

LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
March 6, 2023
6:30 p.m.

Items for Discussion:

1. Targeted Support and Improvement Designation – Lampeter-Strasburg High School
2. Policy and Administrative Regulation Updates: Homeschool Students
 - a. 137 Home Education Programs (Update)
 - b. 137.1 Extracurricular Participation by Home Education Students (Update)
 - c. 137.2 Participation in Cocurricular Activities and Academic Courses by Home Education Students (New)
 - d. 137.3 Participation in Career and Technical Education Programs by Home Education Students (New)
3. Advanced Placement Economics
 - a. Curriculum
 - b. Textbook Approval – Krugman’s Economics for the AP Course (BFW Publishers, 2023)
4. Textbook Approval – Middle School English Language Arts
 - a. StudySync, McGraw Hill Publishers, Grades 6, 7, and 8
5. A Little Spot of... Resource at Lampeter Elementary
6. Instructional Technology Contract with IU13 for Hybrid Learning (2023-2024)
7. Contract for Services – Harris School Solutions (EdInsight/EDoctrina)

Items from the Group:

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Active
Adopted	February 4, 2019

Authority

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program. [\[2\]](#)

Hearing examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Home education supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative regulations for registering and monitoring home education programs **and maintaining appropriate records in accordance with law.** [\[2\]](#)

Guidelines

Notarized Affidavit

Prior to the commencement of the home education program, and annually thereafter on August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent setting forth the information required by law including: [\[2\]](#)

1. Name of the supervisor of the home education program who will be responsible for the provisions of instruction.
2. Name and age of each child who will participate in the home education program.
3. Address and telephone number of the home education program site.
4. That subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence that the child has been immunized and has received the health and medical services required for students of the child's age or grade level.
6. Certification signed by the supervisor that the supervisor, all adults in the home and persons having legal custody of a child in the home education program have not been convicted of criminal offenses as enumerated in the School Code.

Instructional Program

The instructional program for home education students shall include such courses as required by law.[\[2\]](#)[\[4\]](#)[\[5\]](#)

Loan of Instructional Materials

At the request of the supervisor, the district shall show to the home education program copies of the school's planned courses. Textbooks and other curriculum materials appropriate to the student's age and grade level may be borrowed by the home education supervisor.[\[2\]](#)

Student Portfolio and Evaluations

For each student participating in the home education program, the home education supervisor shall:[\[2\]](#)

1. Maintain a portfolio of records and materials, **in accordance with applicable law.**
2. Provide an annual written evaluation of the student's educational progress, **in accordance with the provisions of applicable law.**
3. Ensure that nationally named standardized tests or the statewide tests established by the PA Department of Education are not administered by the student's parent/guardian.

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[\[2\]](#)

Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.[\[2\]](#)

Students With Disabilities

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[\[1\]](#)

Nothing in this policy shall be construed to affect federal or state requirements related to special education services for students with disabilities.[\[1\]](#)

Appropriate Education/Compliance Determination

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent or designee shall send a letter to the supervisor notifying the supervisor that **they have** ten (10) days to submit the certification.[\[2\]](#)

If the Superintendent or designee has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, **the superintendent** may submit a letter to the home education supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring be submitted to the district by the home education supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[\[2\]](#)

If the Superintendent or designee has a reasonable belief that the home education program is out of compliance, **the superintendent** shall submit a letter to the home education supervisor requiring a certification be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's or designee's reasonable belief.[\[2\]](#)

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[\[2\]](#)

Hearings

If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days. The hearing examiner shall reach a decision within fifteen (15) days of the hearing, except that s/he may require establishment of a remedial education plan, mutually agreed to by the superintendent and the supervisor of the home education program, which shall continue the home education program.[\[2\]](#)

If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a **public** school, a nonpublic school or a licensed private academic school.[\[2\]](#)

If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.
[\[2\]](#)

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[\[2\]](#)

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent or designee a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[\[2\]](#)

The Superintendent or designee shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[\[2\]](#)

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[\[2\]](#)

If a home education program is out of compliance, the Superintendent or designee shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

If a home education program is in hearing procedures, the Superintendent or designee shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[\[2\]](#)

If the Superintendent is informed of pending proceedings related to a home education program relocating **from a previous district to this** district, **the Superintendent** shall continue the home education program until the appeal process **in the previous district** is finalized.[\[2\]](#)

Legal

[1. 24 P.S. 1327](#)

[2. 24 P.S. 1327.1](#)

[3. 22 PA Code 11.31a](#)

4. Pol. 137.2

5. Pol. 137.3

[24 P.S. 111](#)

[22 PA Code 11.33](#)

Pol. 137.1

Pol. 203

Pol. 209

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137-AR-0. HOME EDUCATION PROGRAM REQUIREMENTS

Eligibility/Affidavits

A notarized affidavit of the parent/guardian or person having legal custody of the child or children shall be filed with the Superintendent prior to commencement of the home education program and annually thereafter on **or before** August 1. The affidavit will include:

1. Name of the supervisor of the home education program responsible for providing instruction.
2. Name and age of each child participating in the home education program.
3. Address and telephone number of the home education program site.
4. **Affirmation** that subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence, **with documentation attached to the affidavit**, that the child has received required immunizations and the health and medical services required for students of the child's age or grade level, **unless the child has a documented medical or religious exemption**.
6. An acknowledgment that the home education program will comply with applicable law.
7. A certification signed by the supervisor that the supervisor, all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in section 111(e) of the PA School Code within five (5) years immediately preceding the date of the affidavit.
8. If a child in the home education program has been identified as a student with a disability in need of special education services, the affidavit must also include written approval from a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical

psychologist or a certified school psychologist that the program addresses the specific needs of the student.

Copies of the Home Education Program Affidavits for Elementary and Secondary Programs are available through the PA Department of Education:

<https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/Pages/default.aspx>

Instructional Program

A student enrolled in a home education program meets the compulsory school attendance requirements if the program provides a minimum of 180 days of instruction, or 900 hours of instruction per year at the elementary level, or 990 hours per year at the secondary level.

At the elementary level, the following courses **must** be taught **in the home education program**: English, to include spelling, reading and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.

At the secondary level, the following courses **must** be taught **in the home education program**: English, to include language, literature, speech and composition; science; geography; social studies, to include civics, world history, history of the United States and Pennsylvania; mathematics, to include general mathematics, algebra and geometry; art; music; physical education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.

Courses of study **at the secondary level** may include, at the discretion of the supervisor: economics; biology; chemistry; foreign languages; trigonometry; or other age-appropriate courses contained in Chapter 4 of the State Board of Education Regulations.

Student Portfolio and Evaluations

In order to demonstrate that appropriate education is occurring, the supervisor of the home education program will provide and maintain on file **a portfolio of records and materials and an annual written evaluation stating whether an appropriate education has occurred for each student.**

The portfolio will consist of a log, made contemporaneously with the instruction, which designates by title the reading materials used; samples of any writings, worksheets, workbooks or creative materials used or developed by the student; and in grades 3, 5 and 8 results of nationally normed standardized achievement tests in reading/language arts and mathematics or the results of statewide tests administered in these grade levels.

The supervisor will ensure that the nationally normed standardized tests or the statewide tests are not administered by the child's parent/guardian.

Portfolios will be evaluated by a **qualified home education evaluator**, as specified in law.

An annual written evaluation of the student's educational progress **will be conducted by a qualified home education evaluator. A home education evaluator may be:** a licensed clinical or school psychologist; a Pennsylvania certified teacher with **at least two (2) years of** experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students; or a nonpublic school teacher or administrator with **at least** two (2) years of teaching experience in a Pennsylvania public or nonpublic school within the last ten (10) years, the required experience must be at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.

In no event will the evaluator be the **home education** supervisor or **their** spouse.

The evaluation will be based on an interview of the child and a review of the portfolio, and will certify whether or not an appropriate education is occurring.

Graduation Requirements/Diplomas

The following minimum courses in grades 9 through 12 are required for graduation from a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.

The district will provide the student's home education program supervisor with a grade for each district cocurricular activity and academic course completed by a home education student, in accordance with Board policy and administrative regulations. The home education program supervisor will be responsible for maintaining the material in the student's portfolio of records and recording it as part of the student's graduation requirements.

Diplomas may be awarded by the supervisor of the home education program or by a diploma-granting organization approved by the PA Department of Education.

Appropriate Education/Compliance

The qualified home education evaluator's certification stating that an appropriate education is occurring for the school year under review will be provided by the supervisor to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification due on June 30 to the Superintendent, the Superintendent will send a letter by certified mail, return receipt requested, to the supervisor of the home education program, stating that the certification is past due and notifying the supervisor to submit the certification within ten (10) days of receipt of the certified letter. If the certification is not submitted within that time, the Board will **schedule a hearing.**

Appropriate Education –

If the Superintendent has a reasonable belief, at any time during the school year, that appropriate education may not be occurring in the home education program, **the Superintendent** may submit a letter to the supervisor, by certified mail, return receipt requested, requiring that an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring for the school year under review be submitted to the district by the supervisor within thirty (30) days of the receipt of the certified letter. The certified letter will include the basis for the Superintendent's reasonable belief. If the statewide or nationally normed tests have not been administered at the time of the receipt of the certified letter by the supervisor, the supervisor will submit the other required documentation to the evaluator. The test results will be submitted with the completed documentation at the conclusion of the school year. If the certification is not submitted to the Superintendent within thirty (30) days of receipt of the certified letter, the Board will **schedule a hearing**.

Compliance with School Code –

If the Superintendent has a reasonable belief that the home education program is out of compliance with the requirements in section 1327.1 of the PA School Code, **the Superintendent** will submit a letter to the supervisor, by certified mail, return receipt requested, requiring a certification to be submitted within thirty (30) days indicating that the program is in compliance. The certified letter will include the basis for the Superintendent's reasonable belief. If the certification is not submitted to the Superintendent within thirty (30) days of receipt of the certified letter, the Board will **schedule a hearing**.

Hearings/Appeal

If a hearing is required, the Board will **schedule a** proper hearing by a duly qualified and impartial hearing examiner within thirty (30) days. The **hearing** examiner **will** render a decision within fifteen (15) days of the hearing except that **the examiner** may require the establishment of a remedial education plan mutually agreed to by the Superintendent and supervisor of the home education program to continue the home education program.

The decision of the **hearing** examiner may be appealed by either the supervisor or the Superintendent to the Secretary of Education, the Commonwealth Court or the Court of Common Pleas.

If the hearing examiner finds that the evidence does not indicate that appropriate education is taking place in the home education program, the home education program for the child will be deemed out of compliance and the student will be promptly enrolled in **an appropriate public** school, a nonpublic school or a licensed private academic school. The home education program may continue during the time of any appeal.

If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.

When documentation is required to be submitted to the hearing examiner, the hearing examiner will return, upon completion of **the** review, all such documentation to the supervisor of the home

education program. The hearing examiner may photocopy all or portions of the documentation for the files.

Transfers

When a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.

The Superintendent will issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request. The supervisor will file the letter of transfer with the Superintendent of the new district of residence.

When a home education program is not in compliance with section 1327.1 of the PA School Code, the Superintendent will inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.

When a home education program is in hearing procedures, the Superintendent will inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.

When the Superintendent is informed of pending proceedings related to a home education program relocating **from a previous district** to **this** district, **the Superintendent** will continue the home education program until the appeal process **in the previous district** is finalized.

Resources:

Home Education and Private Tutoring Guide, PA Department of Education:

<https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/HomeEdPrivateTutoringGuide/Pages/default.aspx>

Home Education Program Basic Education Circular (BEC) December 23, 2022:

<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/HomeEducationProgram.aspx>

Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	Active
Adopted	February 4, 2019

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the **requirements** stated in **law and** Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if **the student** was enrolled in the school district.

Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or designee.

Verification may include, but not be limited to, attendance records, weekly grades or academic achievement or other documents demonstrating completion of eligibility criteria.[\[1\]](#)

To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[\[5\]](#)[\[9\]](#)

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Be a resident of the school district.

2. Meet the required eligibility criteria.[3][4]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]
4. Comply with Board policies and school rules and **administrative** regulations regarding extracurricular activities, interscholastic athletics, and student **conduct**. [3][4][10][11][12][13]
5. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization. [1][2]
6. Meet attendance and reporting requirements established for all participants of the activity or program. [9]
7. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions. [1] [4]
8. Submit required concussion and traumatic brain injury and sudden cardiac arrest acknowledgement forms as applicable.
9. Comply with all requirements and directives of the district staff, coaches, **activity advisors** and administrators involved with the extracurricular activity or interscholastic athletic program.

Delegation of Responsibility

The Superintendent or designee shall post information regarding the availability of the district's extracurricular activities and interscholastic athletics programs, as well as a copy of this Board policy, on the district's publicly available website and provide participation information upon request by students enrolled in home education programs or their parents/guardians. [1]

The building principal or designee shall distribute eligibility criteria regarding student participation in extracurricular activities and interscholastic athletics, and information on the dates and times of physical examinations or medical tests provided to students by the district. Such information shall be distributed through student handbooks, other publications and on the district's publicly available website. [1]

The building principal or designee shall receive and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

Legal

[1. 24 P.S. 1327.1](#)

[2. 24 P.S. 511](#)

3. Pol. 122

4. Pol. 123

5. Pol. 137

[6. 10 U.S.C. 2031](#)

7. Pol. 103
8. Pol. 103.1
9. Pol. 204
10. Pol. 218
11. Pol. 222
12. Pol. 227
13. Pol. 235
Pol. 137.2

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.1-AR-0. EXTRACURRICULAR PARTICIPATION BY HOME EDUCATION STUDENTS

Extracurricular Activities

Students enrolled in a home education program who meet all the conditions stated in Board policy will be eligible to participate in the following district extracurricular activities:

1. School organizations.
2. Class organizations.
3. Clubs and societies.
4. Musical ensembles. **(Note: participation in cocurricular music ensembles is addressed under Board policy 137.2.)**
5. Theatrical organizations.
6. School publications.
7. Debating.
8. Forensics.
9. Other activities related to the school program **that take place outside the regular school day and are not directly tied to school curriculum. Participation in cocurricular activities and academic courses is addressed under Board policy 137.2.**

Interscholastic Athletics

Students enrolled in a home education program who meet all the conditions stated in Board policy will be eligible to participate in the district's program of interscholastic athletics, including varsity sports and all activities related to competitive sports contests, games, events

137.1-AR-0. EXTRACURRICULAR PARTICIPATION BY HOME
EDUCATION STUDENTS - Pg. 2

and exhibitions involving students or teams of students when such activities occur between schools within the school district or between schools outside of the school district.

When the district provides to district students a physical examination or medical test required for participation in an interscholastic athletic program, the district will provide the same opportunity to students enrolled in a home education program.

The district will publish in a publication of general circulation and on the district's website the dates and times for physical examinations and medical tests required for participation in an interscholastic athletic program.

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.1-AR-1. WEEKLY ELIGIBILITY REPORT

The parent/guardian of a home education student must submit this form to the principal each Friday by _____.
(time)

(Student's Name) (Date)

Report for period of: _____ to _____

{ } Student has participated in a full, normally scheduled academic program.

{ } Student did not participate in a full, normally scheduled academic program on _____, due to absence.

{ } Student has demonstrated the academic progress required to meet eligibility criteria.

{ } Student has not demonstrated the academic progress required to meet eligibility criteria.

{ } Student's behavior has complied with school's Code of Student Conduct.

The parent/guardian must notify the principal, either verbally or by email, on the day the student is absent.

Parent/Guardian Signature

Building Principal/Designee Signature

Student's Signature

Book	Policy Manual
Section	100 Programs
Title	Participation in Cocurricular Activities and Academic Courses by Home Education Students
Code	137.2 Vol I 2023
Status	From PSBA

Authority

The Board approves participation in the district's cocurricular activities and academic courses by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Definition

Cocurricular activities - district activities that merge extracurricular activities with a required academic course, including but not limited to, band, orchestra and other activities that include a for-credit component that takes place during the school day.[\[1\]](#)[\[2\]](#)[\[4\]](#)

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district cocurricular activities and academic courses in accordance with Board policy on the same basis as other students enrolled full-time in the district.[\[1\]](#)[\[6\]](#)[\[7\]](#)

A home education student may participate in cocurricular activities and academic courses only at the school building the student would be assigned to if the student was enrolled in the district.

