

Arizona State Board for Charter Schools
Arizona State Board of Education
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www.asbcs.az.gov

**ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST**

(Charter Holder Name) (CTDS)

(Charter Holder Mailing Address) (City, State) (Zip)

(Charter Representative's Name) (Phone Number) (Fax Number)

Failure to submit all required documentation and meet all eligibility requirements will result in the Amendment Request being returned and the processing fee being forfeited. Original documents must be provided.

✚ Changes in delivery method to include the provision of specific online courses or the provision of a comprehensive offering of courses that would constitute an online school under A.R.S. §15-808 for grade levels currently approved in the charter. Full details of the amendment requirements including the process, required fees, submission requirements and evaluation criteria are provided on the subsequent pages.

The following required amendment materials are included with this form:

- Board minutes approving the change (minutes must comply with Open Meeting Law A.R.S. §38-431.01)
- Cover Page
- Introduction
- Description of the depth and breadth of curriculum choices and a list of course offerings.
- Description of the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.
- Description of the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.
- Description of the availability of filtered research access to the Internet.
- Description of the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.
- Description of the selection and training for online teachers.
- Description of the school's planned or established partnerships with universities, community colleges and private businesses.
- Description of the services offered to developmentally disabled populations.
- Description of the policies and procedures to ensure the academic integrity of the AOI School/Program.

The Arizona State Board for Charter Schools and _____ (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM: The operation of a school within the confines of an approved facility at a previously disclosed location.

- TO:**
- The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels _____ (as approved in the charter).**
 - The addition of online courses under A.R.S. §15-808 in the content areas of _____, for grade levels _____ (as approved in the charter), each of which satisfies a minimum competency requirement (elementary school) or a credit toward graduation (high school).**

In witness whereof, Charter Holder has signed this contract amendment as of this ____ day of _____, 201__, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of _____, 201__, to take effect at such time as it is signed by both parties.

Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

Arizona Online Instruction (AOI) School and Program Amendment

Eligibility:

Any charter holder sponsored by the State Board of Education or the State Board for Charter Schools that is currently in compliance may submit an AOI Amendment to be an AOI School or Program under A.R.S. §15-808 for grade levels currently approved as part of the charter. Staff utilizes the Board's Policy on Conducting Compliance Checks (http://asbcs.az.gov/board_information/policies.asp) for determination of compliance. In accordance with the Board's policy, Board staff will review the areas listed below to ensure the charter holder meets the level of compliance as specified. In order for the Amendment Request to be considered by the Board, the charter holder must:

- Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.
- Currently not be having 10% withheld for failure to timely submit its most recent annual audit.
- Be in "good standing" with the Arizona Corporation Commission. This is determined by accessing information available through the Commission's website.
- Not have a repeat corrective action plan issue identified through the most recent annual audit as defined by the Board's *Audit & Compliance Questionnaire Follow-up Matrix*. The amendment hold remains in place until compliance is demonstrated through the next annual audit or agreed-upon procedures, if the procedures have already been developed by the Board
- If applicable, have received notification from the Board that the current fiscal year audit corrective action plan has been completed.
- If a special education corrective action plan is in place, be in compliance with the plan's requirements. This is determined by information provided by the Arizona Department of Education's (ADE) Exceptional Student Services Division.
- If applicable, have a "compliant" status reflected on the ADE's Grants Management website for each grant for the past four years.
- If applicable, be in compliance with No Child Left Behind requirements. This is determined by information provided by the ADE's Academic Achievement Division.
- If applicable, be in compliance with National School Lunch and Breakfast Programs requirements. This is determined by information provided by the ADE's Health and Nutrition Services Division.
- If applicable, be current in submitting employer and employee contributions and reports to the Arizona State Retirement System (ASRS). This is determined by information provided to the Board by ASRS.

Charter holders are encouraged to conduct their own compliance review to ensure eligibility prior to submitting an Amendment Request.

Fees:

In accordance with A.R.S. § 15-183.W, a non-refundable AOI Program of Instruction Amendment Request processing fee in the form of a check or money order must be mailed or hand delivered to the Board's office. A separate \$3,000 fee is required for each grade category. Grade categories consist of: elementary (K-8), high school (7-12), and/or course provider only. Amendments that include multiple Learning Management Systems or curriculum providers will be evaluated separately and could require an additional fee. Staff will not process the Amendment Request until the check is received.

