

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
American Charter Schools
Foundation d.b.a. Desert Hills
High School

CTDS:
07-89-47-000

Mailing Address:
7878 N. 16th St.
Suite 150
Phoenix, AZ 85020
> [View detailed info](#)

Representative

Name:
Michele Kaye

Phone Number:
602-953-2933

Downloads

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Description of changes

Change From:


Desert Hills High School offers a comprehensive program of instruction aligned to the Arizona Standards adopted by the Arizona State Board of Education. Currently, all students are provided classroom-based teacher lead instruction.

Change To:

The program of instruction is being amended to add the Drop Out Recovery Program. Students enrolled in this program will have access to all current programs at Desert Hills High School. In addition, they will have access to Computer Based Education courses taught by Highly Qualified teachers and will be required to complete ECAP. Students will be held to the same assessment requirements at the state and district level. Currently AZMERIT EOC and applicable district end of course assessments.

Attachments

Board Minutes –  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Michele Kaye 05/15/2017

**MINUTES
BOARD OF DIRECTORS MEETING
AMERICAN CHARTER SCHOOLS FOUNDATION**

May 11, 2016

A regular meeting of the Board of Directors (the "Board") of the American Charter Schools Foundation, a Michigan corporation registered to do business in Arizona (the "Foundation"), was held at 7878 N. 16th Street, Suite 150, Phoenix, Arizona.

Attendance and Quorum

The following director was present in person: Ted Frederick.

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: Gina Conflitti, Linda Comer and Matthew Proctor. The following director was not present: John Matthews and Scott McPhail.

The following guests were present: Gary Bae and Cesar Chavez, Patrick Lawrence, Mary Berg, Marcus Englund and Bill Coats.

Ms. Comer called the meeting to order at approximately 1:00 p.m. Arizona time and noted that a quorum was present. Ted Frederick served as Secretary of the meeting for the purpose of recording the minutes.

Minutes

Minutes from the April 13 and April 20, 2016 (open and executive sessions) Board meeting were presented. A motion to approve the minutes was made by Gina Conflitti and duly seconded by Matthew Proctor. The motion passed.

Call to the Public

A call was made to the public to discuss items on the agenda. No one from the public was in attendance.

President's Report (Supporting documents are attached)

Mr. Frederick introduced Marcus Englund, VP of School and Leadership Development, who explained that selected Leona schools will be assigned a core team made up of Leona staff that are to assist the schools with acquisition of students and in other areas as needed. In preparation for the coming review of President's performance, the Board requested that Mr. Frederick what actions have been taken on each of the goals by next meeting. The formal results of the due process appeal made to the Board on April 20th were presented in a letter to the parents of the suspended student. The Board was also informed of the upcoming budget process for the 2016-2017 school year.

ACSF Minutes

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Management Company Report

Marcus Englund explained his new role to the board as Vice President of School and Leadership Development. Schools have been divided into three tiers depending on the level of intervention deemed necessary, and Marcus has been assigned to work with the schools demonstrating the greatest need. Marcus was previously a leader at Peoria Accelerated High School and had regional supervisory responsibilities as well. Scott Shelley and Patrick Lawrence gave financial updates, including a brief discussion of the upcoming Proposition 123 referendum vote and its implication for our schools. Mary Berg spoke about the state's specific dropout recovery program, and how our schools will benefit from the program by basically doing what our programs already do, but targeting students who have been out of school for more than 30 days of enrollment.

Old Business

None

New Business

The review of President's performance was tabled until next meeting. A motion was made was made by Linda Comer and duly seconded by Gina Conflitti to approve a program of instruction amendment request for each alternative high school to add a drop-out recovery program. The motion passed.

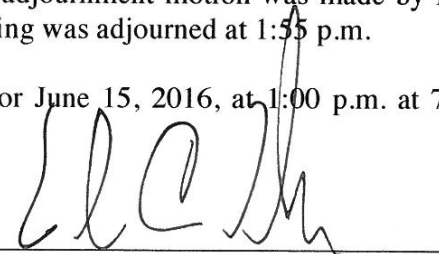
Board Comments

None

Adjournment

There being no further business to discuss, an adjournment motion was made by Linda Comer and duly seconded by Ted Frederick. The meeting was adjourned at 1:55 p.m.

The next meeting of the Board is scheduled for June 15, 2016, at 1:00 p.m. at 7878 N. 16th Street, Suite 150, Phoenix, Arizona.



Director

Attachments:

Letter to Mr. & Mrs. Hitt
Amendment

Narrative:

1. Desert Hills High School is proposing to add a dropout recovery program to the existing instructional model available at Desert Hills High School in order to provide for expanded opportunities for students to achieve a high school diploma.

The goal of Desert Hills High School's dropout recovery program is to ensure that students who are disengaged from school have an avenue to re-engage with their education and to continue to make progress toward high school graduation with structured support and mentoring. The dropout recovery program is available to Desert Hills High School's students age 16 and older who have not been in school for 30 or more days and/or who are unable to attend Desert Hills High School's standard academic program. Students who have not previously been enrolled in Desert Hills High School will be evaluated for eligibility in the program on a case-by-case basis.

Desert Hills High School's dropout recovery program will provide students with curriculum aligned to the Arizona standards adopted by the Arizona State Board of Education. All students in the dropout recovery program will have access to tutoring provided by Desert Hills High School's teachers. Students with disabilities enrolled in the dropout recovery program will have access to special education and related services. Students will be required to participate in applicable state and district standardized tests to meet the requirements of the program. A student participating in the dropout recovery program may graduate with a high school diploma once the student meets the state requirements for graduation established by the State Board of Education.