Prior to trying-out or auditioning for a cocurricular activity or enrolling in an academic course, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria.[\[1\]](#)

The following conditions shall govern participation in the district's cocurricular activities and academic courses by home education students, who shall:

1. Be a resident of the district.

2. Meet the required eligibility criteria or their equivalent for the cocurricular activity or the prerequisites for the academic course.[\[1\]](#)[\[2\]](#)[\[9\]](#)
3. Comply with Board policies and school rules and administrative regulations regarding student conduct in school and at school-sponsored activities.[\[1\]](#)[\[2\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)
4. Comply with policies, rules and regulations, or their equivalent, of the cocurricular activity's governing organization, where applicable.
5. Meet attendance and reporting requirements established for all participants of the cocurricular activity or academic course, including any sign-in and sign-out procedures for school building attendance purposes. Home education students must participate in the full class period for an academic course, unless an exception has been granted in accordance with Board policy and school rules.[\[14\]](#)
6. Comply with all Board policies, school rules and requirements and directives of the district staff, activity advisors and administrators involved with the cocurricular activity or academic course.[\[1\]](#)

Academic Courses

Students attending home education programs are eligible to enroll in district academic courses in accordance with law and Board policy, and may participate in academic courses equaling up to one-quarter ($\frac{1}{4}$) of the school day for full-time district students.[\[1\]](#)

{X} Students enrolled in home education programs shall only be eligible to participate in cocurricular activities and/or academic courses that are scheduled in consecutive time periods during the school day if the student's parent/guardian is not able to provide supervision for the student between the scheduled cocurricular activities and/or academic courses.[\[1\]](#)

The district shall provide the student's home education program supervisor with a grade for each cocurricular activity and academic course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program supervisor shall be responsible for maintaining the material in the student's portfolio of records.[\[1\]](#)[\[3\]](#)[\[15\]](#)

Transportation

Parents/Guardians of home education students shall be responsible for transportation of students participating in district cocurricular activities and academic courses, except that a home education student may utilize district transportation to or from school during the times a bus is otherwise already operating, and space is available.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's cocurricular activities and academic courses, as well as a copy of this Board policy, on

the district's publicly available website and provide participation information upon request by students enrolled in home education programs or their parents/guardians.

The building principal or designee shall request and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for a cocurricular activity or academic course.

{X} Prioritization may be based on academic achievement, demonstration of skills or competencies, record of conduct, and other designated criteria. Students attending home education programs shall have an equal opportunity to compete for enrollment in district activities and courses, in accordance with established administrative regulations.[\[1\]](#)[\[6\]](#)[\[7\]](#)

PSBA New 2/23 © 2023 PSBA

Legal

1. 24 P.S. 1327.1

2. Pol. 122

3. Pol. 137

4. Pol. 137.1

5. Pol. 137.3

6. Pol. 103

7. Pol. 103.1

8. 10 U.S.C. 2031

9. Pol. 105

10. Pol. 218

11. Pol. 222

12. Pol. 227

13. Pol. 235

14. Pol. 204

15. Pol. 212

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.2-AR-1. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN COCURRICULAR ACTIVITIES AND ACADEMIC COURSES

Each building principal will establish a process for receiving and processing requests for participation in cocurricular activities and academic courses by students enrolled in home education programs. Information regarding the established process for requests will be published on the school's publicly accessible website and available in the school office.

Requests may be submitted

{X} in writing by mail, **to the District Office (Attention: Assistant Superintendent).**

{X} in writing, attached to the home education program affidavit submitted annually.

Requests must be submitted by **May 1, 2023, and March 1 thereafter** in order to be eligible for participation in a cocurricular activity and/or academic course for the upcoming school year.

The building principal or designee will request and review information from the home education program supervisor, including

{X} materials from the portfolio of records

{X} curriculum materials and examples

{X} examples of assessments, projects and reading lists

in order to determine whether a student has met the eligibility and prerequisite requirements for the cocurricular activities and/or academic courses in the home education student's participation request.

Placement

**137.2-AR-1. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
COCURRICULAR ACTIVITIES AND ACADEMIC COURSES - Pg. 2**

The building principal will assign students to cocurricular activities and academic courses based on the student's participation request and

{X} the number of seats available in the activity or course.

{X} consideration of the needs and abilities of the student.

{X} the student's demonstration of eligibility, competency, skills and completion of prerequisites.

{X} The Superintendent or designee, in coordination with the home education supervisor, reserves the right to reassign the placement of a home education student in a cocurricular activity or academic course if the student's progress, based on assessments, performance and/or academic achievement, indicates that the student's needs would be better met in a different activity or course.

Prioritization

The Superintendent or designee may establish a process for prioritization of enrollment in cocurricular activities or academic courses that have limited capacity. Students attending home education programs will be given an equal opportunity to compete for positions and participate in district cocurricular activities and academic courses on the same basis as other students enrolled full-time in the district.

The Superintendent designates the following criteria to be used in establishing a prioritization process:

{X} Enrollment in a course is required for a student's program completion or graduation requirement.

{X} Student has previously applied to participate in the cocurricular activity or academic course but was not able to enroll due to academic scheduling conflicts or limited capacity.

{X} Record of student's academic achievement and course completion.

{X} Demonstration of a student's skills or competencies applicable to the cocurricular activity or academic course.

{X} Record of the student's conduct.

{X} Record of the student's extracurricular participation or volunteer service applicable to the cocurricular activity or academic course.

**137.2-AR-1. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
COCURRICULAR ACTIVITIES AND ACADEMIC COURSES - Pg. 3**

© 2023 PSBA

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.2-AR-0. WEEKLY ELIGIBILITY REPORT

The parent/guardian or home education supervisor of a home education student must submit this form to the building principal each Friday by _____.

(time)

(Student's Name) (Date)

Report for period of: _____ to _____

{ } Student has participated in a full, normally scheduled academic program, and followed sign-in and sign-out procedures in the school office.

{ } Student did not participate in a full, normally scheduled academic program on _____, due to absence.

{ } Student has demonstrated the academic progress required to meet eligibility criteria.

{ } Student has not demonstrated the academic progress required to meet eligibility criteria.

{ } Student's behavior has complied with Board policy, administrative regulations and the school's Code of Student Conduct both in the home education program and while in attendance at the school building.

The parent/guardian or home education program supervisor must notify the building principal, either by phone or by email, on the day(s) the student is absent.

Parent/Guardian Signature

(NUMBER PLUS TITLE CENTERED AND ALL CAPS) - Pg. 2
Building Principal/**Designee** Signature

Student Signature

© 2023 PSBA

Book	Policy Manual
Section	100 Programs
Title	Participation in Career and Technical Education Programs by Home Education Students
Code	137.3 Vol I 2023
Status	From PSBA

Authority

The Board approves participation in a career and technical education program by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]](#)

Students attending home education programs shall be eligible to participate in a career and technical education program

{X} at **Lancaster County Career and Technology Center**, in accordance with the Articles of Agreement and center admission policy and procedures, on the same basis as other district students.

Guidelines

Students attending home education programs shall be given an equal opportunity to [\[1\]\[3\]\[6\]\[7\]\[8\]](#)

{X} apply for placement in available programs at **Lancaster County Career and Technology Center**.

Prior to enrolling in a career and technical education program, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria.[\[1\]](#)

The following conditions shall govern participation in career and technical education programs by home education students, who shall:

1. Be a resident of the district.
2. Meet the required eligibility criteria or their equivalent or the prerequisites for the career and technical education program.[\[1\]\[4\]\[6\]\[9\]](#)
3. Comply with applicable policies and school rules and administrative regulations

{X} of **Lancaster County Career and Technology Center**

regarding student conduct in school and at school-sponsored activities.[\[1\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

4. Meet attendance and reporting requirements established for all participants of the career and technical education program, including any sign-in and sign-out procedures for building attendance purposes. Home education students must participate in the required courses for the program on the same basis as students enrolled in the district, unless an exception has been granted in accordance with applicable Board policy and school or program rules.[\[14\]](#)

The

{X} **Lancaster County Career and Technology Center**

shall provide the student's home education program supervisor with a grade for each career and technical education program course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program supervisor shall be responsible for maintaining the material in the student's portfolio of records.[\[1\]](#)[\[5\]](#)[\[15\]](#)

Transportation

Students attending home education programs who participate in career and technical education programs may use district transportation to or from the career and technical education program during the times when district transportation is already operating, and space is available in addition to full-time district students.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's options for career and technical education programs, as well as a copy of this Board policy, on the district's publicly available website and provide information upon request by students enrolled in home education programs or their parents/guardians.

The building principal or designee shall request and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for participation in career and technical education programs.

{X} The Superintendent or designee shall establish administrative regulations for prioritization of enrollment in career and technical education programs, [\[1\]](#)

{X} in accordance with the Articles of Agreement and the established number of allowable participants for designated programs at **Lancaster County Career and Technology Center**.

{X} Prioritization may be based on academic achievement, demonstration of skills or competencies, record of conduct, and other designated criteria. Students attending

home education programs shall have an equal opportunity to compete for program enrollment, in accordance with established administrative regulations.[\[1\]](#)[\[4\]](#)[\[7\]](#)[\[8\]](#)

PSBA New 2/23 © 2023 PSBA

Legal

1. 24 P.S. 1327.1

2. 24 P.S. 1801

3. 22 PA Code 4.31

4. Pol. 115

5. Pol. 137

6. Pol. 137.2

7. Pol. 103

8. Pol. 103.1

9. Pol. 105

10. Pol. 218

11. Pol. 222

12. Pol. 227

13. Pol. 235

14. Pol. 204

15. Pol. 212

LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN CAREER AND TECHNICAL EDUCATION PROGRAMS

The Superintendent or designee will establish a process for receiving and processing requests for participation in career and technical education programs by students enrolled in home education programs. Information regarding the established process for requests will be published on the district's publicly accessible website and available in the district office.

Requests may be submitted

{X} in writing by mail, **to the District Office (Attention: Assistant Superintendent).**

{X} in writing, attached to the home education program affidavit submitted annually.

Requests must be submitted by **May 1, 2023, and March 1 thereafter** in order to be eligible for consideration of enrollment in a career and technical education program for the upcoming school year.

The Superintendent or designee will request and review information from the home education program supervisor, including

{X} materials from the portfolio of records

{X} curriculum materials and examples

{X} examples of assessments, projects and reading lists

in order to determine whether a student has met the eligibility and prerequisite requirements for the career and technical education program in the home education student's participation request.

Placement

The

{X} designated staff of the **Lancaster County Career and Technology Center**, in accordance with the Articles of Agreement,

will assign students to an appropriate career and technical education program based on the student's participation request and

**137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
CAREER AND TECHNICAL EDUCATION PROGRAMS - Pg. 2**

{X} the number of seats available in the program.

{X} consideration of the needs and abilities of the student.

{X} the student's demonstration of eligibility, competency, skills and completion of prerequisites.

{X} The Superintendent or designee, in coordination with

{ } the **Lancaster County Career and Technology Center** and

the home education supervisor, reserves the right to reassign the placement of a home education student in a career and technical education program if the student's progress, based on assessments, performance and/or academic achievement, indicates that the student's needs would be better met in a different program.

Prioritization

The Superintendent or designee

{X} , in coordination with the **Lancaster County Career and Technology Center**,

may establish a process for prioritization of enrollment in career and technical education programs that have limited capacity. Students attending home education programs will be given an equal opportunity to apply for positions and participate in career and technical education programs on the same basis as other students enrolled full-time in the district.

The Superintendent

{X} , in coordination with the **Lancaster County Career and Technology Center**,

designates the following criteria to be used in establishing a prioritization process:

{X} Eligibility criteria outlined in the Articles of Agreement.

{X} Student has previously applied to participate in the program but was not able to enroll due to academic scheduling conflicts or limited capacity.

{X} Record of student's academic achievement and course completion.

{X} Demonstration of a student's skills or competencies applicable to the career and technical education program.

{X} Record of the student's conduct.

**137.3-AR-0. PRIORITIZATION AND PLACEMENT FOR PARTICIPATION IN
CAREER AND TECHNICAL EDUCATION PROGRAMS - Pg. 3**

{X} Record of the student's extracurricular participation or volunteer service applicable to the career and technical education program.

Curriculum Map: Advanced Placement Economics

Course: AP Economics Sub-topic: Economics

Grade(s): None specified

Course

Description: In AP Microeconomics will study the principles of economics that apply to the behavior of individuals within an economic system. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts. Skills that students will learn in AP Microeconomics include defining economic principles and models, explaining given economic outcomes, determining outcomes of specific economic situations, and modeling economic situations using graphs or visual representations. Units of study will include basic economic concepts, supply and demand, production, cost, and the Perfect Competition Model, imperfect competition, factor markets, and market failure and the role of government. There will be an emphasis on college-level reading and writing in this course. All tests in the class will be modeled after the AP exam and will include college-level multiple choice questions as well as short and long essay questions.

Course

Textbooks, Workbooks, Materials Citations:

Krugman's Economics for the AP Course, 4th Ed. - Anderson, Ray

Course Notes:

College Board Syllabus - to be submitted for review by the College Board - will be updated only as required by the College Board for approval.

[AP Microeconomics at Lampeter-Strasburg High School](#)

Unit: Unit 1: Basic Economic Concepts

Unit

Description: To understand economics, students need to understand that because most resources are scarce, individuals and societies must make choices. When making rational choices, people do so "on the margin," taking into account the additional costs and benefits of their decisions. The foundational economic ideas addressed in this unit form the basis for more advanced analysis of consumer and producer behavior that will be developed throughout the course.

Unit Essential

Questions: Scarcity and Markets

- How do individuals and economies confront the problem of scarcity?

Costs, Benefits, and Marginal Analysis

- Why do all decisions have costs?
- Why do people consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions?

Unit Big Ideas:

1. Scarcity and Markets
2. Costs, Benefits, and Marginal Analysis

Unit

Assignments: Unit Test with College Board MCQs and FRQs.

Unit Key

Terminology & Definitions :

MKT 1.1 Scarcity 1

MKT 1.2 Resource Allocation 1 and Economic Systems

MKT 1.3 Production Possibilities Curve 4

MKT 1.4 Comparative Advantage 1 and Trade

CBA 1.5 Cost-Benefit Analysis 1

CBA 1.6 Marginal Analysis 2 and Consumer Choice

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 6.1.U.A (Advanced) Analyze how choices are made because of scarcity.
- 6.1.U.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.W.A (Advanced) Analyze how choices are made because of scarcity.
- 6.1.W.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.C.B (Advanced) Evaluate the economic reasoning behind a choice.
- 6.1.C.C (Advanced) Explain the opportunity cost associated with government policies.
- 6.2.U.A (Advanced) Analyze the flow of goods and services in the national economy.
- 6.2.U.D (Advanced) Explain how the laws of supply and demand impacted individuals and groups behavior over time.

&nbsp;

Topic:**Unit: Unit 2: Supply and Demand****Unit**

Description: This unit will provide the basis for understanding how markets work by introducing the supply and demand model. Students will build on the concepts of scarcity and choice that were introduced in the first unit and explore the factors that influence consumer and producer behavior. They will learn how the interaction of consumers and producers in competitive markets determines market prices and results in the most efficient allocation of scarce resources. At the end of the unit, students will also begin exploring the effects of government policy on market outcomes, laying the groundwork for additional analysis in the last unit of the course.

Unit Essential

Questions: Supply and Demand

- What determines the market price for a good or service?
- What causes market prices to change?

Market Inefficiency and Public Policy

- How does government policy affect market outcomes?

Unit Big Ideas:

- Scarcity and Markets
- Market Inefficiency and Public Policy POL

Unit

Assignments: Unit Test with College Board MCQs and FRQs.

Unit Key**Terminology & Definitions :**

- 2.1 Demand
- 2.2 Supply
- 2.3 Price Elasticity of Demand
- 2.4 Price Elasticity of Supply
- 2.5 Other Elasticities
- 2.6 Market Equilibrium and Consumer and Producer Surplus
- 2.7 Market Disequilibrium and Changes in Equilibrium
- 2.8 The Effects of Government Intervention in Markets
- 2.9 International Trade and Public Policy

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 6.1.U.A (Advanced) Analyze how choices are made because of scarcity.
- 6.1.U.B (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.W.A (Advanced) Analyze how choices are made because of scarcity.
- 6.1.W.B (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world.
- 6.1.W.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.C.A (Advanced) Predict the long-term consequences of decisions made because of scarcity.