Evaluation Process:

Step One: Staff will determine whether the submitted materials are administratively complete and whether the charter holder is eligible to amend its charter. Administratively incomplete submissions and charter holders deemed ineligible will not continue in the evaluation process. Charter holders are encouraged to confirm compliance in all program areas identified in the "Eligibility" section above prior to the submission of the Amendment Request to avoid the forfeiture of the processing fee.

Step Two: An expert panel will conduct a substantive review of the submitted materials.

The review and scoring of each amendment will be based on criteria that support sustained and intensive high-quality online learning. An expert panel will evaluate eligible submissions against the required components established in the scoring rubric found on the Charter Board website.

Board Consideration:

Submissions that meet the scoring criteria and successfully demonstrate the ability to implement the AOI program or school under A.R.S. §15-808 will be placed on the Consent Agenda of the Board’s next regular meeting.

Amendment Materials:

Narrative sections must be type written, double-spaced and the font used must not be smaller than 12 point. Arial, Courier, or Calibri are permitted font types. There must be one inch side, top, and bottom margins. Limit narrative to 35 pages. Any supporting charts, graphs, and tables must be placed in the Appendix and referenced in the narrative.

Cover Page

Name of Charter Holder

Name of proposed AOI School or Program

Proposed grade levels of AOI School or Program (may not be grade levels outside of current authority)

Name of AOI School or Program administrator and the administrator’s email address

AOI School or Program information to include mailing address, phone number and fax number. If participation in the AOI School or Program will require the student to appear physically and on a regular basis to a facility for the purpose of completing AOI coursework, please provide the address, phone number and fax number for the physical (brick-and-mortar) location. If this is not a previously approved physical school location under this charter contract, then please submit either: 1) a copy of the Certificate of Occupancy and recent Fire Marshal Inspection; or 2) a signed Occupancy Compliance Assurance and Understanding.

Section 1 - Introduction

The Introduction must be specific, concise, and provide the reader with a sense of the educational intent of the school/program and a rationale for that intent. The following elements must be included in the narrative:

Needs Analysis: Provide an explanation of the need or interest for the proposed school’s/program’s model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the School/Program.

Educational Philosophy: Identify the principles or concepts fundamental to the proposed school’s/program’s instructional strategies.

Summary of Instructional Program: Describe the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.

Implementation: Describe how the AOI School/Program will be integrated within the current school system.

Leadership: Identify the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.

Accessibility: Describe the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.

Enrollment: Describe what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI school/program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared apportionment of no more than 1.0.

Section 2 – Curriculum Choices

Describe the depth and breadth of curriculum choices.

Section 2 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI School Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.
- The AOI High School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.
- The AOI School/Program offers concurrent, dual, Honors, or AP credit. (High School Only)
- The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. (High School Only)

The curriculum planning document must be included as an appendix. See sample at the end of this document.

Section 3 – Educational Delivery Methodologies

Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.

Section 3 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.
- Various learning styles are addressed in the delivery methods.
- Modifications to content delivery by course or by lesson can be made.
- Methods provide synchronous and asynchronous support to AOI students.
- Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.

Section 4 – Safeguards

Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.

Section 4 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.

- The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.
- A means for students to identify and report problems with external links.

Section 5 – Safe Research

Describe the availability of filtered research access to the Internet.

Section 5 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI school/program teaches Internet Safety to students.
- The AOI school/program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.

Section 6 – Confidentiality

Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.

Section 6 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI school/program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.
- Key communications, such as instruction and student progress, between staff, student, and parents is logged and secure.

Section 7 – Teacher Selection and Training

Describe the selection and training for online teachers.

Section 7 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.
- Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.
- Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.

Section 8 – Community Partnerships

Describe the school’s current partnerships with universities, community colleges and private businesses.

Section 8 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.
- Community partnerships have been planned or established.
- Partnerships will enhance the school experience for AOI students.

Section 9 – Disabled Services

Describe the services offered to developmentally disabled populations.

Section 9 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).
- The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.
- Identified students will receive onsite support when appropriate.

Section 10 – Policies and Procedures

Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.

Section 10 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.
- The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.
- Courses offered exhibit formative assessment of student competency.
- The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.

Demonstration: An evaluation of the charter holder's ability to implement the described program. The Board or its designee will establish a time for the charter holder to demonstrate its ability to implement the program described. The demonstration must support the charter holder's readiness to implement an AOI program or school.

