ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Carden Traditional School of Surprise	078909000
(Charter Holder Name)	(CTDS)
4744 W. Grovers Avenue,	Glendale, AZ 85308
(Charter Holder Mailing Address)	(City, State) (Zip)
Timothy A. Smith	(602) 439-5026 (602) 889-0351
(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 current 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 Carden Traditional School of Surprise (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   K – 8   (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 18th day of August, 2010 , 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

Carden Traditional School Online
A K-8 virtual school site of
Carden Traditional School of Surprise

In Partnership with Carden Virtual Academy

Timothy A. Smith
Executive Director
4744 W. Grovers Ave.
Glendale, AZ 85308
602.439.5026
tim.smith@learningmatters.org

The mission of Carden Virtual Academy is to deliver a high quality, high tech, standards-based, personalized learning environment, providing a variety of media rich, online and print learning materials and resources. Our highly qualified, certified teachers will work with parents as educational partners to design a personalized learner plan that will offer the student the flexibility to reach individual goals outside the walls of a classroom environment. We strive to develop each child's potential with an engaging learning environment. We strive to help students develop the character, confidence and skills needed for success in the 21st Century.

CARDEN
Traditional School

4744 West Grovers Ave. Glendale, AZ. 85308
PH 602-439-5026 FAX 602-889-0351

Carden Traditional School of Surprise Governing Board

Meeting Minutes

July 14, 2010

I. Call to order

Timothy Smith called to order the regular meeting of **Carden Traditional School of Surprise Governing Board** at **10:00 AM** on **July 14, 2010** at **Carden Traditional School of Glendale, located at 4744 W. Grovers Avenue, Glendale, AZ 85308.**

II. Roll call

Teri Van Zandt conducted roll call. The following persons were present: Timothy Smith, Shannon Smith, William Griffin and David Spiegel, Accountant. The following Board Member attended via teleconference, Dennis Arend. Charlotte McGettigan, Secretary to Mr. Timothy Smith was unable to attend due to attending a meeting at the Arizona Department of Education, Curtis Gardner was also unable to attend due to attending out of state training.

III. Approval of minutes from last meeting

Teri Van Zandt read the minutes from the last meeting. The minutes were approved as read.

IV. Open issues

a) None discussed at this time.

V. New business

a) Adopted Budget – Carden Traditional School of Surprise

Mr. Timothy Smith, began the discussion of the Adopted Budget for Carden Traditional School of Surprise, by confirming that each member received the copies that were provided. He then asked David Spiegel to provide an overview of the budget. David then provided the board with an overview of the adopted budget, explaining that there were not any changes made from the proposed budget to the adopted budget. David then asked if there were any members from the public, there were none.

Mr. Smith then asked David about the worksheets regarding the student counts for Carden Traditional School of Surprise. David verified the student count as 495. David then went on to explain the reason for the reduced ADM, stating this is due to the half-day Kindergarten for the 2010-2011 school year. Mr. Smith then asked if there were any questions regarding the adopted budget for Carden Traditional School of Surprise, there were no questions from the board members.

Shannon Smith made a motion to approve the adopted budget for Carden Traditional School of Surprise. Dennis Arend seconded the motion. All board members voted in favor of the motion.

b) AOI Amendment – Carden Traditional School of Surprise

Mr. Timothy Smith discussed the Proposed AOI Amendment for Carden Traditional School of Surprise, stating that this AOI Amendment is for Arizona Online Instruction. Mr. Smith then asked the board members if there were any questions, there were not questions from the board members regarding the AOI Amendment.

Timothy Smith made a motion to approve the plans for the AOI for K- 8 for Carden Traditional School of Surprise. Dennis Arend seconded the motion. All board members voted in favor of the motion.