6.1.C.B (Advanced)	Evaluate the economic reasoning behind a choice.	
6.1.C.C (Advanced)	Explain the opportunity cost associated with government policies.	
6.2.U.A (Advanced)	Analyze the flow of goods and services in the national economy.	
6.2.U.D (Advanced)	Explain how the laws of supply and demand impacted individuals and groups behavior over time.	
6.2.W.A (Advanced)	Evaluate the flow of goods and services in an international economy.	
6.2.W.D (Advanced)	Explain how the laws of supply and demand impacted individuals and groups behavior over time.	
6.2.W.G (Advanced)	Compare and contrast various economic systems.	
6.2.C.A (Advanced)	Analyze the flow of goods and services in the national economy.	
6.3.W.B (Advanced)	Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	
	• Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)	
6.3.W.D (Advanced)	Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	
	• Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)	
6.3.C.A (Advanced)	Evaluate the costs and benefits of government decisions to provide public goods and services.	
6.3.C.B (Advanced)	Assess the government's role in regulating and stabilizing the state and national economy.	
6.3.C.D (Advanced)	Explain why governments limit or promote international trade.	
6.4.U.A (Advanced)	Explain how specialization contributes to economic interdependence on a national and international level.	
6.4.U.D (Advanced)	Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.	
 		

Topic:

Unit: Unit 3: Production, Cost, and the Perfect Competition Model

Unit Description: Unit 3 focuses on firm behavior and culminates with an introduction to the perfect competition model, which will form a basis of comparison for other market structures in the next unit. This unit builds on the idea of supply, which was introduced in the previous unit, and explores in more detail what drives the decisions that firms make. Thinking like a firm may be challenging for students, who are more used to acting as consumers in their everyday lives. Drawing connections to students' own experiences and carrying out classroom simulations can help bring these concepts to life. Reminding students of the ways in which the behavior of firms is consistent with the ideas of cost-benefit analysis and marginal decision-making addressed in the first unit of the course may also be helpful in elucidating these concepts.

Unit Essential Questions: Costs, Benefits, and Marginal Analysis CBA

- How do businesses use marginal analysis to make decisions?

Production Choices and Behavior PRD

- What drives producers' decision making?
- How can a market be perfectly competitive?

Unit Big Ideas:

- Costs, Benefits, and Marginal Analysis CBA
- Production Choices and Behavior PRD

Unit Assignments: Unit Test with College Board MCQs and FRQs.

Unit Key Terminology & Definitions : 3.1 The Production Function
3.2 Short-Run Production Costs
3.3 Long-Run Production Costs
3.4 Types of Profit

- 3.5 Profit Maximization
- 3.6 Firms' Short-Run Decisions to Produce and Long-Run Decisions to Enter or Exit a Market
- 3.7 Perfect Competition

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 6.1.U.B (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.W.B (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world.
- 6.1.C.A (Advanced) Predict the long-term consequences of decisions made because of scarcity.
- 6.1.C.B (Advanced) Evaluate the economic reasoning behind a choice.
- 6.2.U.D (Advanced) Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E (Advanced) Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.
- 6.2.U.F (Advanced) Analyze the impact of private economic institutions on individuals and groups over time.
- 6.2.W.F (Advanced) Analyze the impact of private economic institutions on individuals and groups over time. (Standards 8.4.9.C.)
- 6.3.U.B (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)
- 6.3.U.D (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)
- 6.5.U.F (Advanced) Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

This Curriculum Map Unit has no Topics to display

Unit: Unit 4: Imperfect Competition

Unit

Description: In the real world, firms rarely operate in perfectly competitive markets. In this unit, students will encounter the ways in which imperfectly competitive markets depart from the model of perfect competition introduced in Unit 3. Students will continue to build on their understanding of what it means for a market to be efficient or inefficient as they consider the welfare implications of imperfect markets. In the context of learning about oligopoly behavior, students will be introduced to the field of game theory as an approach to studying strategic decision making.

Unit Essential

Questions: Production Choices and Behavior PRD

- What drives producers' decision making?
- How are imperfectly competitive markets inefficient?

Unit Big Ideas:

- Production Choices and Behavior PRD

Unit

Assignments: Unit Test with College Board MCQs and FRQs.

Unit Key

Terminology & Definitions : 4.1 Introduction to Imperfectly Competitive Markets
4.2 Monopoly
4.3 Price Discrimination
4.4 Monopolistic Competition
4.5 Oligopoly and Game Theory

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 6.1.U.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.2.U.C (Advanced) Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- 6.2.U.F (Advanced) Analyze the impact of private economic institutions on individuals and groups over time.
- 6.2.W.C (Advanced) Evaluate the impact of advertising and media on individual and group behavior throughout world history.
- 6.2.W.E (Advanced) Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.
- 6.2.C.C (Advanced) Analyze how media affects economic decisions.
- 6.3.U.D (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)
- 6.4.C.C (Advanced) Evaluate the impact of multinational corporations and other non-government organizations.
- 6.5.U.F (Advanced) Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

&nbsp;

This Curriculum Map Unit has no Topics to display

Unit: Unit 5: Fact Markets**Unit**

Description: By this point in the course, students are familiar with how product markets operate and what drives firm decision making. In this unit, students will apply many of the concepts they learned previously but now in the context of factor markets. Like with product markets, the laws of supply and demand apply to factor markets with an upward-sloping supply curve and a downward-sloping demand curve. In factor markets, firms hire additional resources up to the point at which the resource's marginal revenue product is equal to its marginal resource cost. This decision is another application of the idea first introduced in Unit 1 of making an optimal choice by equating marginal benefit with marginal cost and firms' decisions to maximize profits where marginal revenue equals marginal cost.

Unit Essential

Questions: Production Choices and Behavior PRD

- How are prices for resources determined?
- How do firms use resource prices to make decisions?

Unit Big Ideas: Production Choices and Behavior

Unit

Assignments: Unit tests with College Board MCQs and FRQs

Unit Key

Terminology & Definitions : PRD 5.1 Introduction to Factor Markets 1

PRD 5.2 Changes in Factor Demand 3 and Factor Supply

PRD 5.3 Profit-Maximizing Behavior in Perfectly Competitive Factor Markets 2

PRD 5.4 Monopsonistic Markets

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 6.1.U.C (Advanced) Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.C.B (Advanced) Evaluate the economic reasoning behind a choice.
- 6.2.U.D (Advanced) Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E (Advanced) Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.

6.2.W.E (Advanced) Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.

This Curriculum Map Unit has no Topics to display

Unit: Unit 6: Market Failure and the Role of Government

Unit Description: This unit prepares students to understand the theoretical arguments for and against government intervention in markets and therefore has important public policy applications. Students will examine the conditions under which markets may fail and the effectiveness of government policies that are designed to correct market failures. In exploring the idea of market failures and government interventions to correct them, students will build on their understanding of efficiency and what it means for a firm to produce the socially optimal quantity or not. Students will also learn about how inequality is measured and the sources of income and wealth inequality.

Unit Essential Questions: Market Inefficiency and Public Policy POL

- How do markets fail?
- What role should the government play in the market?

Unit Big Ideas:

- Market Inefficiency and Public Policy POL

Unit Assignments: Unit Test with College Board MCQs and FRQs.

Unit Key Terminology & Definitions : 6.1 Socially Efficient and Inefficient Market Outcomes
6.2 Externalities
6.3 Public and Private Goods
6.4 The Effects of Government Intervention in Different Market Structures
6.5 Inequality

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

6.2.U.E (Advanced) Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.

6.2.U.F (Advanced) Analyze the impact of private economic institutions on individuals and groups over time.

6.2.W.D (Advanced) Explain how the laws of supply and demand impacted individuals and groups behavior over time.

6.3.U.D (Advanced) Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.

• Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability (Reference History Standards 8.3.9.D.)

6.3.C.A (Advanced) Evaluate the costs and benefits of government decisions to provide public goods and services.

6.3.C.B (Advanced) Assess the government's role in regulating and stabilizing the state and national economy.

6.3.C.C (Advanced) Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

6.4.C.C (Advanced) Evaluate the impact of multinational corporations and other non-government organizations.

This Curriculum Map Unit has no Topics to display

AP Microeconomics

Spring 2024

Course Overview

AP classes like this one allow high school students to take college-level courses while still in high school. The class is taught, organized, and tested in the same manner as a regular college Microeconomics class. Students are expected to perform at the college level and spend more time preparing for this class than in regular high school classes. Students must be highly motivated, eager to learn, self-motivated, and driven to succeed in order to keep up in this class. This course will require students to understand the materials rather than just memorize information. The AP program is not for everyone.

This microeconomics course is comprised of units, and the units are divided into modules. Each unit and module aligns with the primary text, Krugman's Economics for AP, Third Edition. Throughout the course, students will be instructed in economic theory and the creation, interpretation, and application of proper economic models and graphs. Successful completion of all course components should result in students being prepared to complete the Advanced Placement Exam in microeconomics in the spring.

The AP Exam is given in early May of each year. AP exam results are mailed to you in July. The exam consists of 60 multiple-choice, and three free (open) response questions. The average score is a "3" while a "4" or "5" typically earns you college credit or exemption. You can expect that I will work diligently to ensure that you are well-prepared for the AP Exam, but you must do your part as well.

Resources

Textbook: Ray, Margaret, and David Anderson. Krugman's Economics for AP®, Fourth Edition. New York: Worth Publishers/BFW, 2019.

Optional: Council for Economic Education. Advanced Placement® Economics: Microeconomics Student Resource Manual 4th Edition. New York. ISBN: 978-1-56183-670-3

Optional: Melanie Fox and Brian Heggood. Strive for a 5: Preparing for the AP Microeconomics Examination. New York: Worth Publishers

Supplementary Links

- *AP Classroom*: apclassroom.collegeboard.org
- *Mr. Clifford*: youtube.com/user/ACDCLeadership
- *Reffonomics*: reffonomics.com
- *Welker*: welkerswikinomics.com
- *Khan Academy*®: khanacademy.org

Other Materials

- Binder with loose-leaf paper for notes/graphs
- Ruler (optional): we're going to be drawing a lot of graphs and you may find this helpful

Methods

Reading Quizzes

Students will be expected to keep up with the reading throughout the course. After each assigned reading, there could be a short quiz as a check to make sure that you're getting what you're supposed to get out of the reading.

Unit Tests

Each unit will finish up with a unit test. Tests will be multiple-choice and free-response questions. These questions are taken from old AP tests and intended to be as close to the AP test as possible. Each unit test will include a few questions from previous units, so it is imperative that you are constantly reviewing what we've already learned.

Review Notebook

Each student will need to have a spiral notebook for taking notes and drawing graphs. This course is a lot of graphs and it will be beneficial to draw/modify them on paper rather than on your Chromebooks. As mentioned above, it might also be helpful to bring a ruler and multi-colored pens for drawing/differentiating different curves on the graphs (these are not required).

Classwork/Homework

Each assigned reading has a homework assignment to go along with it, and these will often (but not always) be checked for a grade. In addition to readings and writings, you can expect other assignments both in class and at home to contribute to your overall grade.

Grading

Grades in AP Micro are weighted as follows:

- 20% Classwork and Homework
- 80% Assessments (tests, quizzes, papers, projects, etc.)

Curricular Requirements

- CR1: The students and teacher have access to a college-level microeconomics textbook.
- CR2: The course provides opportunities to develop student understanding of the big ideas of the course.
- CR3: The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).
- CR4: The course provides opportunities for students to develop the skills in Skill Category 1: Principles and Models.
- CR5: The course provides opportunities for students to develop the skills in Skill Category 2: Interpretation.
- CR6: The course provides opportunities for students to develop the skills in Skill Category 3: Manipulation.

- CR7: The course provides opportunities for students to develop the skills in Skill Category 4: Graphing and Visuals.

Course Outline

Unit 1: Basic Economic Concepts (11-13 Class Periods, 12–15% AP Exam Weighting)

- Big Idea 1—Scarcity and Markets (MKT): How do individuals and economies confront the problem of scarcity?
- Big Idea 2—Costs, Benefits, and Marginal Analysis (CBA): Why do all decisions have costs? Why do people consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions?
- Skill 1.A: Throughout the unit, students will have to demonstrate a written understanding of economic concepts, principles, and models covered, including all vocabulary terms highlighted in the Krugman text through a vocabulary review method of the instructor's choice (i.e., vocabulary chart, flashcards, written quizzes, etc.). CR4

Mod 1.1: Scarcity

- **Reading:** Krugman pp. 411-417
- Learning Objective
 - Define resources and the cause(s) of their scarcity.
- Essential Knowledge
 - Economic trade-offs arise from the lack of sufficient resources (scarcity) to meet society's wants and needs.
 - Most factors of production (such as land, labor, and capital) are scarce, but some factors of production (such as established knowledge) may not be scarce due to their non-rival nature.

Mod 1.2: Economic Systems

- **Reading:** Krugman pp. 419-422
- Learning Objective
 - Define how resource allocation is influenced by the economic system adopted by society.
- Essential Knowledge
 - Resource allocation involves answering three basic questions: What goods and services to produce? How to produce those goods and services? And who consumes those goods and services?
 - Resource allocation is significantly influenced by the economic system adopted by society, such as command economy, market economy, or mixed economy. Each system involves a particular set of institutional arrangements and a coordinating mechanism for allocating scarce resources and distributing output.

Mod 1.3: Production Possibilities Curve

- **Reading:** Krugman pp. 423-430
- **Learning Objective(s)**
 - Define (using graphs as appropriate) the production possibilities curve (PPC) and related terms.
 - Explain (using graphs as appropriate) how the production possibilities curve (PPC) illustrates opportunity costs, trade-offs, inefficiency, efficiency, and economic growth or contraction under various conditions.
 - Calculate (using data from PPCs or tables as appropriate) opportunity cost.
- **Essential Knowledge**
 - The PPC is a model used to show the trade-offs associated with allocating resources.
 - The PPC can be used to illustrate the concepts of scarcity, opportunity cost, efficiency, underutilized resources, and economic growth or contraction.
 - The shape of the PPC depends on whether opportunity costs are constantly increasing, or decreasing.
 - The PPC can shift due to changes in factors of production as well as changes in productivity/technology.
 - Economic growth results in an outward shift of the PPC.

Mod 1.4: Comparative Advantage and Trade

- **Reading:** Krugman pp. 432-438
- **Learning Objective(s)**
 - Define absolute advantage and comparative advantage.
 - Determine (using data from PPCs or tables as appropriate) absolute and comparative advantage.
 - Explain (using data from PPCs or tables as appropriate) how specialization according to comparative advantage with appropriate terms of trade can lead to gains from trade.
 - Calculate (using data from PPCs or tables as appropriate) mutually beneficial terms of trade.
- **Essential Knowledge**
 - Absolute advantage describes a situation in which an individual, business, or country can produce more of a good or service than any other producer with the same quantity of resources.
 - Comparative advantage describes a situation in which an individual, business, or country can produce a good or service at a lower opportunity cost than another producer.
 - Production specialization according to comparative advantage, not absolute advantage, results in exchange opportunities that lead to consumption possibilities beyond the PPC.

- Comparative advantage and opportunity costs determine the terms of trade for exchange under which mutually beneficial trade can occur.

Mod 1.5: Cost-Benefit Analysis

- **Reading:** Krugman pp. 440-445
- Learning Objective(s)
 - Define opportunity cost.
 - Explain the opportunity costs associated with choices.
 - Calculate the opportunity costs associated with choices.
 - Explain a decision by comparing total benefit and total costs (using a table or a graph when appropriate).
 - Calculate total benefit and total costs (using a table or graph where appropriate).
- Essential Knowledge
 - Total net benefits, the difference between total benefits and total costs, are maximized at the optimal choice.
 - Some decisions permit rational agents to look at only marginal benefit and marginal cost. Other decisions cannot be broken down into increments in this way and must be evaluated by looking at total benefits and total costs.

Mod 1.6: Consumer Choice

- **Reading:** Krugman pp. 447-461
- Learning Objective(s)
 - Define the key assumptions of consumer choice theory.
 - Explain (using a table or graph as appropriate) how a rational consumer's decision making involves the use of marginal benefits and marginal costs.
 - Calculate (using a table or a graph when appropriate) how a rational consumer's decision making involves the use of marginal benefits and marginal costs.
- Essential Knowledge
 - Consumers face constraints and have to make optimal decisions accounting for these constraints.
 - In a model of rational consumer choice, consumers are assumed to make choices so as to maximize their total utility.
 - Consumers experience diminishing marginal utility in the consumption of goods and services.
 - Consumers allocate their limited income to purchase the combination of goods that maximizes their utility by equating/comparing the marginal utility of the last dollar spent on each good.

Unit 2: Supply and Demand (16-18 Class Periods, 20–25% AP Exam Weighting)

- Big Idea 1—Scarcity and Markets (MKT): How do individuals and economies confront the problem of scarcity?

- Big Idea 2—Market Inefficiency and Public Policy (POL): How does government policy affect market outcomes?
- Skill 1.A: Throughout the unit, students will have to demonstrate a written understanding of economic concepts, principles, and models covered, including all vocabulary terms highlighted in the Krugman text through a vocabulary review method of the instructor's choice (i.e., vocabulary chart, flashcards, written quizzes, etc.). CR4
- Skill 4.A: Throughout the unit, students will draw accurately labeled supply and demand graphs.