Desert Hills High School's dropout recovery program will require sessions with an assigned mentor every two weeks. The mentoring sessions will provide an opportunity for students to meet with their mentor, set short and long-term goals, review the written learning plan, and to work towards obtaining skills needed for post-secondary success.

In addition to bi-weekly mentorship meetings, students will be provided access to career and college counseling, activities, and courses. The student's assigned mentor will collaborate with the student to develop an Education Career Action Plan (ECAP) and ensure the student is making progress towards post-secondary goals on a regular basis.

Students participating in Desert Hills High School's dropout recovery program are eligible to re-engage as a regular, full-time student at any time throughout the year, but will remain in the dropout recovery program for the remainder of the school year in which they transfer to the school's standard program. This is to ensure that the students continue to receive strong support and mentoring while transitioning back into the standard on-campus academic program.

The following outlines Desert Hills High School's dropout recovery program:

Student Eligibility and Requirements:

Students age 16 and older who have not been in school for 30 or more days and/or who are unable to participate in the school's standard academic programming.

Students must complete an enrollment packet and interview prior to being accepted into the program.

Students must participate in an introductory mentoring session and develop a written learning plan to become enrolled in the dropout recovery program.

Students must participate in bi-weekly mentoring sessions with their assigned mentor in order to remain enrolled in the program.

Students must demonstrate satisfactory progress towards goals outlined on the Written Learning Plan in order to remain enrolled in the program.

Any student is eligible for the dropout recovery program, including students with disabilities.

There are no fees associated with Desert Hills High School's dropout recovery program.

Student Mentor:

Each student in the dropout recovery program is assigned a mentor trained in developing Written Learning Plans, Education Career Action Plans (ECAP), and providing academic and post-secondary planning support.

The mentor will assist the student in designing a Written Learning Plan, Education Career Action Plan (ECAP), and tracking student progress.

The mentor will provide bi-weekly mentoring sessions in person, via phone, or online.

The mentor will ensure that the student is making satisfactory progress to meet the requirements of the Written Learning Plan and ECAP on a monthly basis.

The mentor will track student participation, progress, and continued eligibility for the dropout recovery program and submit documentation to the district program coordinator on a monthly basis or as required.

Written Learning Plan:

The Written Learning Plan for each student participating in the dropout recovery program will be developed by the student and assigned mentor. A student enrollment interview and thorough credit analysis will be the basis for this plan.

The Written Learning Plan will include the following elements:

- A. The start and end date of the plan. Each plan will be written for a minimum of the current academic year.
- B. Courses to be completed by the student during the academic year
- C. Whether courses will be taken sequentially or concurrently
- D. Expectations for satisfactory monthly progress in assigned courses
- E. Expectations for contact with student mentor
- F. Any state or district exams to be taken during the school year

Curriculum and Instruction:

Desert Hills High School's dropout recovery program will provide students with curriculum aligned to the Arizona standards adopted by the Arizona State Board of Education. Students will be required to participate in applicable standardized tests to meet the requirements of the program. A student participating in the dropout recovery program may graduate with a high school diploma once the student meets the state requirements for graduation established by the State Board of Education.

Students will be provided with the following opportunities to earn credit toward graduation while participating in Desert Hills High School's dropout recovery program:

- 1. On-site direct instruction courses taught by highly qualified teachers
- 2. Computer-based education courses (on-site or offsite) taught by highly qualified teachers
- 3. Work study credits
- 4. Community volunteering

Students participating in the dropout recovery program will have access to tutoring, college and career counseling, and other academic supports available to all students at Desert Hills High School. Students with disabilities will have access to special education and related services as outlined in their Individual Education Program (IEP) or Section 504 Accommodation Plan.

Satisfactory Progress

Satisfactory Progress in Desert Hills High School's dropout recovery program is measured monthly. Progress must indicate that if continued for a full twelve months the student would earn the same amount of academic credit as a student in a traditional education completes in a full school year in order for the student to remain in the dropout recovery program.

Transition to Standard Academic Program:

A student participating in Desert Hills High School's dropout recovery program may re-engage as a regular, full-time student at any time throughout the year. The assigned mentor will continue to monitor student progress and update the Written Learning Plan until the end of the current academic year.

2. Desert Hills High School seeks to re-engage students in their education who have dropped out of the standard education program and provide a pathway to earning a high school diploma for those that cannot participate in Desert Hills High School's standard program. The purpose of adding an additional component to Desert Hills High School's current programming is to reach more students and enable a greater number of students to achieve a high school diploma.
3. The addition of the dropout recovery program closely aligns with the mission of Desert Hills High School. Desert Hills High School is classified as an alternative school and as such serves young people for whom traditional schools have not been effective and predictably will not be in the future. The majority of students at Desert Hills High School meet one or more of Arizona's criteria for granting a school an alternative status. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students and the dropout recovery program will expand upon this mission to reach a greater number of students.
4. The target population of the dropout recovery program are youth that have disengaged from their education in all settings for a minimum of 30 days. The addition of a dropout recovery program at Desert Hills High School will improve student achievement by increasing engagement, course completion, and graduation rates for the target population. By providing an avenue for academic success outside of Desert Hills High School's current instructional program with support from a dedicated mentor, it is anticipated that students will re-engage in the standard academic program at Desert Hills High School.
5. The target timeline for implementing the dropout recovery program is the spring of 2017 with a full roll-out of the program anticipated for the 2017/2018 school year.