VI. Adjournment

Timothy Smith adjourned the meeting at **10: 25 AM.**

Minutes submitted by: Charlotte McGettigan

Minutes approved by: Timothy Smith

Carden Final Rubric

	0	1	2	3	
Section 1: Introduction	F	A	M	E	
Needs Analysis	The introduction does not provide an explanation of the need or interest for the proposed AOI School/Program's 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.	The introduction provides a limited explanation of the need or interest for the proposed AOI School/Program's 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 provides an explanation of the need or interest for the proposed AOI School/Program's 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.	The introduction provides a detailed explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served and includes a detailed 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:				Carden has provided a detailed description of the need and interest in an online component. Not only have they provided a detailed description of their population, they have also included research to compliment their position. Includes a range of learners from gifted students to those requiring special services.	3
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a limited description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a detailed description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	

Comments:				CVA does provide a detailed description of the of their instructional strategies. Their goal is to use technology to customize education and to work toward implementing a student centered educational model.	**3**
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.	The introduction provides a limited description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a detailed description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	
Comments:		Limited description of the design of courses, or course offerings (core requirements or beyond)			**1**
Implementation	The introduction does not provide a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a limited description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a detailed description of how the AOI School/Program will be integrated within the current school system.	
Comments:			CVA does provide a description of how the established "in-person" school and online component will compliment each other.		**2**

Governance and 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.	The introduction provides a limited description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	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 provides a detailed description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	
Comments:			The introduction provides a description of how roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.		**2**
Accessibility	The introduction does not provide a description of the accessibility of AOI courses and any limitations in access for the target population. The technology requirements the student will need to access AOI courses including bandwidth requirements were not included.	The introduction provides a limited description of the accessibility of AOI courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a detailed description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements are detailed.	
Comments:				Students will be provided with computer if they don't have one. Detailed description of necessary system requirements in appendix.	**3**

Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description 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 was not included.	The introduction provides a limited description of what measures will be taken to ensure all enrolled students reside in Arizona. A limited description of 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 was included.	The introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona and describes 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.	The introduction provides a detailed description of what measures will be taken to ensure all enrolled students reside in Arizona and a detailed description of 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.	
Comments:			Carden will ensure that all students have a SAIS ID number as this will ensure that each student does not carry a course load of over 1.0.		2
				Section 1 Total:	16
	0	1	2	3	
Section 2: Curriculum Choices	F	A	M	E	

The AOI 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. Note: Reference to graduation and cohort year applies to high schools only.	The narrative does not describe how the AOI School/Program will offer 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 narrative describes on a limited basis how the AOI School/Program will offer an 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 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 a detailed comprehensive academic program that provides beyond the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	
Comments:				Incorporating Learning Odyssey, and FVSC into curriculum to provide a comprehensive academic program that meets standards and is individualized for each student.	**3**
The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative does not describe how the AOI School/Program will offer a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative describes the AOI School/ Program which offers a limited number of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a wide variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	

Comments:				This narrative does address the wide variety of course offerings to meet the Arizona Dept of Education's core requirements. This applicant has submitted very detailed attachments outlining the offerings.	**3**
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe how the AOI School/Program will offer concurrent, dual, Honors, or AP credit.	The narrative describes the AOI School/Program which offers a limited number of concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a minimal program of study for concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a variety of concurrent, dual, Honors, or AP credit.	
Comments: NA Elementary					
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.	The narrative vaguely 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.	The narrative provides a detailed description of offerings/content describe in detail how to prepare students for post-secondary success in the world of work, technical school or college.	
Comments: NA Elementary					

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 how the AOI School/Program 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.	The narrative minimally describes how the AOI School/Program 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 how the AOI School/Program 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.	The narrative describes in detail how the AOI School/Program 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, Strands/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	
Comments:				Carden does provide an extensive Curriculum Planning Document with all of the required components. A wide range of courses are offered, including, Global Studies, Latin, and Web Design, in order for students to create an individualized learning experience.	**3**
				Section 2 Total:	**9**
A list of course offering with descriptions must be included as an appendix.					
	0	1	2	3	
Section 3: Educational Methodologies	F	A	M	E	