Mod 2.1: Demand

- **Reading:** Krugman pp. 465-475
- Learning Objective(s)
 - Define (using graphs as appropriate) key terms and factors related to consumer decision making and the law of demand.
 - Explain (using graphs as appropriate) the relationship between price and quantity demanded and how buyers respond to incentives and constraints
- Essential Knowledge
 - A well-defined system of property rights is necessary for the market system to function well.
 - Economic agents respond to incentives.
 - Individuals often respond to incentives, such as those presented by prices, but also face constraints, such as income, time, and legal and regulatory frameworks.
 - The law of demand suggests that a change in the own-price causes a change in quantity demanded in the opposite direction and a movement along a demand (marginal benefit) curve.
 - The conceptual relationship between price and quantity stated by the law of demand leads to downward-sloping demand curves explained by the income effect and substitution effect and/or by diminishing marginal utility.
 - The market demand curve (schedule) is derived from the summation of individual demand curves (schedules).

Mod 2.2: Supply

- **Reading:** Krugman pp. 477-484
- Learning Objective(s)
 - Define (using graphs as appropriate) the law of supply.
 - Explain (using graphs as appropriate) the relationship between price and quantity supplied.
 - Explain (using graphs as appropriate) producers' (sellers') responses to changes in incentives and technology
- Essential Knowledge

- A change in own-price causes a change in quantity supplied in the same direction and a movement along a supply curve.
- The market supply curve (schedule) is derived from the summation of individual supply curves (schedules). The market supply curve is upward-sloping.
- Explain (using graphs as appropriate) producers' (sellers') responses to changes in incentives and technology.
- Changes in the determinants of supply can cause the supply curve to shift.

Mod 2.3: Price Elasticity of Demand

- **Reading:** Krugman pp. 486-498
- Learning Objective(s)
 - Define measures of elasticity.
 - Explain (using graphs where appropriate) measures of elasticity and the impact of a given price change on total revenue or total expenditure.
 - Calculate (using data from a graph or a table as appropriate) measures of elasticity.
- Essential Knowledge
 - Economists use the concept of elasticity to measure the magnitude of percentage changes in quantity owing to any given changes in the own-price, income, and prices of related goods.
 - Price elasticity of demand is measured by the percentage change in quantity demanded divided by the percentage change in price or the responsiveness of the quantity demanded to changes in price. Elasticity varies along a linear demand curve, meaning slope is not elasticity
 - Ranges of values of elasticity of demand are described as elastic or inelastic with the separating benchmark being a magnitude of 1, where the change in the price and the change in the quantity demanded are proportional.
 - a. When the magnitude of the value of elasticity is greater than 1, the demand is described as being elastic with respect to that price in the range of the given change.
 - b. When the magnitude of the value of elasticity is less than 1, the demand is described as being inelastic with respect to that price in the range of the given change.
 - c. When the magnitude of the value of elasticity is equal to 1, the demand is described as being unit elastic with respect to that price in the range of the given change.
 - The price elasticity of demand depends on certain factors such as the availability of substitutes.
 - The impact of a given price change on total revenue or total expenditure will depend on whether demand is elastic, inelastic, or unit elastic.

Mod 2.4: Price Elasticity of Supply

- **Reading:** Krugman pp. 500-504
- **Learning Objective(s)**
 - Define measures of elasticity.
 - Explain (using graphs where appropriate) measures of elasticity and the impact of a given price change on total revenue or total expenditure.
 - Calculate (using data from a graph or a table as appropriate) measures of elasticity
- **Essential Knowledge**
 - Price elasticity of supply is measured by the percentage change in quantity supplied divided by the percentage change in price, or the responsiveness of the quantity supplied to changes in price.
 - Ranges of values of elasticity of supply are described as elastic or inelastic with the separating benchmark being a magnitude of 1, where the change in the price and the change in the quantity supplied are proportional.
 - When the magnitude of the value of elasticity is greater than 1, the supply is described as being elastic with respect to that price in the range of the given change.
 - When the magnitude of the value of elasticity is less than 1, the supply is described as being inelastic with respect to that price in the range of the given change.
 - When the magnitude of the value of elasticity is equal to 1, the supply is described as being unit elastic with respect to that price in the range of the given change.
 - The price elasticity of supply depends on certain factors such as the price of alternative inputs.

Mod 2.5: Cross Price Elasticity and Income Elasticity

- **Reading:** Krugman pp. 506-509
- **Learning Objective(s)**
 - Define measures of elasticity.
 - Explain (using graphs where appropriate) measures of elasticity and the impact of a given price change on total revenue or total expenditure.
 - Calculate (using data from a graph or a table as appropriate) measures of elasticity
- **Essential Knowledge**
 - Elasticity can be measured for any determinant of demand or supply, not just the price.
 - Income elasticity of demand is measured by the percentage change in the quantity demanded divided by the percentage change in consumers' income. Economists use the income elasticity of demand to determine whether a good is normal or inferior.

- Cross-price elasticity of demand is measured by the percentage change in the quantity demanded of one good divided by the percentage change in the price of another good. Economists use the cross-price elasticity of demand to determine whether goods are substitutes, complements, or not related.

Mod 2.6: Market Equilibrium and Consumer and Producer Surplus

- **Reading:** Krugman pp. 511-522
- **Learning Objective(s)**
 - a. Define (using graphs as appropriate) market equilibrium, consumer surplus, and producer surplus.
 - Explain (using graphs as appropriate) how equilibrium price, quantity, consumer surplus, and producer surplus for a good or service are determined.
 - Calculate (using data from a graph or table as appropriate) areas of consumer surplus and producer surplus at equilibrium.
- **Essential Knowledge**
 - The supply-demand model is a tool for understanding what factors influence prices and quantities and why prices and quantities might differ across markets or change over time.
 - In a perfectly competitive market, equilibrium is achieved (and markets clear with no shortages or surpluses) when the price of a good or service brings the quantity supplied and quantity demanded into balance, in the sense that buyers wish to purchase the same quantity that sellers wish to provide.
 - Equilibrium price provides information to economic decision-makers to guide resource allocation.
 - Economists use consumer surplus and producer surplus to measure the benefits markets create to buyers and sellers and understand market efficiency.
 - Market equilibrium maximizes total economic surplus in the absence of market failures, meaning that perfectly competitive markets are efficient.

Mod 2.7: Market Disequilibrium and Changes in Equilibrium

- **Reading:** Krugman pp. 524-533
- **Learning Objective(s)**
 - a. Define a surplus and shortage.
 - Explain (using graphs where appropriate) how changes in underlying conditions and shocks to a competitive market can alter price, quantity, consumer surplus, and producer surplus.
 - Calculate (using data from a graph or table as appropriate) changes in price, quantity, consumer surplus, and producer surplus in response to changes in market conditions or market disequilibrium.
- **Essential Knowledge**

- Whenever markets experience imbalances— creating disequilibrium prices and quantities, surpluses, and shortages—market forces drive price and quantity toward equilibrium.
- Factors that shift the market demand and market supply curves cause price, quantity, consumer surplus, producer surplus, and total economic surplus (within that market) to change. The impact of the change depends on the price elasticities of demand and supply.

Mod 2.8: The Effects of Government Intervention in Markets

- **Reading:** Krugman pp. 535-563
- **Learning Objective(s)**
 - a. Define forms of government price and quantity intervention.
 - Explain (using graphs where appropriate) how government policies alter consumer and producer behaviors that influence incentives and therefore affect outcomes.
 - Calculate (using data from a graph or table where appropriate) changes in market outcomes resulting from government policies.
- **Essential Knowledge**
 - Some government policies, such as price floors, price ceilings, and other forms of price and quantity regulation, affect incentives and outcomes in all market structures.
 - Governments use taxes and subsidies to change incentives in ways that influence consumer and producer behavior, shifting the supply and demand curves accordingly.
 - Taxes and subsidies affect government revenues or costs.
 - Government intervention in a market producing the efficient quantity through taxes, subsidies, price controls, or quantity controls can only decrease allocative efficiency.
 - Deadweight loss represents the losses to buyers and sellers as a result of government intervention in an efficient market.
 - The incidence of taxes and subsidies imposed on goods traded in perfectly competitive markets depends on the elasticity of supply and demand.

Mod 2.9: International Trade and Public Policy

- **Reading:** Krugman pp. 566-578
- **Learning Objective(s)**
 - Define tariffs and quotas.
 - Explain (using graphs where appropriate) how markets are affected by public policy related to international trade.
 - Calculate (using data from a graph or table as appropriate) changes in market outcomes resulting from public policy related to international trade.

- Essential Knowledge
 - Equilibria in competitive markets may be altered by the decision to open an economy to trade with other countries; equilibrium price can be higher or lower than under autarky, and the gap between domestic supply and demand is filled by trade. Opening an economy to trade with other countries affects consumer surplus, producer surplus, and total economic surplus.
 - Tariffs, which governments sometimes use to influence international trade, affect domestic price, quantity, government revenue, and consumer surplus and total economic surplus.
 - Quotas can be used to alter quantities produced and therefore affect price, consumer surplus, and total economic surplus.

Unit 3: Behind the Supply Curve—Profit, Production, and Costs (14-16 Class Periods, 22–25% AP Exam Weighting)

- Big Idea 2—Costs, Benefits, and Marginal Analysis (CBA): Why do all decisions have costs? Why do people consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions?
- Big Idea 3—Production Choices and Behavior (PRD): What drives producers’ decision making? How can a market be perfectly competitive?
- Skill 1.A: Throughout the unit, students will have to demonstrate a written understanding of economic concepts, principles, and models covered, including all vocabulary terms highlighted in the Krugman text through a vocabulary review method of the instructor’s choice (i.e., vocabulary chart, flashcards, written quizzes, etc.).

Mod 3.1: The Production Function

- **Reading:** Krugman pp. 584-589
- **Learning Objective(s)**
 - Define (using graphs where appropriate) key terms and concepts relating to production and cost.
 - Explain (using graphs where appropriate) how production and cost are related in the short run and long run.
 - Calculate (using data from a graph or table as appropriate) the various measures of productivity and short-run and long-run costs.
- **Essential Knowledge**
 - The production function explains the relationship between inputs and outputs both in the short run and the long run.
 - Marginal product and average product change as input usage changes, and hence, total product changes.
 - Diminishing marginal returns occur as the firm employs more of one input, holding other inputs constant, to produce a product (output) in the short run.

Mod 3.2: Short-Run Production Costs

- **Reading:** Krugman pp. 590-602
- **Learning Objective(s)**
 - Define (using graphs where appropriate) key terms and concepts relating to production and cost.
 - Explain (using graphs where appropriate) how production and cost are related in the short run and long run.
 - Calculate (using data from a graph or table as appropriate) the various measures of productivity and short-run and long-run costs.
- **Essential Knowledge**
 - Fixed costs and variable costs determine the total cost.
 - Marginal cost, average (fixed, variable, and total) cost, total cost, and total variable cost change as total output changes, but total fixed cost remains constant at all output levels, including zero output.
 - Production functions with diminishing marginal returns yield an upward-sloping marginal cost curve.
 - Specialization and the division of labor reduce marginal costs for firms.
 - Cost curves can shift in response to changes in input costs and productivity

Mod 3.3: Long-Run Production Costs

- **Reading:** Krugman pp. 604-609
- **Learning Objective(s)**
 - a. Define (using graphs where appropriate) key terms and concepts relating to production and cost.
 - Explain (using graphs where appropriate) how production and cost are related in the short run and long run.
 - Calculate (using data from a graph or table as appropriate) the various measures of productivity and short-run and long-run costs.
- **Essential Knowledge**
 - In the long run, firms can adjust all their inputs, and as a result, all costs become variable.
 - The relationship between inputs and outputs in the long run is described by the scale of production—increasing, decreasing, or constant returns to scale.
 - The long-run average total cost is characterized by economies of scale, diseconomies of scale, or constant returns to scale (efficient scale).
 - The minimum efficient scale plays a role in determining the concentration of firms in a market and the market structure.

Mod 3.4: Types of Profit

- **Reading:** Krugman pp. 611-614
- **Learning Objective(s)**

- Define the different types of profit.
- Explain how firms respond to profit opportunities.
- Calculate a firm's profit or loss.
- Essential Knowledge
 - Firms respond to economic profit (loss) rather than accounting profit.
 - Accounting profit fails to account for implicit costs (such as cost of financial capital, compensation for risk, or an entrepreneur's time), which, if fully compensated, result in normal profit.

Mod 3.5: Profit Maximization

- **Reading:** Krugman pp. 616-620
- Learning Objective(s)
 - Define (using graphs or data as appropriate) the profit-maximizing rule.
 - Explain (using a graph or data as appropriate) the profit-maximizing level of production.
- Essential Knowledge
 - Firms are assumed to produce output to maximize their profits by comparing marginal revenue and marginal cost.

Mod 3.6: Firms' Entry and Exit Decisions

- **Reading:** Krugman pp. 621-629
- Learning Objective(s)
 - Explain (using graphs or data where appropriate) firms' short-run decisions to produce positive output levels, or long-run decisions to enter or exit a market in response to profit-making opportunities.
- Essential Knowledge
 - In the short run, firms decide to operate (i.e., produce positive output) or shut down (i.e., produce zero output) by comparing total revenue to total variable cost or price to average variable cost (AVC).
 - In the absence of barriers to entry or exit, in the long run (i.e., once factors that are fixed in the short run become variable), firms enter a market in which there are profit-making opportunities and exit a market when they anticipate economic losses.

Mod 3.7: Perfect Competition

- **Reading:** Krugman pp. 632-646
- Learning Objective(s)
 - Define (using graphs as appropriate) the characteristics of perfectly competitive markets and efficiency.

- Explain (using graphs where appropriate) equilibrium and firm decision making in perfectly competitive markets and how prices in perfectly competitive markets lead to efficient outcomes.
- Calculate (using data from a graph or table as appropriate) economic profit (loss) in perfectly competitive markets.
- Essential Knowledge
 - A perfectly competitive market is efficient. Firms in perfectly competitive markets face no barriers to entry and have no market power.
 - In perfectly competitive markets, prices communicate to consumers and producers the magnitude of others' marginal costs of production and marginal benefits of consumption and provide incentives to act on that information (i.e., price equals marginal cost in an efficient market).
 - In perfectly competitive markets, firms can sell all their outputs at a constant price determined by the market.
 - At a competitive market equilibrium, firms are price takers and select output to maximize profit by producing the level of output where the marginal cost equals marginal revenue (at the price).

Unit 4: Imperfect Competition (10-12 Class Periods, 15–22% AP Exam Weighting)

- Big Idea 3—Production Choices and Behavior (PRD): What drives producers' decision making? How can a market be perfectly competitive?

Mod 4.1: Introduction to Imperfectly Competitive Markets

- **Reading:** Krugman pp. 651-657
- Learning Objective(s)
 - Define (using graphs where appropriate) the characteristics of imperfectly competitive markets and inefficiency.
- Essential Knowledge
 - Imperfectly competitive markets include monopoly, oligopoly, and monopolistic competition in product markets and monopsony in factor markets.
 - In imperfectly competitive output markets and assuming all else is constant, a firm must lower price to sell additional units.
 - In imperfectly competitive markets, consumers and producers respond to prices that are above the marginal costs of production and/or marginal benefits of consumption (i.e., price is greater than marginal cost in an inefficient market).
 - Incentives to enter an industry may be mitigated by barriers to entry. Barriers to entry—such as high fixed/start-up costs, legal barriers to entry, and exclusive ownership of key resources—can sustain imperfectly competitive market structures.

Mod 4.2: Monopoly

- **Reading:** Krugman pp. 659-672
- Learning Objective(s)
 - Explain (using graphs where appropriate) equilibrium, firm decision making, consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets and why prices in imperfectly competitive markets cannot be relied on to coordinate the actions of all possible market participants and can lead to inefficient outputs.
 - Calculate (using data from a graph or table as appropriate) areas of consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets.
- Essential Knowledge
 - A monopoly exists because of barriers to entry.
 - In a monopoly, equilibrium (profit-maximizing) quantity is determined by equating marginal revenue (MR) to marginal cost (MC). The price charged is greater than the marginal cost.
 - In a natural monopoly, long-run economies of scale for a single firm exist throughout the entire effective demand of its product.

