elementary Teacher

Karen Lewers | High School Teacher

Terrasa McGuire | Middle School Teacher & Chair



# PROPOSAL TO ACADEMY OF ARTS & SCIENCES

FlipSwitch Educational Services

*Version: 1.0*

FlipSwitch is pleased to offer a suite of educational products and services to the Academy of Arts & Sciences for use in the organization's schools in California.

Presented By: Lisa Reznick  
Lisa.Reznick@FlipSwitch.com | 602-541-7079

## Introduction

### **FLIPSWITCH – WHO WE ARE**

FlipSwitch has been providing educational software, curriculum and support services for more than a decade. Most of our partners are schools that have a growing footprint in hybrid/blended learning. They tend to be led by independent, educationally-focused boards with a strong academic leader (Principal or Executive Director). Our partners believe students are best supported when academic decisions are made at the local level.

Our products facilitate the delivery of a guaranteed and viable curriculum by certified teachers who are at the heart of the student experience. Our software provides end-to-end support to students, teachers and staff. Data lives in a single database increasing integrity and decreasing barriers between student and teacher. Graphic Designers work directly with our Curriculum Developers to infuse cutting edge and engaging multimedia into our courses.



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- 1.1. Online Enrollment Application ..... 3
- 1.2. Parent/Student Portal (PSP) ..... 3
- 1.3. Learning Management System (LMS)..... 3
- 1.4. Curriculum – Embedded within the LMS..... 3
- 1.5. Student Information System (SIS) ..... 3
- 1.6. Workflow Module – Embedded within the SIS..... 3
- 1.7. Reporting Suite – Embedded within the SIS..... 3
- 1.8. Implementation Training & Support ..... 4
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- 2.1. Marketing Services..... 4
- 2.2. Enrollment Support Services ..... 4
- 2.3. Engage..... 4
- 3. Pricing ..... 4
- 3.1 Fully Integrated Solution ..... 4
- 3.2 Curriculum & Learning Management System (LMS)..... 4
- 3.3 Student Information System (SIS) ..... 4

## 1. Fully Integrated Solution

FlipSwitch offers a comprehensive product wrapping multiple systems into a single package. The following modules comprise our core offering.

### 1.1. Online Enrollment Application

Eliminates redundant information and manages potential students in the same environment in which you manage enrolled students. No data entry is required to transfer basic student demographic information from the Application to the Student Information System.

### 1.2. Parent/Student Portal (PSP)

Draws students and parents into the school environment by making courses, grades and teacher feedback readily available. The PSP includes an online community - a safe social network that can be monitored by staff. The Community can act as the virtual hallway allowing students to interact informally or through structured organizations and clubs.

### 1.3. Learning Management System (LMS)

A teen-friendly virtual classroom, which has been engineered to accommodate different learning styles. Teachers can supplement teaching materials at the activity level allowing them to differentiate instruction while maintaining alignment to state standards.

### 1.4. Curriculum – Embedded within the LMS

A rigorous and engaging curriculum for grades 6-12. The curriculum is aligned to state standards.

### 1.5. Student Information System (SIS)

This innovative system brings a new level of customization and management options to student information software. Through a robust selection of reporting features, the SIS gives you the ability to monitor and audit student and teacher progress, activities, and completion rates. Teachers and administrators never leave the SIS to track attendance, grade assignments or chat with students.

### 1.6. Workflow Module – Embedded within the SIS

An advanced workflow utility ensures critical items related to student success and school performance aren't missed. Documenting your workflow and building processes into the SIS is a force multiplier and drives scalability.

### 1.7. Reporting Suite – Embedded within the SIS

Data can be broken down by student, section, course, teacher, grade or other delimiters. Reports can be automatically e-mailed to select recipients on a subscription basis or pulled on demand. Data files can be automatically made available on FTP platforms to be automatically uploaded into additional system.

## 1.8. Implementation Training & Support

We take pride in training and developing our clients so you can maximize your investment. This is a complex software suite and requires ample support to build out correctly and use properly. We have a team that works with you the entire step of the way – from systems mapping, to configuration, implementation and training.

## 2. Optional Products and Services

Having supported one of the largest online high schools in the country for more than a decade, FlipSwitch has learned what it takes to efficiently grow and support an online school. We can layer on additional support services as they make sense to our clients:

### 2.1. Marketing Services

FlipSwitch has an integrated, full-service marketing agency. Marketing provides creative services and logistical advertising support with a special knowledge of the online educational landscape.

### 2.2. Enrollment Support Services

Answering questions about the structure of the online learning program and how to enroll can be best answered by admissions support experts. FlipSwitch can provide a range of services from direct contact with families to centralized management of incoming documents to data entry of transcripts.

### 2.3. Engage

Engage is an online Virtual Classroom in which students and teachers interact in real time. The goal for Engage is to introduce instructional tools, such as livestream audio and video, file sharing, a whiteboard canvas, and a chat function. This product is currently in BETA mode and will continue in development through the school year.

## 3. Pricing

### 3.1 Fully Integrated Solution

The fully integrated solution is offered at a rate of \$2,500 per student per year.

### 3.2 Curriculum & Learning Management System (LMS)

Our stand-alone curriculum and LMS services are offered at a rate of \$100 per student per course.

### 3.3 Student Information System (SIS)

Our stand-alone SIS services (for your K-5 students only) are offered at no additional cost to you.

**IN WITNESS WHEREOF**, a duly authorized representative of each of the Parties hereto has executed this Proposal effective as of the Effective Date.

**FlipSwitch, Inc.**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

**The Academy of Arts & Sciences**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_