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 how the AOI School/Program's educational methodology include 4 or more of the following: 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 describes how the AOI School/Program's educational methodology includes 4 or more of the following: 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 AOI School/Program's educational methodology includes 5 or more of the following: 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 AOI School/Program's educational methodology includes 6 or more of the following: 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.	
Comments:				Section 3 - Page 2-3: Computer assisted learning, Virtual classrooms, Virtual Labs, Electronic field trips, Email, Virtual Tutoring, Email, Virtual Tutoring, Online Help Desk, Group Chat and non-computer activities	**3**
Various learning styles are addressed in the delivery methods.	The narrative does not describe how various learning styles are addressed in the delivery methods.	The narrative vaguely describes various learning styles which are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods in specific detail.	
Comments:				Section 3 - Page 3 addresses 3 learning styles and how various delivery methods will meet their needs	**3**

Modifications to content delivery by course or by lesson can be made.	The narrative does not describe how modifications to content delivery by course or by lesson can be made.	The narrative describes modifications to content delivery by course or by lesson which can be made on a limited basis.	The narrative describe how modifications to content delivery by course or by lesson can be made.	The narrative describes how modifications to content delivery by course or by lesson can be made easily and quickly.	
Comments:				Section 3- Page 3 - instructors can "instantly" modify course for student needs. Section 3 - Page 2 - Course instructors are also encouraged to incorporate or create their own additional virtual tours	**3**
Methods provide synchronous and asynchronous support to AOI students.	The narrative does not describe how methods provide synchronous and asynchronous support to AOI students.	The narrative describes methods which provide either synchronous or asynchronous support to AOI students, but not both.	Methods provide synchronous and asynchronous support to AOI students.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access.	
Comments:				Section 3 - Page 3-4: Instructors available via cell phone, text, email, and messaging. Chat available, instant feedback through quizzes and assignments, discussion forums, wikis and Google docs. On-site tutoring	**3**
Learner support systems with methods of communication are included.	The narrative does not describe how learner support systems with methods of communication are included.	The narrative describes on a limited basis, learner support systems with methods of communication.	Learner support systems with methods of communication are included.	Learner support systems with methods of communication are included and exceed expectations.	
Comments:			Section 3- Page 4: Course instructors, specialists, classmates, parents, guardians, various online resources listed. Section 3 - Pg 3 Adobe Connect (whiteboard, groups, screen sharing)		**2**

	0	1	2	3	
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative does not describe how selected methodologies are included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative describes selected methodologies which are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	
Comments:				Section 3 - Page 4: National Standards (NACOL), NETS and ISTE mentioned. Appendix has complete methodology information.	**3**
				Section 3 Total:	**17**
	0	1	2	3	
Section 4: Safeguards	F	A	M	E	
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	The narrative inadequately describes the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access..	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.	
Comments:				Section 4 - Page 1: unique usernames and passwords issued. Moodle and BrainHoney have different access levels. Moodle hosted by MoodleRooms with corresponding security. BrainHoney is also hosted.	**3**

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.	The narrative does not state whether external links are required as part of the content delivery and student learning process or if use is stated, does not discuss how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a limited description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a detailed description of how links are chosen, screened, and updated to ensure adequate protection.	
Comments:				Section 4 - Page 2: Brain Pop , Discovery Streaming, and Typing Pal will be used. Any other links would be pre-screened (process explained). Updating process also explained.	**3**
A means for students to identify and report problems with external links.	The narrative does not describe a means for students to identify and report problems with external links.	The narrative describes a means for students to identify and report problems with external links is included but limited in scope.	A means for students to identify and report problems with external links is included.	A means for students to identify and report problems with external links is included and exceeds expectations.	
Comments:			Section 4 - Page 4: Students report any issues to instructor. Or…directly to Moodle/BrainHoney if appropriate.		**2**
				Section 4 Total:	**8**
	0	1	2	3	
Section 5: Safe Research	F	A	M	E	