Mod 4.3: Price Discrimination

- **Reading:** Krugman pp. 674-679
- Learning Objective(s)
 - Explain (using graphs where appropriate) equilibrium, firm decision making, consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets and why prices in imperfectly competitive markets cannot be relied on to coordinate the actions of all possible market participants and can lead to inefficient outputs.
 - Calculate (using data from a graph or table as appropriate) areas of consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets.
- Essential Knowledge
 - A firm with market power can engage in price discrimination to increase its profits or capture additional consumer surplus under certain conditions.
 - With perfect price discrimination, a monopolist produces the quantity where price equals marginal cost (just as a competitive market would) but extracts all economic surplus associated with its product and eliminates all deadweight loss.

Mod 4.4: Monopolistic Competition

- **Reading:** Krugman pp. 681-691
- Learning Objective(s)

- Explain (using graphs where appropriate) equilibrium, firm decision making, consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets and why prices in imperfectly competitive markets cannot be relied on to coordinate the actions of all possible market participants and can lead to inefficient outputs.
- Calculate (using data from a graph or table as appropriate) areas of consumer surplus, producer surplus, profit (loss), and deadweight loss in imperfectly competitive markets.
- Essential Knowledge
 - In a market with monopolistic competition, firms producing differentiated products may earn positive, negative, or zero economic profit in the short run. Firms typically use advertising as a means of differentiating their product. Free entry and exit drive profits to zero in the long run. The output level, however, is smaller than the output level needed to minimize average total costs, creating excess capacity. The price is greater than marginal cost, creating allocative inefficiency.

Mod 4.5: Oligopoly and Game Theory

- **Reading:** Krugman pp.
- Learning Objective(s)
 - Define (using tables as appropriate) key terms, strategies, and concepts relating to oligopolies and simple games.
 - Explain (using tables as appropriate) strategies and equilibria in simple games and the connections to theoretical behaviors in various oligopoly market and non-market settings.
 - Calculate (using tables as appropriate) the incentive sufficient to alter a player's dominant strategy
- Essential Knowledge
 - An oligopoly is an inefficient market structure with high barriers to entry, where there are few firms acting interdependently.
 - Firms in an oligopoly have an incentive to collude and form cartels.
 - A game is a situation in which a number of individuals take actions, and the payoff for each individual depends directly on both the individual's own choice and the choices of others.
 - A strategy is a complete plan of actions for playing a game; the normal form model of a game shows the payoffs that result from each collection of strategies (one for each player).
 - A player has a dominant strategy when the payoff to a particular action is always higher independent of the action taken by the other player. Dominant strategies can be eliminated from each player's action set and can sometimes lead to an equilibrium outcome (see Nash equilibrium on next page).

Unit 5: Factor Markets (8-12 Class Periods, 10–13% AP Exam Weighting)

- Big Idea 3—Production Choices and Behavior (PRD): What drives producers' decision making? How can a market be perfectly competitive?
- Skill 1.A: Throughout the unit, students will have to demonstrate a written understanding of economic concepts, principles, and models covered, including all vocabulary terms highlighted in the Krugman text through a vocabulary review method of the instructor's choice (i.e., vocabulary chart, flashcards, written quizzes, etc.). CR4

Mod 5.1: Introduction to Factor Markets

- **Reading:** Krugman pp. 716-728
- Learning Objective(s)
 - Define (using graphs where appropriate) key terms and concepts relating to factor markets.
 - Explain (using graphs where appropriate) the relationship between factors of production, firms, and factor prices.
 - Calculate (using data from a graph or table where appropriate) the marginal revenue product and marginal resource cost.
- Essential Knowledge
 - Factors of production (labor, capital, and land) respond to factor prices (wages, interest, and rent), and employers' (firms') decision to hire is based on the productivity of the factors, output price, and cost of the factor.
 - The quantity of labor demanded is negatively related to the wage rate, while the quantity of labor supplied is positively related to the wage rate in a given labor market, other things constant.

Mod 5.2: Changes in Factor Demand and Factor Supply

- **Reading:** Krugman pp. 730-735
- Learning Objective(s)
 - Explain (using graphs where appropriate) firms' and factors' responses to changes in incentives and constraints.
- Essential Knowledge
 - Changes in the determinants of labor demand, such as the output price and the productivity of the worker, cause the labor demand curve to shift.
 - Changes in the determinants of labor supply (such as immigration, education, working conditions, age distribution, availability of alternative options, preferences for leisure, and cultural expectations) cause the labor supply curve to shift.

Mod 5.3: Profit-Maximizing Behavior in Perfectly Competitive Factor Markets

- **Reading:** Krugman pp. 737-750

- Learning Objective(s)
 - Define (using graphs as appropriate) the characteristics of perfectly competitive factor markets.
 - Explain (using graphs where appropriate) the profit-maximizing behavior of firms buying labor (with other inputs fixed) in perfectly competitive markets.
 - Calculate (using data from a graph or table where appropriate) measures representing the profit-maximizing behavior of firms buying labor (with other inputs fixed) in perfectly competitive markets.
- Essential Knowledge
 - In a perfectly competitive labor market, the wage is set by the market and each firm hires the quantity of workers, where the marginal factor (resource) cost (wage) equals the marginal revenue product of labor. A typical firm may be a perfect competitor in the labor market even if it is an imperfect competitor in its output markets.
 - A typical firm hires labor in a perfectly competitive labor market as long as the marginal revenue product of labor is greater than the market wage.
 - To minimize costs or maximize profits, firms allocate inputs such that the last dollar spent on each input yields the same amount of marginal product.
 - Marginal revenue product of a factor of production is the change in total revenue divided by the change in that factor of production, which is also equal to the marginal physical product of that factor multiplied by the marginal revenue ($MRP = MP \times MR$). Firms in a perfectly competitive output market will have marginal revenue product of labor that is equal to the value of the marginal product of labor ($VMPL = MPL \times P$) because marginal revenue for each unit of output is equal to price.

Mod 5.4: Monopsonistic Markets

- **Reading:** Krugman pp. 743-750
- Learning Objective(s)
 - Define (using graphs as appropriate) the characteristics of monopsonistic markets.
 - Explain (using graphs where appropriate) the profit-maximizing behavior of firms buying labor (with other inputs fixed) in monopsonistic markets.
 - Calculate (using data from a graph or table where appropriate) measures representing the profit-maximizing behavior of firms buying labor (with other inputs fixed) in monopsonistic markets.
- Essential Knowledge
 - In a monopsonistic labor market, a typical firm hires additional labor as long as the marginal revenue product is greater than the marginal factor (resource) cost (the wage of a new unit of labor plus the wage increase given to all existing labor).

- When a typical firm hires additional workers in a monopsonistic labor market, the marginal factor (resource) cost is greater than the supply price of labor.

Unit 6: Market Failure and the Role of Government (11-13 Class Periods, 8–13% AP Exam Weighting)

- Big Idea 4—Market Inefficiency and Public Policy (POL): How does government policy affect market outcomes?
- Skill 1.A: Throughout the unit, students will have to demonstrate a written understanding of economic concepts, principles, and models covered, including all vocabulary terms highlighted in the Krugman text through a vocabulary review method of the instructor's choice (i.e., vocabulary chart, flashcards, written quizzes, etc.).

Mod 6.1: Socially Efficient and Inefficient Market Outcomes

- **Reading:** Krugman pp. 755-760
- Learning Objective(s)
 - Define social efficiency.
 - Explain (using graphs where appropriate) why resource allocation in perfectly competitive markets is socially efficient.
 - Explain (using graphs where appropriate) how private incentives can lead to actions by rational agents that are socially undesirable (inefficient) market outcomes.
 - Explain equilibrium allocations in imperfect markets relative to efficient allocations (using graphs where appropriate) and why these markets are inefficient.
 - Calculate (using graphs where appropriate) the deadweight loss resulting from the production of a non-efficient quantity.
- Essential Knowledge
 - The optimal quantity of a good occurs where the marginal benefit of consuming the last unit equals the marginal cost of producing that last unit, thus maximizing total economic surplus.
 - The market equilibrium quantity is equal to the socially optimal quantity only when all social benefits and costs are internalized by individuals in the market. Total economic surplus is maximized at that quantity.
 - Rational agents can pursue private actions to exploit or exercise market characteristics known as market power.
 - Rational agents make optimal decisions by equating private marginal benefits and private marginal costs that can result in market inefficiencies.
 - Policymakers use cost-benefit analysis to evaluate different actions to reduce or eliminate market inefficiencies.
 - Market inefficiencies can be eliminated by designing policies that equate marginal social benefit with marginal social cost.

- Equilibrium allocations can deviate from efficient allocations due to situations such as monopoly; oligopoly; monopolistic competition; negative and positive externalities in production or consumption; asymmetric information; and insufficient production of public goods.
- Producing any non-efficient quantity results in deadweight loss.

Mod 6.2: Externalities

- **Reading:** Krugman pp. 762-770
- Learning Objective(s)
 - Define externalities.
 - Explain (using graphs where appropriate) how in the presence of externalities, private markets do not take into consideration social costs or social benefits.
 - Explain (using graphs where appropriate) how public policies address positive or negative externalities.
- Essential Knowledge
 - The socially optimal quantity of a good occurs where the marginal social benefit of consuming the last unit equals the marginal social cost of producing that last unit, thus maximizing total economic surplus.
 - Externalities are either positive or negative and arise from lack of well-defined property rights and/or high transaction costs.
 - In the presence of externalities, rational agents respond to private costs and benefits and not to external costs and benefits.
 - Rational agents have the incentive to free ride when a good is non-excludable.
 - Policies that address positive or negative externalities include taxes/subsidies, environmental regulation, public provision, the assignment of property rights, and the reassignment of property rights through private transactions.

Mod 6.3: Public and Private Goods

- **Reading:** Krugman pp. 772-781
- Learning Objective(s)
 - Define whether goods are rival and/or excludable.
 - Explain how the nature of rival and/ or excludable goods influences the behavior of individuals and groups.
- Essential Knowledge
 - Private goods are rival and excludable, and public goods are non-rival and non-excludable.
 - Due to the free rider problem, private individuals usually lack the incentive to produce public goods, leaving government as the only producer.
 - Governments sometimes choose to produce private goods, such as educational services, and to allow free access to them.

- Some natural resources are, by their nature, non-excludable and rival and therefore open access. Private individuals inefficiently overconsume such resources.

Mod 6.4: The Effects of Government Intervention in Different Market Structures

- **Reading:** Krugman pp. 783-793
- **Learning Objective(s)**
 - Define government policy interventions in imperfect markets.
 - Explain (using graphs where appropriate) how government policies can alter market outcomes in perfectly and imperfectly competitive markets.
 - Calculate (using data from a graph or table as appropriate) changes in market outcomes resulting from government policies in perfectly competitive and imperfectly competitive markets.
- **Essential Knowledge**
 - Per-unit taxes and subsidies affect the total price consumers pay, net price firms receive, equilibrium quantity, consumer and producer surpluses, deadweight loss, and government revenue or cost. The impact of change depends on the price elasticity of demand and supply.
 - Lump-sum taxes and lump-sum subsidies do not change either marginal cost or marginal benefit; only fixed costs will be affected.
 - Binding price ceilings and floors affect prices and quantities differently depending on the market structures (perfect competition, monopoly, monopolistic competition, and monopsony) and the price elasticities of supply and demand.
 - Government intervention in imperfect markets can increase efficiency if the policy correctly addresses the incentives that led to the market failure.
 - Government can use price regulation to address inefficiency due to monopoly.
 - A natural monopoly will require a lumpsum subsidy to produce at the allocatively efficient quantity.
 - Governments use antitrust policy in an attempt to make markets more competitive.

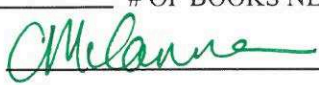
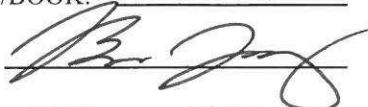
Mod 6.5: Inequality

- **Reading:** Krugman pp. 795-811
- **Learning Objective(s)**
 - Define measures of economic inequality in income and wealth.
 - Explain sources of income and wealth inequality.
- **Essential Knowledge**
 - Income levels and poverty rates vary greatly both across and within groups (e.g., age, gender, race) and countries.

- The Lorenz curve and Gini coefficient are used to represent the degree of inequality in distributions and to compare distributions across different countries, policies, or time periods.
- Each factor of production receives the value of its marginal product, which can contribute to income inequality.
- Sources of income and wealth inequality include differences in tax structures (progressive and regressive tax structures), human capital, social capital, inheritance, effects of discrimination, access to financial markets, mobility, and bargaining power within economic and social units (firms, labor unions, and families).

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: December 1, 2022 PRINCIPAL: Dr. Benjamin Feeney
TEACHER: Mr. Joshua Riehl CHAIRMAN: Mrs. Christy McCanna
GRADE & DEPARTMENT: Grades 11/12 - Social Studies SUBJECT: Advanced Placement Economics
BOOK: Krugman's Economics for the AP Course COMPANY: BFW Publishers
COPYRIGHT DATE: 2023 # OF BOOKS NEEDED: 20-28 COST/BOOK: \$172-\$211 (see attached)
Chairperson Signature:  Principal Signature: 

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>X</u>	<u> </u>	<u> </u>
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u>X</u>	<u> </u>	<u> </u>
3. How colorful and attractive is the cover?	<u>X</u>	<u> </u>	<u> </u>
4. How attractive and modern-looking is the page layout?	<u>X</u>	<u> </u>	<u> </u>
5. How readable and attractive is the type face?	<u>X</u>	<u> </u>	<u> </u>
6. How does margin and spacing of print enhance readability and attractiveness?	<u>X</u>	<u> </u>	<u> </u>
7. How well is textbook referenced and indexed?	<u>X</u>	<u> </u>	<u> </u>
8. How durable and readable is the paper used in the pages of the book?	<u>X</u>	<u> </u>	<u> </u>
9. How sturdy is the construction of the book and its binding?	<u>X</u>	<u> </u>	<u> </u>

CONTENT

1. How well does content meet maturity level of pupils?	<u>X</u>	<u> </u>	<u> </u>
2. How well does readability level meet most pupils for whom it was selected?	<u>X</u>	<u> </u>	<u> </u>
3. How well does content meet needs and interest of pupils?	<u>X</u>	<u> </u>	<u> </u>
4. How adaptable is content to a wide range of individual differences of pupils?	<u> </u>	<u>X</u>	<u> </u>
5. How well does content deal or relate with situations in which pupils find themselves?	<u>X</u>	<u> </u>	<u> </u>
6. How well are inter-relationships of materials in the book presented?	<u>X</u>	<u> </u>	<u> </u>

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	<u>X</u>	<u> </u>	<u> </u>
8. How well is balance met between problem-centered and subject-centered materials?	<u>X</u>	<u> </u>	<u> </u>
9. How free is content of prejudices on controversial issues?	<u>X</u>	<u> </u>	<u> </u>
10. How fairly and completely are controversial issues handled?	<u>X</u>	<u> </u>	<u> </u>
11. How correct is factual material of content?	<u>X</u>	<u> </u>	<u> </u>
12. How free of bias and prejudices is the factual content and illustrations?	<u>X</u>	<u> </u>	<u> </u>
13. How up-to-date are illustrations, references, resources and total content?	<u>X</u>	<u> </u>	<u> </u>
14. How interesting and clear is the style of writing?	<u>X</u>	<u> </u>	<u> </u>
15. How resourceful is content in terms of illustration devices and character portrayals?	<u>X</u>	<u> </u>	<u> </u>
16. How extensive and effective are study helps and aids?	<u>X</u>	<u> </u>	<u> </u>
17. How adequate are footnotes for identification purposes?	<u>X</u>	<u> </u>	<u> </u>
18. How adequate and effective are evaluative devices for pupil use?	<u>X</u>	<u> </u>	<u> </u>

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

Bedford, Freeman, & Worth Publishers are known for their work with AP courses. These textbooks are designed to be written at a college level and are completely aligned with their corresponding AP courses. This textbook is the newest edition, copies were just sent to schools for a 2023 preview. In speaking with the textbook representative, we learned that they work closely with the College Board to ensure full integration between their textbooks and the tested AP curriculum. This is from the textbook's website:

Written specifically for AP® students and teachers by AP® Econ experts Margaret Ray and David Anderson, *Krugman's Economics for the AP® Course*, 4th Edition provides all the support you need to reach the summit and to succeed on the exams. Meticulously revised to mirror the Course Framework, this textbook features 6 Macroeconomics units and 6 Microeconomics units, each organized to cover the topics in the same scope and sequence as the revised AP® Economics CED. AP® skills are reinforced throughout and are further amplified in the Teacher's Edition and extensive resource program.



We have some options with this textbook - we can buy the hardcopy, there is a 6-year e-book with supplemental materials, and there is a combination price with the textbook and the e-book materials. We should be comped the teacher materials with the purchase of at least 20 student books.