Demonstration 1: Educational Methodologies

The demonstration will support the extent to which:

- The LMS includes the following required components:
 - Secure login process and password protection
 - Secure email system
 - Tutoring (virtual or on-site)
 - Technology help desk
- Selected items from the Curriculum Planning Document are available and explained.
- Modifications to content delivery by course or by lesson can be made to support individual student needs.
- Methods provide synchronous and asynchronous support to AOI students.
- At least three best practices in online instruction will be implemented.

Demonstration 2: Safe Research

The extent to which:

- The AOI school/program teaches Internet Safety to students.
- The AOI school/program has process and resources available to support required research outside of the course management system.

Curriculum Planning Document Directions

For each core content area taught and for each course required for graduation, create and complete a Curriculum Planning Document that includes all appropriate Strands and Concepts for the course. The format of the document should match that of the template provided for each content area.

School Name

Section 1: Introduction	Not Met	Partially Met	Met
Needs Analysis	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			
	0	0	1
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.
Comments:			
	0	0	1
Summary of Instructional Program	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.
Comments:			
	1	0	0
Implementation	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.
Comments:			
	0	0	1

Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.
Comments:			
	0	0	1
Accessibility	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.
Comments:			
	0	0	1
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.
Comments:			
	0	0	1
Section 1: Totals (7 items)	1	0	6

Section 2: Curriculum Choices	Not Met	Partially Met	Met
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.
Comments:			
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			
	0	0	1
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.
Comments:			
	0	0	1
The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.
Comments:			

	0	0	1
Section 2: Totals (4 items)	0	0	4
A list of course offering with descriptions must be included as an appendix.			

Section 3: Educational Methodologies	Not Met	Partially Met	Met
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			
	0	0	1
Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:			
	0	0	1
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.
Comments:			
	0	0	1
Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.
Comments:			
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".

Comments:			
	0	0	1
Section 3: Totals (4 items)	0	0	4

Section 4: Safeguards	Not Met	Partially Met	Met
The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described.	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			
	0	0	1
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both.	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			
	0	0	1
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			
	0	0	1
Section 4: Totals (3 items)	0	0	3

Section 5: Safe Research	Not Met	Partially Met	Met
The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:			
	0	0	1
Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies
Comments:			
	0	0	0
Section 5: Totals (2 Items)	0	0	1

Section 6: Confidentiality	Not Met	Partially Met	Met
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			
	0	0	1
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			
	0	0	1
Section 6: Totals (2 items)	0	0	2

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			
	0	0	1
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:			
	0	0	1
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AFPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.
Comments:			
	0	1	0
Section 7: Totals (3 items)	0	1	2

Section 8: Community Partnerships	Not Met	Partially Met	Met
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:			
	0	0	1
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established.	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.
Comments:			
	0	0	1
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.	On a limited basis, the narrative describes partnerships.	The narrative fully describes how partnerships will enhance the school experience.
Comments:			
	0	0	1
Section 8: Totals (3 items)	0	0	3

Section 9: Disabled Services	Not Met	Partially Met	Met
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories.	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:			
	0	0	1
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.
Comments:			
	0	0	1
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:			
	0	0	1
Section 9 Totals (3 items)	0	0	3

Section 10: Policies and Procedures	Not Met	Partially Met	Met
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			
	0	0	1
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.
Comments:			
	0	0	1
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.
Comments:			
	0	0	1
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.
Comments:			
	0	0	1
Section 10 Totals (4 items)	0	0	4

Demonstration 1- Learning Management System	Not Met	Partially Met	Met
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual or on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
	0	1	0
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			
	0	1	0
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			
	0	0	1
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.
Comments:			
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.

Comments:			
	0	0	1
Demonstration 1 Totals (5 items)	0	2	3

Demonstration 2 - Safe Research	Not Met		Met
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.
Comments:			
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			
	0	0	1
Demonstration 2 Totals (2 items)	0		2

Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	1	0	6
Section 2: Curriculum Choices	0	0	4
Section 3: Educational Methodologies	0	0	4
Section 4: Safeguards	0	0	3
Section 5: Safe Research	0	0	1
Section 6: Confidentiality	0	0	2
Section 7: Teacher Selection & Training	0	1	2
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	0	3
Section 10: Policies and Procedures	0	0	4
Demonstration 1- LMS	0	2	3
Demonstration 2 - Safe Research	0	0	2
Totals	1	3	37

Total Number of Items	41	<i>Unless an item was purposely skipped, this should be 42</i>
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90.24%	% of criteria at "Met"	<i>To pass, this must be 95%</i>
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	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
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1	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
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