The AOI School/Program identifies safe research practices for the student.	The narrative does not describe how the AOI School/Program identifies safe research practices for the student.	The narrative describes the AOI School/Program which identifies in limited detail safe research practices for the student.	The AOI School/Program identifies safe research practices for the student.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student.	
Comments:				Section 5 - Page 1: Students required to complete "Internet Awareness" course - includes Internet Basics, Communication, Searching, Integrity, Courses and AUP. Appendix material on evaluation and copyright.	**3**
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative does not describe how the AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative describes the AOI School/Program which makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program , in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	
Comments:		Section 6 - Page 2 - will contract with filtered service (example EBSCO) for safe researching. While on campus - protected by filtering service. Off-site - AUP in place			**2**
				Section 5 Total:	**5**
	0	1	2	3	
Section 6: Confidentiality	F	A	M	E	

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 describe if 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 describes the AOI School/Program which has a limited 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 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 AOI School/Program describes in detail the 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.	
Comments:				Section 6 - Pages 1-2: Describes in detail various communication methods available. Recommending Gmail since integration into Moodle is in progress and security features available. Moodle also has integrated messaging services.	**3**
Any communications between staff, student, and parents is logged and secure.	The narrative does not describe how communications between staff, student, and parents is logged and/or secure.	The narrative describes communications between staff, student, and parents is on a limited basis logged and/or secure.	Communications between staff, student, and parents is logged and/or secure.	Communications between staff, student, and parents is logged and/or secure, as described in detail.	
Comments:				Section 6- Page 2 - Communication logs maintained; integrated system maintains logs. Moodle, BrainHoney, Gmail, Adobe Connect, Google Voice, MSN "logs and records kept though these programs".	**3**

				Section 6 Total:	6
	0	1	2	3	
Section 7: Teacher Selection and Training	F	A	M	E	
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 how the AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative describes the AOI School/Program which has established a limited system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a basic system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment.	
Comments:				A detailed description is provided of ongoing professional development opportunities and monitoring for all of their teachers. They combine online and in-person trainings in order to ensure that their teachers are very well prepared to meet the needs of all of their students. Carden has even included a list of the courses that the teachers need to take before they facilitate an online course.	3

	0	1	2	3	
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 so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative describes how teachers are required, on a limited basis, 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 describes how 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 describes how teachers are required to fully exhibit competency in the use of the LMS in a detailed way so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	
Comments:				Instructional leaders evaluate teachers using online classroom walkthroughs on a monthly basis. A log of all communication is kept and is accessible to the instructional leader. Lastly, the instructional leader uses a rubric for evaluating teachers based on the National Standards for Quality Online Teaching.	**3**
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative does not describe how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a limited plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	The narrative describes a detailed plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	
Comments:		Statement that teachers are required to be highly qualified according to NCLB as well as AZ certified. What specifically are the steps to ensure this?			**1**
				Section 7 Total:	**7**
	0	1	2	3	

Section 8: Community Partnerships	F	A	M	E	
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 or planned partnerships with universities, community colleges, vocational/technical schools that encompass the goals of post secondary transition.	The narrative minimally describes planned and established community partnerships with universities, community colleges, and vocational/technical schools that encompass the goals of post secondary transition.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes established community partnerships with 2 or more universities, community colleges, and vocational/technical schools that encompass the goals of post secondary/transition.	
<mark>Comments: NA Elementary</mark>					
Community partnerships have been established with private business, career track organizations, and community organizations have been established.	The narrative does not describe how partnerships with private business, career track organizations, or community organizations have been established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations will be established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes how two or more partnerships with private business, career track organizations, or community organizations have been established.	