PRODUCTS	Format	Price
"Krugman's Economics for the AP® Course"	Print text	172.42
"SaplingPlus for Krugman's Economics for the AP® Course (Six-Use Online)"	Digital (ebook + resources / homework)--6 years	184.42
"Krugman's Economics for the AP® Course & SaplingPlus for Krugman's Economics for the AP® Course (Six-Use Online)"	Package of: Print text + Digital (ebook + resources / homework)--6 years	211.42

LAMPETER-STRASBURG SCHOOL DISTRICT
Lancaster, Pennsylvania 17602

CRITERIA FOR TEXTBOOK SELECTION

DATE: 2/27/2023 PRINCIPAL: Mrs. Alicia Kowitz
TEACHER: English Language Arts Department CHAIRMAN: Mrs. Paula Long
GRADE & DEPARTMENT: 6, 7, and 8 ELA SUBJECT: English Language Arts
BOOK: StudySync, grades 6, 7, and 8 COMPANY: McGraw Hill
COPYRIGHT DATE: 2021 # OF BOOKS NEEDED: 170 S. + 10 T. Online/Bk: TE\$336.24/SE \$136.50

Chairperson Signature:  Principal Signature: 

<u>FORMAT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
---------------	-------------	-------------	-------------

- | | | | |
|---|----------|---------------|---------------|
| 1. How extensively, effectively and wisely are pictures used? | <u>X</u> | <u> </u> | <u> </u> |
| 2. How extensively, effectively and wisely are graphs, charts and maps used? | <u>X</u> | <u> </u> | <u> </u> |
| 3. How colorful and attractive is the cover? | <u>X</u> | <u> </u> | <u> </u> |
| 4. How attractive and modern-looking is the page layout? | <u>X</u> | <u> </u> | <u> </u> |
| 5. How readable and attractive is the type face? | <u>X</u> | <u> </u> | <u> </u> |
| 6. How does margin and spacing of print enhance readability and attractiveness? | <u>X</u> | <u> </u> | <u> </u> |
| 7. How well is textbook referenced and indexed? | <u>X</u> | <u> </u> | <u> </u> |
| 8. How durable and readable is the paper used in the pages of the book? | <u>X</u> | <u> </u> | <u> </u> |
| 9. How sturdy is the construction of the book and its binding? | <u>X</u> | <u> </u> | <u> </u> |

CONTENT

- | | | | |
|--|----------|---------------|---------------|
| 1. How well does content meet maturity level of pupils? | <u>X</u> | <u> </u> | <u> </u> |
| 2. How well does readability level meet most pupils for whom it was selected? | <u>X</u> | <u> </u> | <u> </u> |
| 3. How well does content meet needs and interest of pupils? | <u>X</u> | <u> </u> | <u> </u> |
| 4. How adaptable is content to a wide range of individual differences of pupils? | <u>X</u> | <u> </u> | <u> </u> |
| 5. How well does content deal or relate with situations in which pupils find themselves? | <u>X</u> | <u> </u> | <u> </u> |
| 6. How well are inter-relationships of materials in the book presented? | <u>X</u> | <u> </u> | <u> </u> |

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	<u>X</u>	<u> </u>	<u> </u>
8. How well is balance met between problem-centered and subject-centered materials?	<u>X</u>	<u> </u>	<u> </u>
9. How free is content of prejudices on controversial issues?	<u>X</u>	<u> </u>	<u> </u>
10. How fairly and completely are controversial issues handled?	<u>X</u>	<u> </u>	<u> </u>
11. How correct is factual material of content?	<u>X</u>	<u> </u>	<u> </u>
12. How free of bias and prejudices is the factual content and illustrations?	<u>X</u>	<u> </u>	<u> </u>
13. How up-to-date are illustrations, references, resources and total content?	<u>X</u>	<u> </u>	<u> </u>
14. How interesting and clear is the style of writing?	<u>X</u>	<u> </u>	<u> </u>
15. How resourceful is content in terms of illustration devices and character portrayals?	<u>X</u>	<u> </u>	<u> </u>
16. How extensive and effective are study helps and aids?	<u>X</u>	<u> </u>	<u> </u>
17. How adequate are footnotes for identification purposes?	<u>X</u>	<u> </u>	<u> </u>
18. How adequate and effective are evaluative devices for pupil use?	<u>X</u>	<u> </u>	<u> </u>

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

The Martin Meylin English Language Arts department spent the last nine months reviewing various ELA textbooks to replace the material currently used in our classrooms. After careful review and consideration, we present StudySync by McGraw Hill Publishers for board approval beginning the 2023-2024 school year. This resource provides students with a myriad of resources and learning opportunities to demonstrate mastery of the PA Common Core Standards for English Language Arts.

There are six core units at each grade level which include a variety of genres and text structures. The first four units of instruction include all of the PA Common Core Standards, providing teachers with flexibility for spiraling review in units five and six or further exploration in the form of a novel study. The online platform displays a direct correlation between lesson activities and the PA Standards while the online grade book has the capability to show student progress on the standards and present suggestions for targeted remediation. The StudySync reading and writing routines provide students with ample opportunities to read, analyze, and respond to complex texts throughout the units. These texts represent a variety of genres to engage and challenge the students with increasing rigor. Within the units, students employ the close reading techniques of First Read, Skill lesson, and Close Read application lesson to master the standards. Each unit also includes embedded writing and grammar lessons offering students

multiple opportunities to hone these skills. To assist the diverse learners in our classrooms, StudySync provides multiple scaffolds for four different levels of English Language Learners as well as multiple supports for approaching-level readers. To prepare students for advanced courses, StudySync extends learning for beyond-level learners as well. In addition to instructional materials, StudySync incorporates a variety of assessment opportunities including a screening and diagnostic assessment, benchmark assessments, as well as formative and summative assessments within the units. The online platform is dynamic and enables students to read and listen to texts online, annotate the text, access support scaffolds, complete assignments, and collaborate with classmates. Students may access a hard copy of the textbook in their ELA classrooms. This new textbook will not replace our current curriculum but instead will permit teachers to support the curriculum through direct alignment with the standards and ample opportunities for differentiation to target student needs.

As part of the textbook adoption, the following supplemental novels were recommended, at each grade level, to support the instructional program:

- 6th: Hoot by Carl Hiaasen
- 7th: Flesh and Blood So Cheap: The Triangle Fire and Its Legacy by Albert Marrin
- 8th: Refugee by Alan Gatz



Because learning changes everything.®

QUOTE PREPARED FOR:

Lampeter-Strasburg Union
1600 BOOK RD
LANCASTER, PA 17602
ACCOUNT NUMBER: 411368

CONTACT:

Amanda Kinert
amanda_kinert@l-spioneers.org
(717) 464-3311

SUBSCRIPTION/DIGITAL CONTACT:

Andrew Godfrey
andrew_godfrey@l-spioneers.org
(717) 464-3311

SALES REP INFORMATION:

Marlisa Spinnichio
marlisa.spinnichio@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
STUDYSYNC @ 2021, GRADE 6 (6 Year)	\$30,867.48	(\$2,220.48)	\$28,647.00
STUDYSYNC @ 2021, GRADE 7 (6 Year)	\$29,566.98	(\$2,220.48)	\$27,346.50
STUDYSYNC @ 2021, GRADE 8 (6 Year)	\$28,266.48	(\$2,220.48)	\$26,046.00
Professional Development	\$5,000.00	(\$5,000.00)	\$0.00
PRODUCT TOTAL*	\$93,700.94	(\$11,661.44)	\$82,039.50
ESTIMATED S&H**			\$566.94
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$82,606.44

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 02/23/2023
QUOTE NUMBER: AKING-02232023111840-001

ACCOUNT NAME: Lampeter-Strasburg Union
ACCOUNT #: 411368

EXPIRATION DATE: 04/09/2023
PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC © 2021, GRADE 6 (6 Year)					
STUDYSYNC CORE ELA GRADE 6 STD HC STUDENT BNDL 6YR PRINT DIGITAL 1 NOVEL Includes: Hardcover Student Reading and Writing Companion, 6 Year Student Online Subscription+ 1 Novel to Follow (HOOT 9780440419396)	978-1-26-417427-0	75	\$149.64	\$0.00	\$11,223.00
STUDYSYNC CORE ELA GRADE 6 DIGITAL (PLUS 1 NOVEL) STUDENT 6 YEAR BUNDLE (HOOT 9780440419396)	978-0-07-703554-9	165	\$105.60	\$0.00	\$17,424.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GR6 COMMON CORE TE PACKAGE VOLUMES 1 AND 2	978-0-07-692098-3	4	\$182.76	\$731.04	*Free Materials
STUDYSYNC GRADE 6 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-686775-2	9	\$153.48	\$1,381.32	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	4	\$27.03	\$108.12	*Free Materials

TEACHER MATERIALS Subtotal: \$2,220.48 \$0.00

STUDYSYNC © 2021, GRADE 6 (6 Year) Subtotal: \$2,220.48 \$28,647.00

STUDYSYNC © 2021, GRADE 7 (6 Year)					
STUDYSYNC CORE ELA GRADE 7 STD HC STUDENT BNDL 6YR PRINT DIGITAL 1 NOVEL Includes: Hardcover Student Reading and Writing Companion, 6 Year Student Online Subscription+ 1 Novel to Follow (FLESH AND BLOOD SO CHEAP, 9780553499353)	978-1-26-417429-4	75	\$149.64	\$0.00	\$11,223.00
STUDYSYNC CORE ELA GRADE 7 DIGITAL (PLUS 1 NOVEL) STUDENT 6 YEAR BUNDLE (FLESH AND BLOOD SO CHEAP, 9780553499353)	978-0-07-703555-6	150	\$105.60	\$0.00	\$15,840.00
FLESH AND BLOOD SO CHEAP	978-0-55-349935-3	15	\$18.90	\$0.00	\$283.50
TEACHER MATERIALS					
STUDYSYNC CORE ELA GR7 COMMON CORE TE PACKAGE VOLUMES 1 AND 2	978-0-07-692099-0	4	\$182.76	\$731.04	*Free Materials
STUDYSYNC GRADE 7 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700848-2	9	\$153.48	\$1,381.32	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	4	\$27.03	\$108.12	*Free Materials

TEACHER MATERIALS Subtotal: \$2,220.48 \$0.00

STUDYSYNC © 2021, GRADE 7 (6 Year) Subtotal: \$2,220.48 \$27,346.50

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605

Email: orders_mhe@mheeducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 02/23/2023

ACCOUNT NAME: Lampeter-Strasburg Union

EXPIRATION DATE: 04/09/2023

QUOTE NUMBER: AKING-02232023111840-001

ACCOUNT #: 411368

PAGE #: 2



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC © 2021, GRADE 8 (6 Year)					
STUDYSYNC CORE ELA GRADE 8 STD HC STUDENT BNDL 6YR PRINT DIGITAL 1 NOVEL Includes: Hardcover Student Reading and Writing Companion, 6 Year Student Online Subscription+ 1 Novel to Follow (REFUGEE, 9780545880831)	978-1-26-417430-0	75	\$149.64	\$0.00	\$11,223.00
STUDYSYNC CORE ELA GRADE 8 DIGITAL (PLUS 1 NOVEL) STUDENT 6 YEAR BUNDLE (REFUGEE, 9780545880831)	978-0-07-703556-3	135	\$105.60	\$0.00	\$14,256.00
REFUGEE	978-0-54-588083-1	30	\$18.90	\$0.00	\$567.00
TEACHER MATERIALS					
STUDYSYNC CORE ELA GR8 COMMON CORE TE PACKAGE VOLUMES 1 AND 2	978-0-07-692106-5	4	\$182.76	\$731.04	*Free Materials
STUDYSYNC GRADE 8 TEACHER ONLINE 6 YEAR SUBSCRIPTION	978-0-07-700851-2	9	\$153.48	\$1,381.32	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	4	\$27.03	\$108.12	*Free Materials
TEACHER MATERIALS Subtotal:				\$2,220.48	\$0.00
STUDYSYNC © 2021, GRADE 8 (6 Year) Subtotal:				\$2,220.48	\$26,046.00
Professional Development					
STAFF DEVELOPMENT WORKSHOP	TRN2001	1	\$3,500.00	\$3,500.00	*Free Materials
PROF DEVELOPMENT HALF DAY VIRTUAL TRAINING 2 HOUR SESSION GRADES K-12	978-0-02-687600-1	1	\$1,500.00	\$1,500.00	*Free Materials
Professional Development Subtotal:				\$5,000.00	\$0.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 02/23/2023
QUOTE NUMBER: AKING-02232023111840-001

ACCOUNT NAME: Lampeter-Strasburg Union
ACCOUNT #: 411368

EXPIRATION DATE: 04/09/2023
PAGE #: 3



Because learning changes everything.®

QUOTE PREPARED FOR:

Lampeter-Strasburg Union
1600 BOOK RD
LANCASTER, PA 17602
ACCOUNT NUMBER: 411368

CONTACT:

Amanda Kinert
amanda_kinert@l-spioneers.org
(717) 464-3311

VALUE OF ALL MATERIALS	\$93,700.94
FREE MATERIALS	(\$11,661.44)
PRODUCT TOTAL*	\$82,039.50
ESTIMATED SHIPPING & HANDLING**	\$566.94
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$82,606.44

SUBSCRIPTION/DIGITAL CONTACT:

Andrew Godfrey
andrew_godfrey@l-spioneers.org
(717) 464-3311

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 02/23/2023
QUOTE NUMBER: AKING-02232023111840-001

ACCOUNT NAME: Lampeter-Strasburg Union
ACCOUNT #: 411368

EXPIRATION DATE: 04/09/2023
PAGE #: 4

School Wide Positive Behavior at Lampeter Elementary

Lampeter Elementary has been working toward the following District and Building Level Comprehensive Plan Goals:

- District Comprehensive Plan Goal:
 - By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports implemented to meet the social and emotional needs of all students.
- LE Building Comprehensive Planning Goals:
 - By June 30, 2024, there will be evidence of effective strategies and supports implemented in all school settings to meet the social and emotional needs of all students.
 - Provide all staff with professional development opportunities to equip them to meet the social emotional needs of all students
 - Determine ways to systematically integrate strategies and supports into all educational settings within the daily schedule
 - By June 30, 2024, there will be a 25% decrease in school-wide disruptions
 - By June 30, 2024, research and implement tiered interventions for behavior support.

Since the beginning of the Comprehensive Plan, the following adjustments have been made at Lampeter to strive toward achieving the above goals:

- Regular guidance instruction
- Small groups facilitated by the guidance counselor based on behavioral needs (i.e. coping, anxiety, anger, etc.)
- Collaborations of classroom teachers focused on enhancing classroom/behavior management strategies in the classroom
- Professional development on trauma sensitive practices to incorporate into all classrooms
- In April, all staff will be furthering their professional growth by learning about Zones of Emotional Regulation strategies to support students in the classroom.

Beginning in the '23-'24 school year, Lampeter Elementary would like to continue to enhance student learning about emotions, feelings, life skills and actions through The Little Spot series of books and activities.

- The Little Spot series are books and activities developed by an author/illustrator to help her as a parent teach her children about various emotions and feelings. As her Little Spot books took off, she expanded to include more topics and materials that could be used by teachers in the K-2 classroom.
- The boxed sets of books would be purchased for each classroom, along with a set of stuffed spots, flash cards containing the emotions, and the teacher's guide providing resources and materials that teachers could use as needed.
<https://www.dianealber.com/collections/spot-series>
 - Emotions: Anger, Anxiety, Peaceful, Happiness, Sadness, Confidence, Love and Scribble
 - Feelings: Empathy, Frustration, Calm, Belonging, Worry, Boredom, Flexible Thinking and Feelings Detective
 - Takes Action: Kindness, Responsibility, Patience, Respect, Honesty, Organization, Diversity and Safety
 - Life Skills: Courage, Perseverance, Teamwork, Talent, Thankful, Optimism, Creativity and Giving
- Teachers will continue to hold morning meetings to develop community in their classrooms, and the Little Spot series would provide them with the tools each student needs to understand the feelings and emotions that they may be experiencing. By acknowledging the students feelings and emotions to begin the school day, the teachers and students will be able to set the stage for learning for the rest of the school day.
 - Teachers would have the resources available to pull from if something was happening in class or with one of their students to highlight a certain topic.
 - As a school, a book would be featured each month in the course of the school year. Over the course of K-2, each student would learn about all of the various feelings, emotions and skills to better apply them to their daily lives.