Comments:				This narrative describes more than two partnerships with private, businesses, career track or community organizations. ASU (to develop a teacher professional development program), The Boys and Girls Clubs of America, and homeless shelters.	**3**
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience for AOI students as described or have not been described at all.	The narrative describes partnerships which will enhance the school experience for AOI students as minimally described.	Partnerships will enhance the school experience for AOI students as described.	Partnerships will enhance the school experience for AOI students as described in detail.	
Comments:				CVA intends to develop and encourage student activities, clubs, and competitions. Their goal is to encourage students to connect with the local community and help build understanding and social connections. A possible "global sister school" is a larger goal down the road.	**3**
				Section 8 Totals:	**6**
	0	1	2	3	
Section 9: Disabled Services	F	A	M	E	
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative does not describe how the AOI School/Program identifies special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative describes the AOI School/Program which identifies special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The AOI School/Program describes how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The AOI School/Program describes in detail how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	

Comments:				Correctly outlines the steps in identifying students with special needs. (Pre-Referral stage) as well as the 45 day screening of new students.	**3**
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative does not describe how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be modified on a limited basis to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be easily modified to meet the accommodation and modification requirements for identified students.	
Comments:				A variety of modifications built into the system, so students can participate in the Least Restrictive Environment.	**3**
Identified students will receive onsite support when appropriate.	The narrative does not describe how students are identified to receive onsite support, when appropriate, as described.	The narrative briefly describes how identified students will receive limited onsite support, when appropriate.	The narrative describes how students will receive onsite support, when appropriate, as described.	The narrative describes in detail how identified students will receive onsite support, when appropriate.	
Comments:				Onsite support provided for related services at one of the 5 learning centers with a full team of related service providers.	**3**
				Section 9 Totals:	**9**
	0	1	2	3	
Section 10: Policies and Procedures	F	A	M	E	

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 policies and procedures which 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 describes policies and procedures, which on a limited basis, establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	Policies and procedures describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	Policies and procedures for an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program are described in detail.	
Comments:			Policies and procedures discuss a process of providing interventions for students with declining academic achievement is identified. Process of identifying declining achievement is also identified.		2
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative describes vaguely how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes how it will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes, in detail, how it will ensure/monitor student progress for at least one year's growth annually.	
Comments:			Carden will provide a pacing chart as a part of their progress monitoring initiative. More specific detail needed in regards to how it will ensure/monitor that one year's growth is achieved.		2

Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	The narrative describes how courses offered, on a limited basis, exhibit formative assessment of student competency.	The narrative describes an assessment plan that provides for formative assessment of student competency.	The narrative describes a detailed assessment plan that provides formative assessment of student competency.	
Comments:			Description included in appendix. Carden will review its assessments to ensure that the school can adequately monitor student academic achievement. Students do have an opportunity to participate in online discussions and collaborations, which in turn, will inform the teacher of their progress. Each teacher regularly conducts discussion based assessments with all students.		2
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative describes how the AOI School/Program will on a limited basis ensure academic integrity for exit outcomes for each course/grade offering.	The narrative describes how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative provides a detailed description of how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	
Comments:				Extensive academic integrity monitoring through Turnitin.com and CVA own database of students' integrity incidences or violations.	3
				Section 10 Totals:	9
	0	1	2	3	
Demonstration 1- Educational Methodologies	F	A	M	E	

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 -non-computer based activities	The narrative does not describe how the AOI program's educational methodology includes 4 or more of the following: 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, as seen through the demonstration.	The narrative describes how the AOI program's educational methodology includes 4 or more of the following: 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, as seen through the demonstration.	The AOI program's educational methodology includes 5 or more of the following: 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, as seen through the demonstration.	The AOI program's educational methodology includes 6 or more of the following: 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, as seen through the demonstration.	
Comments:				Demonstration showed or discussed computer assisted learning, virtual classrooms, electronic field trips, email, virtual tutoring, online help desk and group chat. Non-computer activities such as labs, reading novels, and worksheets also discussed.	**3**
The various learning styles are addressed in the delivery methods.	Various learning styles are not addressed in the delivery methods, as seem through the demonstration.	Various learning styles are vaguely addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods in specific detail, as seen through the demonstration.	