Proposal for Teaching and Learning Services Instructional Technology

Prepared for
Dr. Andy Godfrey

Prepared by
Ken Zimmerman
Lancaster-Lebanon Intermediate 13

1020 New Holland Avenue
Lancaster, PA 17601

Tel: 717-606-1691
Email: kenneth_zimmerman@iu13.org

Submitted on
February 3, 2023

Lancaster-Lebanon Intermediate Unit 13 is pleased to present Lampeter-Strasburg SD with this proposal for Instructional Technology services. We understand the desire for Station Rotation (Hybrid) support and recognize the opportunity to provide our Instructional Technology specialists as a solution. We are pleased to have another opportunity to continue to offer this service to Lampeter-Strasburg School District based upon the breadth and depth of instructional technology expertise within the Instructional Services department at IU13.

Having discussed your district needs, please review the following proposal for Station Rotation (Hybrid) support. Our goal is to provide Lampeter-Strasburg educators a thorough understanding of the station rotation model and its connection to personalized learning and student engagement. This proposal is for the 2023-2024 school year for a total cost of up to \$23,750.00.

We look forward to working with the staff at Lampeter-Strasburg School District for another year. Our goal is to provide the highest quality and customizable instructional technology coaching support to meet your district needs. We deeply appreciate the opportunity to serve your district once again and thank you for entrusting us with another year of service.

Sincerely,



Ken Zimmerman
Associate Program Director of Educational Tech & Innovation
Lancaster-Lebanon Intermediate Unit 13

STATEMENT OF WORK

Contractor: Lancaster-Lebanon IU13 1020 New Holland Pike Lancaster, PA 17601	Customer: Lampeter-Strasburg SD 1600 Book Road Lancaster, PA 17602
Supervisor: Ken Zimmerman	
Contact: Danielle Adams Phone: 717-947-1742 Email: danielle_adams@iu13.org	Contact: Dr. Andy Godfrey Phone: 717-464-4699 Email: andrew_godfrey@l-spioneers.org

Project Start: 2023-2024 School Year

Project Completion: Completion of 2023-2024 School Year

Duration of Services: Up to 25 Total Days

Description of Work:

The hybrid station rotation learning instructional coach/specialist will provide support and training to the teachers who are implementing the hybrid model in their classrooms and will serve as an advocate for maintaining program fidelity. The instructional coach/specialist will support teachers' instructional practices, assist teachers in applying new knowledge, and provide ongoing professional development in the classroom. Teachers will have the necessary support for planning and development of their curricular lessons in all three of the instructional modalities. In addition, the coach will work closely with both students and teachers in the classroom with newly implemented lessons and projects that are developed for the hybrid model.

The Educational Technology Team at Lancaster-Lebanon Intermediate Unit 13 will provide an instructional specialist who will provide support and services to designated staff including:

- Assistance in the development and implementation of instructional strategies, curriculum and instruction to support station rotation (hybrid) learning.
- Provision of up to 4 days of professional learning in small group instruction on station rotation and personalized learning either at the IU13 Conference & Training Center or onsite at the district.
 - These PD days may be used for a reboot for teachers who want to improve their use of the station rotation model.
 - 2022-2023 teacher ongoing training and support
 - Any previous station rotation teachers who would like a refresher training can be invited
- Provision of up to 21 days of services in the school district, including professional development, coaching, site visits, and planning meetings.
 - Coaching will be provided for 2022-2023 hybrid cohort as well as previous cohorts
 - Coaching can be provided for any new to station rotation teacher who will also be invited to one of the Spring and/or Summer Station Rotation Implementation Cohorts
 - Action planning team meetings with principals and district administration for program review to identify and revisit success criteria and measurements

Professional learning will consist of the following areas:

- Understanding Station Rotation (Hybrid) Learning Model & its complement of Personalized Learning
- Classroom Management
- Lesson Planning
- Data Driven Instruction
- Content Provider Assistance/Training
 - o Any content providers that are selected
- Project Based Learning—Collaborative Station Ideas
- Professional Development Work Days—Meeting the individual needs of the teachers.
- Station Rotation Reboot for returning educators
- The Blended Journey to Personalized Learning

Instructional coaching will include the following services:

- Classroom coaching
- 1:1 teacher support
- Small Group Instruction
- Teacher pull out training days
- Lesson planning and development, including lesson plan ideas, resources, and strategies provided throughout the school year
- Meetings with school administrators to discuss progress and changes that need to occur
- Ongoing consultation from the instructional coach through email, phone calls, Zoom, etc.
- Content provider support

Limitations:

1. The Services shall be provided only to the employees of the Customer. Under no circumstances will the Customer permit non-employees to participate in, benefit from, or receive materials related to the Services, unless otherwise agreed to by both parties. Audio/video recording of the Services is not permitted. Copying and/or modifying any portion of the online course is strictly prohibited. Any exceptions to this clause must be requested and granted in writing or email correspondence.
2. Lancaster Lebanon Intermediate Unit 13 (d.b.a. IU13) retains all rights to the content and materials used in its workshops and services. All content is protected by copyrights, trademarks, or other rights, which are owned by IU13 or by other parties.
3. You may use workshop content and materials only for your own in-district, non-commercial use. Content and materials may not be modified, published, reproduced, duplicated, copied, uploaded, downloaded, posted, transmitted, sold, or otherwise exploited for any commercial purpose that is not expressly permitted in writing by IU13 or under copyright law.
4. The IU is protected under the Commonwealth of Pennsylvania's Tort Claims Act (Act), and as such, cannot and shall not be held responsible or otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the

indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.

5. The Customer shall not use, issue or release for publication any articles, photographs, or similar materials including or implying the name of IU13, or any advertising or publicity matter including or implying the name of IU13 or relating to the subject matter of this engagement, without first securing written consent from IU13, which consent may be withheld in the IU13's sole discretion.
6. Either Party may terminate this Agreement with 30 days written notice. In the event both Parties wish to mutually terminate this Agreement, the date of termination shall be as agreed by the Parties without regard to the notice provision.
7. **Force Majeure.** Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, acts of God, war or terrorism, changes in controlling law, regulations, orders or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, a national or Commonwealth of Pennsylvania emergency, disease, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, general strikes throughout the trade, work stoppages, accidents and freight embargos, and interruptions, loss or malfunctions of utilities, communications or computer (software and hardware) services; other unforeseeable circumstances beyond the control of the Parties against which it would have been unreasonable for the affected party to take precautions and which the affected party cannot avoid even by using its best efforts. The Contractor shall orally notify the Customer within forty-eight (48) hours and notify in writing within five (5) days of the date on which the Contractor becomes aware, or should have reasonably become aware, that such cause would prevent or delay its performance. Such notification shall (i) describe fully such cause(s) and its effects on performance, (ii) state whether performance under the Agreement is prevented or delayed and (iii) if performance is delayed, state a reasonable estimate of the duration of the delay. After receipt of such notification, the Customer may elect to cancel this Agreement, or to extend the time for performance as reasonably necessary to compensate for the Contractor's delay.
8. (If applicable) At least one week prior to the scheduled face-to-face educational consultation or professional development session, the IU13 staff member(s) and the host contact(s)/administrator(s) will discuss health and safety guidelines and expectations to reduce the spread of COVID-19, and face-to-face professional development is contingent upon mutual agreement of these precautions.
9. The person signing this Agreement on behalf of the Customer individually warrants that he or she has full legal power to execute this Agreement on behalf of the Customer, and to bind and obligate the Customer with respect to all provisions contained in this Agreement.
10. This contract cannot be modified or changed without a contract Amendment signed by both the Customer and the Contractor.

Costs:

Lancaster-Lebanon Intermediate Unit 13 establishes hourly and daily rates for teaching and learning services on an annual basis. This estimate is based upon the execution of a contract within the 2023-2024 fiscal year.

Task/ Deliverable	#	Unit	# Staff	Rate	Cost
Station Rotation Learning Instructional Technology Specialist - Professional Learning Days	n/a	up to 4 days	TBD	\$950.00	up to \$3,800.00
Station Rotation Learning Instructional Technology Specialist - Instructional Technology Coaching	n/a	up to 21 days	TBD	\$950.00	up to \$19,950.0
Total Cost Not to Exceed					\$23,750.00

Agreement and Terms:

1. The Customer shall return a signed copy of this Contract to reserve and initiate services.
2. Payment for the services rendered shall be made upon the receipt of invoice(s) issued by the Contractor following the delivery and/or performance of the agreed upon services. The district will be billed in January and June based on days completed.

Printed Name of Customer

Printed Name of Authorized IU13 Agent

Signature of Customer

Signature of Authorized IU13 Agent

Date

Date



AGREEMENT FOR Lampeter-Strasburg School District

Start Date: Apr 3, 2023
End Date: Jun 30, 2026
Duration (in months): 38.9

Education Solutions



Castle Learning



edInsight



eDoctrina



eWalk



Corporate Address: OnHand Schools, Inc.
1501 Reedsdale Street, Suite 5000
Pittsburgh, PA 15233
Phone: 800-345-7606

Prepared By: Michael Burns
Email: mburns@harriscomputer.com
Phone: 412-325-8000 x87022

Bill To:
Lampeter-Strasburg School District
1600 Book Rd
Lampeter, PA 17537

Feb 27, 2023

OnHand Schools (OHS) appreciates your interest in the EdInsight Instructional Management System. EdInsight is used by over 160 districts and charter schools. OHS was started in 2004 with a vision for high performing 21st century schools where every student has the opportunity to reach their full academic potential.

We pride ourselves on our dedicated customer care including system training, implementation jump-start services, instructional leadership coaching, professional development, and ongoing customer support.

We appreciated the opportunity to learn more about your priorities and thank you for considering our solution. We always strive to deliver an individual and affordable proposal. Please feel free to contact me with any questions.

Sincerely,
Michael Burns



Castle Learning



edInsight



eDoctrina



eWalk

1. SOFTWARE AND SERVICES.

1.1 Software.

1. During the term of this Agreement, Subscriber and its Users may access and use the OnHand software identified above, including updates (the "**Software**"), for Subscriber's internal business and educational purposes in accordance with this Agreement, using hardware servers, workstations, operating systems and web browser software approved by OnHand as compatible with the Software. The Software may include software and components that are licensed from third parties (the "**Third Party Software**"). Subscriber and its Users are only acquiring a limited license to use the Software, and OnHand and its licensors retain exclusive ownership to the Software and Third Party Software.
2. Subscriber will not use or duplicate any Software for any purpose other than as specified in this Agreement. Subscriber will not sublicense, assign, rent, give, lend, distribute or timeshare the Software or market the Software by interactive network access or through remote processing services or otherwise operate a service bureau with the Software. Subscriber agrees not to cause or permit the modification, re-creation, reverse engineering, disassembly or de-compilation of the Software, including any database, file or library related thereto that may be provided or created by OnHand or its licensors, except to the absolute minimum extent as may be necessary to comply with applicable law and only after prior written notification to OnHand. All rights not expressly granted to Subscriber herein are reserved by OnHand.

1.2 Installation. OnHand will install the Software on hardware owned or controlled by OnHand or its contractors, and OnHand will be responsible for obtaining and maintaining its hardware, at its expense. OnHand will use reasonable efforts to provide interfaces between the Software and education software and databases from Subscriber's other software vendors if agreed by OnHand and if technically and commercially feasible, and OnHand will retain exclusive ownership of such interfaces.

1.3 Training. OnHand will provide training to Subscriber personnel at mutually agreed times and places for the number of days or hours indicated above.

1.4 Support. During the term of this Agreement, OnHand will provide support services for the Software during OnHand's normal business hours, 9:00 a.m. to 5:00 p.m. Eastern Time, Monday through Friday, excluding legal holidays, as set forth below: New Years Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving, The day after Thanksgiving, Christmas Eve, Christmas Day

1. OnHand will provide Software updates which are generally made available by OnHand from time to time. Subscriber agrees to promptly install or permit the installation of all such updates.
2. OnHand will use reasonable efforts to respond to reasonable inquiries relating to the operation and use of the Software and attempt to provide corrections and error fixes. OnHand reserves the right to direct User support requests to Subscriber's Liaison (as defined below). OnHand will not be obligated to support any Software that: (i) has been modified by anyone other than OnHand; (ii) has been installed on any hardware or is being operated with any operating system software that has not been approved by OnHand; or (iii) is not the latest version of the Software released by OnHand.



1.5 Extra Services. The services provided under this Agreement for the fees indicated above do not include additional services relating to any products, training, data conversion, customization, development or other activities not specifically described in this Agreement. Upon Subscriber's request, OnHand will provide a proposal of its then current rates for such services to be approved by the School Board.

2. PAYMENT TERMS.

Subscriber agrees to pay amounts due under this Agreement within 30 days after receipt of OnHand's invoice. OnHand reserves the right to charge an administrative fee on amounts not paid when due at a monthly rate of the lesser of the maximum amount allowable by the law of the state in which Subscriber is located or 0.5%. The prices set forth above do not include any applicable foreign, federal, state or local sales, use or other similar taxes. If Subscriber is exempt from any such taxes, it will provide OnHand with an exemption certificate.

3. CONFIDENTIALITY.

During the term of this Agreement and for a period of five (5) years from the expiration or termination of this Agreement, each party will use reasonable efforts to prevent the disclosure to any individual, entity or other person (other than its own personnel and any contractors, representatives or consultants who have a reasonable need to know and who are bound to maintain such information in confidence) of any nonpublic and confidential information received from or through the other party. OnHand's confidential information includes the Software, including without limitation, any database, file or library related thereto that may be provided or created by OnHand or its licensors. For purposes of this Section, a party will be deemed to have used "reasonable efforts" if it uses the same degree of care to avoid disclosure of such information as it employs with respect to its own proprietary information of like importance, but in no event less than the standard of care a reasonably prudent person would take to protect such information. For purposes of this Agreement, confidential information will not include any information that: (a) at the time of disclosure is generally known to the public; (b) after such disclosure, becomes known to the public through no violation of this Agreement; (c) as shown by written records, was in the possession of the receiving party prior to such disclosure by the disclosing party; (d) after such disclosure as contemplated by this Agreement, is disclosed to the receiving party by a third party that is not under an obligation to maintain the confidentiality of the information; (e) is disclosed by the disclosing party to other third parties without obligation of confidentiality; or (f) is deemed a public record by the Pennsylvania Right To Know law."

4. SUBSCRIBER'S RESPONSIBILITIES.

4.1 Liaison and Resources. Subscriber will appoint a liaison (the "**Liaison**") who will oversee the project on behalf of Subscriber and facilitate interdepartmental communication as necessary during implementation of the Software and training. After implementation of the Software, the Liaison will serve as the main point of contact between OnHand and Subscriber and its Users. The Liaison will be reasonably knowledgeable in the use of the Software, Subscriber's other software applications and the supported hardware and be capable of responding to general inquiries from Subscriber's Users regarding the Software and will be authorized by Subscriber to act as support liaison with OnHand. Subscriber may change the Liaison or appoint an alternate



Castle Learning



edInsight



eDoctrina



eWalk

upon prior written notice to OnHand. Subscriber will also provide OnHand with access to the relevant facility, equipment, information, data, supplies and other resources under the control of Subscriber required to permit OnHand to perform as required under this Agreement and ensure all appropriate Subscriber personnel and any required third party personnel under Subscriber's control or direction will be available to permit OnHand to perform as required under this Agreement.

4.2 Student Information System (SIS) integration. The initial setup fee referenced above provides for integration with the Subscriber's SIS at the time of contract signing. In the event that the Subscriber changes SIS systems at a later date, the Subscriber must notify OnHand with as much advanced warning as possible, at which time OnHand will estimate the cost and timeline to develop the integration with the new SIS and will provide the Subscriber with a quote and authorization form for the associated work. OnHand will schedule and perform the SIS integration change following receipt of the signed authorization and will provide an invoice for it once the work is complete.

4.3 System Environment. If Subscriber has elected to install the Software on its own hardware server approved by OnHand, Subscriber will provide and install the hardware server at its expense and will provide OnHand with remote access during the term of this Agreement to the Software and any hardware server on which it is installed, including, without limitation, any required login IDs and passwords, in order to permit OnHand to access and interact with the Software at any time to provide services and verify compliance with the terms of this Agreement. In all cases, Subscriber will provide all other required workstations, operating systems and web browser software approved by OnHand as compatible with the Software, and all data communication equipment and lines and associated cabling and supplies, at its expense. OnHand will have no responsibility for installing, configuring or maintaining any Subscriber hardware or third party software (including operating systems and other education and school management application software used by Subscriber) or for management, backup, security, restart or recovery of any of Subscriber's data used in conjunction with the Software. Unless the parties agree otherwise in writing, Subscriber will be solely responsible for obtaining, implementing and maintaining at its expense all required network access (including Internet connection), and network, system and procedural security and safeguards (including firewall and intrusion detection), and availability, scalability, performance and dependability of any of the foregoing with respect to Subscriber's systems.