Comments:				Demonstration showed or discussed activities for all three learning styles. Visual: text, graphics, video, BrainPop, Adobe Connect. Auditory: Video sound, mpg files, chat, phone, reading of text. Kinesthetic: online interactive activities, offline manipulatives, labs, flex schedules. Brain Pop also has closed captioning	**3**
Modifications to content delivery by course or by lesson can be made.	Modifications to content delivery by course or by lesson can not be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made on a limited basis, as seen through the demonstration. .	Modifications to content delivery by course or by lesson can be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made easily and quickly, as seen through the demonstration.	
Comments:				Demonstration showed teachers can assign pre-test to build individualized learning path. Can build assignments via the assignment builder to focus on State standards. Can add/delete the content available to students. Within Moodle, teacher can customize learning environment. Brain Pop - teachers can link to specific lesson.	**3**
Methods provide synchronous and asynchronous support to AOI students.	Methods do not provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide either synchronous or asynchronous support to AOI students, but not both, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access, as seen through the demonstration.	

Comments:				Demonstration showed and discussed a variety of synchronous and asynchronous tools available including: Google docs, wikis, discussion forums, announcements, Skype, adobe connect , white board, virtual break out rooms, polling, and shared screens.	**3**
Learner support systems with methods of communication are included.	Learner support systems with methods of communication are not included, as seen through the demonstration.	Learner support systems with methods of communication are included but are limited, as seen through the demonstration.	Learner support systems with methods of communication are included, as seen through the demonstration.	Learner support systems with methods of communication are included and exceed expectations, as seen through the demonstration.	
Comments:				Demonstration showed a variety of support systems available including: red/green light system in BrainHoney, built-in grade book, rubrics and answer keys, discussion based assessments, PACE charts, standards for welcome communications and assignment feedback. Communication methods discussed: phone, text, Gmail, LMS, chat, Adobe connect, and newsletter. At the K-5 level, a learning coach also assists students.	**3**
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are not included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	

Comments:				Demonstration discussed and reviewed specific pedagogy from FLVS with corresponding instructional event. Some specific strategies identified: connect to real-world, collaboration, interactivity, and ability for student to set pace, virtual walkthroughs, formal evaluations and surveys. Identified NaCOL, ISTE and QM standards.	**3**
				Demonstration 1 Total:	**18**
	0	1	2	3	
Demonstration 2 - Safeguards	F	A	M	E	
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are not seen through the demonstration.	The narrative inadequately describes the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.	
Comments:				Demonstration discussed convention for both ID and passwords, strategy for duplicate IDs and 3 levels of access. Discussed BrainHoney security features, including data encryption and record level security. Also discussed Moodle Rooms - 24/7 armed security, pw authentication, roles based access and virus protection.	**3**

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.	The type and quantity of external links used in the course content are not seen through the demonstration, if external links are required as part of the content delivery and student learning process and/or how links are chosen, screened, and updated to ensure adequate protection was not seen through the demonstration.	The type and quantity of external links used in the course content are seen on a limited basis through the demonstration, if external links are required as part of the content delivery and student learning process and/or how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are seen through the demonstration, 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 are seen through demonstration.	The type and quantity of external links used in the course content are seen in detail through the demonstration, if external links are required as part of the content delivery and student learning process, as well as how links are chosen, screened, and updated to ensure adequate protection.	
Comments:				Demonstration stressed that the primary goal is to host all sites within the LMS for safety and relevance. BrainHoney operates as pass-through authentication for password protected sites (example - BrainPop). Sites will be screened using External Website Criteria checklist, which includes such items as age appropriateness. The instructor, course developer and eLearning coordinator are all involved in the review process. Updates will take place primarily at the semester breaks. EBSCO or ProQuest will be used in part because they pre-screen sites.	**3**
A means for students to identify and report problems with external links.	A means for students to identify and report problems with external links is not seen through the demonstration.	A means for students to identify and report problems with external links is seen through the demonstration but is limited in scope.	A means for students to identify and report problems with external links, is seen through the demonstration.	A means for students to identify and report problems with external links is included and exceeds expectations, is seen through the demonstration.	

Comments:				Demonstration discussed that all instructors will check links at least once a semester. eLearning Coordinator will also monitor. Information on reporting issues will be provided during welcome communication. FV has ticket system in place to report bad links within system as well as a help desk. Moodle also has help desk.	**3**
				Demonstration 2 Total:	**9**
	0	1	2	3	
Demonstration 3 - Safe Research	F	A	M	E	
The AOI School/Program identifies safe research practices for the student.	The AOI School/Program does not identify safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in limited detail safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student, , as seen through the demonstration.	
Comments:				Demonstration showed "Digital Citizenship" course required for all students. Course topic will include: Internet basics, browsers, communication tools, searching, cyber bullying, evaluating sources, academic integrity, AUP and citation. Parents will be provided with information on Google Family Safety center and safety will be embedded into courses.	**3**

The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program does not makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program, in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	
Comments:				Demonstration showed and discussed EBSCO and ProQuest, FV prescribed path, Noodletools, Sweet search, Google custom search and other strategies to assist students with research requirements. An academic integrity hotline and email will be established to promote research integrity.	3
				Demonstration 3 Total:	6
	0	1	2	3	
Demonstration 4 - Confidentiality	F	A	M	E	

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 AOI School/Program does not have 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, as seen through the demonstration.	The AOI School/Program has a limited 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, as seen through the demonstration.	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, as seen through the demonstration.	The AOI School/Program describes in detail the 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, as seen through the demonstration.	
Comments:				Demonstration showed and discussed that Gmail within the Academic system will be provided to all staff and students. BrainHoney and Moodle will act as portals for Gmail. Staff will have ability to email outside the system. Students will only have access to email with school domain.	**3**
Any communications between staff, student, and parents is logged and secure.	Communications between staff, student, and parents is not logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is on a limited basis logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as described in detail, as seen through the demonstration.	
Comments:				Demonstration discussed that Gmail will be logged, Adobe connect sessions will be recorded, Moodle messaging (if used) will be logged, and an internal communication log form will be utilized and saved.	**3**
				Demonstration 4:	**6**

	0	1	2	3	
Demonstration 5 - Teacher Selection and Training	F	A	M	E	
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The narrative describes how the AOI School/Program has on a limited basis established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	
Comments:				Carden has a detailed system of ongoing professional development and monitoring of teachers in an online environment.	3
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 are not 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, as seen through the demonstration.	Teachers are, on a limited basis, 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, as seen through the demonstration.	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, as seen through the demonstration, as seen through the demonstration.	Teachers are required in detail 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, as seen through the demonstration, as seen through the demonstration.	
Comments:				Carden explains in detail how teachers are required to exhibit competency in the LMS. This is included in teacher evaluations and seen in virtual walk through.	3

Teachers will be minimally highly qualified as defined by NCLB for charter holders and must also be appropriately certified for school districts.	Teachers are not required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in limited detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies in specific detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	
Comments:				A specific plan was described in the demonstration as to how teachers are required to be highly qualified.	3
				Demonstration 5 Total:	**9**
				Grant Total:	**140**

Evaluation Criteria		Evaluation Score
Section 1: Introduction		16
Section 2: Curriculum Choices		9
Section 3: Educational Methodologies		17
Section 4: Safeguards		8
Section 5: Safe Research		5
Section 6: Confidentiality		6
Section 7: Teacher Selection and Training		7
Section 8: Community Partnerships		6
Section 9: Disabled Services		9
Section 10: Policies and Procedures		9
Demonstration 1- Educational Methodologies		18
Demonstration 2 - Safeguards		9
Demonstration 3 - Safe Research		6
Demonstration 4- Confidentiality		6
Demonstration 5- Teacher Selection and Training		9
Grand Total		140

Yes   95% of criteria scoring Meets or Exceeds   2 at Approaches, 49 items met/exceed out of 51 = 96%

No   More than one Approaches in each section

<u>   No   </u>   Falls Below