4.4 Feedback Assistance. Upon request of OnHand, Subscriber will from time to time use commercially reasonable efforts to designate and obtain the participation of various Users to participate in focus groups and surveys to provide suggestions and feedback to OnHand. OnHand will consider any improvement suggestions in good faith but makes no assurance that it will incorporate any suggested features or functions into future releases of the Software. OnHand will exclusively own any such features and functionality it may incorporate into the Software.

5. TERM AND TERMINATION.

5.1 Term. This Agreement will commence as of the Effective Date indicated above and will continue thereafter for the Initial Term indicated above. Upon termination, all licenses to the Software will immediately terminate and Subscriber and Users will cease using the Software



Castle Learning



edInsight



eDoctrina



eWalk

and uninstall and destroy all copies that may be in Subscriber's possession or control. Sections 3 and 8 of this Agreement will survive any expiration or termination of this Agreement, regardless of cause, and otherwise remain binding upon the parties.

5.2 Agreement Renewal. This agreement will commence as of the Effective Date listed in the EdInsight™ Agreement and continue through the Initial Term, also listed in the EdInsight™ Agreement. At the end of the Initial Term of this agreement, this contract will automatically renew for successive one year periods at the standard EdInsight annual software license fee in effect at the time of renewal, not to exceed the license fee quoted in this agreement plus 20%, unless either party provides written notification 90 days prior to the start of the school year for which the current one year renewal applies.

5.3 Term of Agreement shall be extended upon Board approval and continue until June 30, 2026, notwithstanding any other termination referenced herein or attached hereto, in the event that funding for this Agreement is not appropriated and there is no subsequent appropriation for a product of similar capabilities and functions; or if otherwise required by state law, Subscriber reserves the right to terminate this agreement within 30 days prior to the start of each fiscal year (July 1) during the term of this agreement without cause or subject to any penalties or additional obligations.

6. GOVERNMENT RESTRICTED RIGHTS.

The use, duplication, reproduction, release, modification, disclosure or transfer of the Software and any related manuals, technical specifications or documentation of any kind, including technical data, is restricted in accordance with Federal Acquisition Regulation 12.212 for civilian agencies and Defense Federal Acquisition Regulation Supplement 227.7202 for military agencies. The foregoing is commercial computer software and commercial computer software documentation. The use of the foregoing is further restricted in accordance with the terms of this Agreement.

7. FORCE MAJEURE.

Neither party will be liable to the other for failure or delay in the performance of a required obligation if such failure or delay is caused by war, terrorism, Act of God, strike, riot, fire, flood, natural disaster, failure of suppliers or communication services, or other similar cause beyond such party's reasonable control.

8. TO THE GREATEST EXTENT PERMITTED BY APPLICABLE LAW, THE SUBSCRIBER AGREES THAT THE ENTIRE LIABILITY OF ONHAND SCHOOLS, INC. (IN RESPECT OF SECTIONS 8 AND 9 ARE TOGETHER DEFINED AS "HARRIS") AND THE SUBSCRIBERS EXCLUSIVE REMEDY WITH RESPECT TO THE HOSTING SERVICES, THE SOFTWARE, THE PROFESSIONAL SERVICES AND ANY OTHER PRODUCTS, MATERIALS OR SERVICES SUPPLIED BY HARRIS IN CONNECTION WITH THIS AGREEMENT FOR DAMAGES FOR ANY CAUSE AND REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING FUNDAMENTAL BREACH OR NEGLIGENCE, SHALL BE LIMITED TO ACTUAL DIRECT DAMAGES AND SHALL NOT EXCEED IN THE AGGREGATE THE ANNUAL FEES PAID IN THE THEN-CURRENT YEAR BY THE SUBSCRIBER TO HARRIS UNDER THIS AGREEMENT.



Castle Learning



edInsight



eDoctrina



eWalk

9. THE PARTIES FURTHER AGREE THAT IN NO EVENT SHALL ANY PARTY BE LIABLE, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING FUNDAMENTAL BREACH OR NEGLIGENCE, FOR ANY INDIRECT, PUNITIVE, CONSEQUENTIAL, INCIDENTAL, SPECIAL, OR EXEMPLARY DAMAGES WHATSOEVER, INCLUDING WITHOUT LIMITATION FOR LOST PROFITS (OTHER THAN A FAILURE BY THE SUBSCRIBER TO PAY AMOUNTS DUE TO HARRIS), LOSS OF REVENUE (OTHER THAN A FAILURE BY THE SUBSCRIBER TO PAY AMOUNTS DUE TO HARRIS), FAILURE TO REALIZE ANTICIPATED SAVINGS, LOST OR DAMAGED DATA, LOSS OF GOODWILL, BUSINESS OPPORTUNITIES OR REPUTATION, OR ECONOMIC LOSS, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH POTENTIAL LOSS OR DAMAGES, OR SUCH LOSSES OR DAMAGES ARE FORESEEABLE.

10. MISCELLANEOUS. This Agreement: (a) may be amended only by a writing signed by the School Board President and an authorized member of OnHand Schools; (b) may be executed in several counterparts, including by signature in Adobe PDF which shall be deemed an original but all of which shall constitute one and the same instrument; (c) contains the entire agreement of the parties with respect to the transactions contemplated hereby and supersedes all prior written and oral agreements, and all contemporaneous oral agreements, relating to such transactions; (d) shall be governed by, and construed and enforced in accordance with, the laws of the Commonwealth of Pennsylvania, without regard to the conflicts of laws principles of that or any other jurisdiction; (e) shall be binding upon, and inure to the benefit of, the parties and their respective successors and permitted assigns; and (f) may not be assigned by Subscriber or OnHand Schools without the prior written consent of other party. The waiver by either party of any default or breach of this Agreement will not constitute a waiver of any other or subsequent default or breach. No act, delay or omission on the part of either party will be deemed a waiver unless expressly made in writing and signed by the School Board President and an authorized member of OnHand Schools. Each party is acting as an independent contractor and not as an agent, partner, or joint venture with the other party for any purpose.

Schedule "A"

Additional Fees and Payment Schedule if applicable.

Unless otherwise noted, all charges are exclusive of out of pocket expenses for Professional Services performed. Charges for actual and reasonable out-of-pocket expenses including, but not limited to, travel and lodging expenses will be billed monthly as incurred. All pricing is exclusive of applicable sales, use or similar taxes. Subscriber is responsible for any such taxes that may apply; if Subscriber is tax exempt, evidence of such tax exemption must be provided. Lapsed payments may lead to denial of access to the Service.

Schedule "B"

Service Availability

Availability of the Services is defined as when the Software Services are operational and accessible via a public internet connection. Vendor shall strive to make the Software Services available 100% of the time. However, the Services may be unavailable during certain



Castle Learning



edInsight



eDoctrina



eWalk

downtimes. Vendor shall not be responsible for any failure to make the Software Services available under the following circumstances:

1. Routine scheduled downtime: Periods of time for the purpose of conducting routine system maintenance. In such event, Vendor shall use commercially reasonable efforts to provide Subscriber with a minimum of three (3) business days prior to any period of scheduled downtime, and shall use commercially reasonable efforts to limit any such routine system maintenance to weekends between the hours of midnight and 6 AM ET.
2. Emergencies: Vendor reserves the right to suspend the Software Services and Subscriber's access to the Software Services in the event of an emergency or other non-routine maintenance event wherein it is deemed appropriate by Vendor, without prior notice to Subscriber, to address a critical system issue. In such event, Vendor will use commercially reasonable efforts to notify Subscriber of such suspended access as soon as possible and to restore access the system as soon as practically feasible.
3. Subscriber's network infrastructure: Subscriber's network infrastructure (equipment, software or other technology) is failing or causing the Software Service to be unavailable. This includes Subscriber's connection to the Internet or an Internet failure beyond the control of Vendor.
4. A breach of the Agreement by Subscriber, its employees, subcontractors or agents ("Subscriber Representatives").
5. An error or the negligence or intentional acts or omissions of Subscriber Representatives or Users.
6. Unforeseen capacity increases based on changes in Subscriber's business processes or methods.
7. Any other force majeure event, as set out in Section 7 of the Agreement.

Schedule "C"

Professional Services

If applicable, professional services fees are detailed below.

Professional services and custom programming are available upon request. The associated fees will be estimated at the time of the request based on the scope of work at the then current Vendor rates.



Castle Learning



edInsight



eDoctrina



eWalk

Schedule "D"

Support Services

The services listed below are services that are included as part of Vendor Support Services:

•800 / 888 Toll Free Telephone support

- Technical troubleshooting & issue resolution
- E-mail/support portal support call logging and notification
- Free 24 x 7 online access to Support information
- Standard releases and updates:

- Defect corrections (as warranted)
- Planned enhancements
- State and/or Federal mandated changes (charges may apply depending on scope)
- Release notes

Support Hours

- Standard Support hours are from 7:00 a.m. to 4:00 p.m. in the Subscriber's time zone, Monday to Friday, excluding designated company holidays as defined in this Schedule.
- Support hours may vary by specific product line.
- Weekend Support is available for an additional fee (and must be scheduled in advance).

Schedule "E"

Security and Policies

1. Vendor shall store and process Data in accordance with commercially reasonable practices, including appropriate safeguards, to secure such Data from unauthorized access, disclosure, alteration and use.
2. Vendor shall ensure that its employees and subcontractors who have potential access to Data have undergone appropriate background screening and possess the required qualifications to comply with the terms of this Agreement.
3. Response to Legal Orders, Demands or Requests for Data.
 1. Where permitted by law Vendor shall:
 1. Promptly notify the Subscriber of any subpoenas, warrants, or other legal orders, demands or requests received by Vendor seeking Data;
 2. Consult with the Subscriber regarding its response;
 3. Cooperate with the Subscriber's reasonable requests, at Subscriber's expense, in connection with efforts by the Subscriber to intervene and quash or modify the legal order, demand or request; and
 4. Upon the Subscriber's request, provide the Subscriber with a copy of its response.
 5. If the Subscriber receives a subpoena, warrant, or other legal order, demand ("requests") or request seeking Data maintained by Vendor, Subscriber will promptly provide a copy of the request to Vendor. Vendor



Castle Learning



edInsight



eDoctrina



eWalk

will, where permitted by law, promptly supply Subscriber with copies of records or information required for the Subscriber to respond, and will cooperate with Subscriber's reasonable requests, and at Subscriber's expense, in connection with its response.

2. If the Subscriber receives a subpoena, warrant, or other legal order, demand ("requests") or request seeking Data maintained by Vendor, Subscriber will promptly provide a copy of the request to Vendor. Vendor will, where permitted by law, promptly supply Subscriber with copies of records or information required for the Subscriber to respond, and will cooperate with Subscriber's reasonable requests, and at Subscriber's expense, in connection with its response.
4. Subscriber will adhere to the following policies as of the time of the effective date of this Agreement. These policies may change where the provider of the Third Party Component changes.
 1. as an 'End User'
5. Subscriber acknowledges that any security forms that related to a Third Party Component may not be provided directly by Vendor but rather may need to be acquired in a manner dictated by the Third Party Component provider. Where requested by the Subscriber, Vendor shall provide sufficient information to the Subscriber in order for the Subscriber to request the documentation directly from the Third Party Component provider.
6. Passwords. Subscriber agrees to comply with all Vendor security policies and procedures as provided to it and amended from time to time. Subscriber and its Users shall be responsible for keeping any and all passwords and user ID's assigned to it its Users secret and confidential. Subscriber agrees that it is and shall remain solely and completely liable for any communications or other uses that are made using Subscriber's or its Users' passwords and user ID's, as well as any obligation that may result from such use. Subscriber agrees to notify Vendor in writing to change Subscriber or User's password(s) for any reason, including without limitation if it believes that a password has been stolen or might otherwise be misused. Subscriber agrees to notify Vendor immediately of any unauthorized use of any password or user ID or any other breach of security suspected by Subscriber.
7. Users. The Subscriber is responsible for: (i) the actions of Users using the Services in accordance with this Agreement including access to the hosting environment; (ii) ensuring that Users agree to any further terms and conditions as may be provided by Vendor from time to time for Users; and (iii) informing Vendor of any information about Users' actions that may affect either the Services or third party data contained in or used by the Services, or Vendor' ability to provide the Services as contemplated by this Agreement. Additionally, the Subscriber and its Users will be required to adhere to any required Third Party Component provider's policies as set out in this Agreement or otherwise made known to Subscriber.
8. Compliance with Laws. Subscriber represents and warrants to Vendor that it and its Users will at all times be in compliance with all applicable local, state, provincial, federal and international laws including but not limited to those laws regarding restrictions on exports, defamation, libel, harm to reputation, invasion of privacy, misuse or failure to protect personal information, violation of secrecy, confidentiality, unfair competition and other situations which could generate liability.



9. Data Security. Subscriber acknowledges and agrees that use of or connection to the Internet is inherently insecure and provides opportunity for unauthorized access by a third party to Subscriber's and its Users' (as well as Vendor') computer systems, networks and any and all information stored therein. Subscriber is solely responsible for ensuring that (i) Subscriber's computer systems are secure and protected from unwanted interference (such as "hackers" and viruses), (ii) all transmissions are screened for viruses or other harmful code prior to transmission to Vendor' servers; and (iii) Data is encrypted.

VENDOR DOES NOT GUARANTEE THE PRIVACY, SECURITY, AUTHENTICITY, AND NON-CORRUPTION OF ANY INFORMATION TRANSMITTED OR STORED IN ANY SYSTEM CONNECTED TO THE INTERNET. WE SHALL NOT BE RESPONSIBLE FOR ANY ADVERSE CONSEQUENCES WHATSOEVER OF SUBSCRIBER'S OR ITS USERS' CONNECTION TO OR USE OF THE INTERNET, AND VENDOR SHALL NOT BE RESPONSIBLE FOR ANY USE BY SUBSCRIBER OR ANY USER OF SUBSCRIBER'S INTERNET CONNECTION IN VIOLATION OF ANY LAW, RULE OR REGULATION.



2022-23

Item Name	Type	Description	Hours	Days	Net Price
Professional Development	System Training	Coaching; System Training -Out of Area - OnSite	-	1	0
OnHand Schools Professional Services	Setup and Implementation		-	-	\$3,000.00
Professional Development	Coaching	Coaching; System Training -Out of Area - OnSite	10	-	\$2,500.00
edInsight Data Management System	Includes Subscription to: Data Management & Analytics		-	-	0
edInsight RTI/MTSS Solution	Includes Subscription to: Rti/MTSS Solution		-	-	0
eDoctrina Educator Suite			-	-	0
Total List Price					\$40,108.00
Discount					86.29%
Total Net Price					\$5,500.00

2023-24

Item Name	Type	Description	Hours	Days	Net Price
Professional Development	Coaching	Coaching -Out of Area - OnSite	10	-	\$2,500.00
edInsight Data Management System	Includes Subscription to: Data Management & Analytics		-	-	\$15,008.00
edInsight RTI/MTSS Solution	Includes Subscription to: Rti/MTSS Solution		-	-	0
eDoctrina Educator Suite			-	-	\$12,712.00
Total List Price					\$37,108.00
Discount					18.56%
Total Net Price					\$30,220.00



Castle Learning



edInsight



eDoctrina



eWalk

2024-25

Item Name	Type	Description	Hours	Days	Net Price
edInsight Data Management System	Includes Subscription to: Data Management & Analytics		-	-	\$15,458.24
edInsight RTI/MTSS Solution	Includes Subscription to: RtI/MTSS Solution		-	-	0
eDoctrina Educator Suite			-	-	\$13,093.36
					Total List Price
					Discount
					Total Net Price
					\$35,058.24
					18.56%
					\$28,551.60

2025-26

Item Name	Type	Description	Hours	Days	Net Price
edInsight Data Management System	Includes Subscription to: Data Management & Analytics		-	-	\$15,921.99
edInsight RTI/MTSS Solution	Includes Subscription to: RtI/MTSS Solution		-	-	0
eDoctrina Educator Suite			-	-	\$13,486.16
					Total List Price
					Discount
					Total Net Price
					\$35,521.99
					17.21%
					\$29,408.15

Grand Total: \$93,679.75

Subscription Term: Apr 3, 2023 - Jun 30, 2026

Please send a copy of your **Sales Tax Exemption form/letter**. If we do not receive, sales tax will automatically be added to your invoice.

By signing you agree to the terms and conditions as set forth in this agreement.

Date of Signature:

Seller

Seller Name: Michael Torrenti

Seller Title: VP of Sales

Seller Signature:

Seller

Michael S. Torrenti

Buyer

Buyer Name:

Buyer Title:

Buyer Signature:

Buyer



Castle Learning



edInsight



eDoctrina



eWalk