

# Charter Mission Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Edkey, Inc. dba Sequoia School  
for the Deaf and Hard of  
Hearing

**CTDS:**  
07-87-44-000

**Mailing Address:**  
1460 South Horne  
Mesa, AZ 85204  
> [View detailed info](#)

### Representative

**Name:**  
Mark Plitzuweit

**Phone Number:**

## Downloads

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## Mission

### Change From

The mission of Sequoia School for the Deaf & Hard of Hearing is to provide a safe, positive environment in which students read, write, and compute at or above grade level.

### Change To

To provide high quality individualized educational services to students with wide-ranging social, emotional, and developmental needs, in a safe, engaging, and empowering environment, in preparation for current and future success.

## Attachments

Board Minutes –  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

Charter Representative Signature  
Mark Plitzuweit 02/17/2017

# Program of Instruction Amendment Request

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### Representative

**Name:**  
Mark Plitzuweit

**Phone Number:**

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## Description of changes

**Change From:**  
The program of instruction currently focuses specifically on students who are identified as Deaf and Hard of Hearing.

**Change To:**  
The updated program of instruction will be inclusive of students with a variety of identified disabilities.

## Attachments

Board Minutes –  [Download File](#)

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

**Additional Information\***  
No documents were uploaded.

## Signature

**Charter Representative Signature**  
Mark Plitzuweit 02/17/2017

Minutes  
The Governing Board of  
Edkey, Inc. – Sequoia School for the Deaf and Hard of Hearing  
February 16, 2017 11:00 AM  
Location: 1460 South Horne, Mesa, Arizona

- I. Call to Order and Roll Call – **Mary Strickland, Jevon Lewis, and Christopher Lalley (by phone) were present. Sherri Collins and Kathy Roadlander were absent. A quorum was met.**
- II. Accept Agenda – **Mary Strickland made a motion to accept the agenda. Christopher Lalley seconded the motion. Approved by unanimous vote.**
- III. Discussion and possible action relative to the approval of a new site to be known as Kinetic Educational Learning Labs for Youth at 1648 S. 16<sup>th</sup> St. Phoenix, Arizona 85034. **Mary Strickland made a motion to approve a new site to be known as Kinetic Educational Learning Labs for Youth (KELLY) at 1648 S. 16<sup>th</sup> St. Phoenix, Arizona 85034. Jevon Lewis seconded the motion. Approved by unanimous vote.**
- IV. Discussion and possible action relative to the approval of changes to the Edkey, Inc- Sequoia School for the Deaf and Hard of Hearing (SSDHH) LEA Mission Statement to be more inclusive of students with all disabilities.  
Current Mission Statement:  
The mission of Sequoia School for the Deaf and Hard of Hearing is to provide a safe, positive, environment in which students read, write, and compute at or above grade level.  
Proposed Mission Statement:  
To provide high quality individualized educational services to students with wide-ranging social, emotional, and developmental needs, in a safe, engaging, and empowering environment, in preparation for current and future success.  
**Jevon Lewis made a motion to approve the changes made to the SSDHH LEA Mission Statement so it will be more inclusive of students with all disabilities. Mary Strickland seconded the motion. Approved by unanimous vote.**
- V. Discussion and possible action relative to updating the Edkey, Inc. – SSDHH LEA Program of Instruction (proposed update attached to these minutes). **Mary Strickland made a motion to update the Edkey, Inc. – SSDHH LEA Program of Instruction. Jevon Lewis seconded the motion. Approved by unanimous vote.**
- VI. Discussion and possible action relative to increasing the enrollment cap from 100 to 200 students at Edkey, Inc. – SSDHH LEA due to adding the site of KELLY to the SSDHH LEA. **Jevon Lewis made a motion to increase the enrollment cap from 100 to 200 students at Edkey, Inc. – SSDHH LEA due to adding the site KELLY to the SSDHH LEA. Mary Strickland seconded the motion. Approved by unanimous vote.**
- VII. Adjournment – **Meeting adjourned at 11:17 A.M.**

Sequoia Deaf School Governing Board may elect to go into Executive Session at any time.  
Phone: (480) 461-3200 Fax: (480) 649-0747

Minutes Submitted By: Marla Ramos

### Rationale for the Change to the Program of Instruction

SSDHH serves a specialized population of students who are identified as being deaf or hard of hearing. Edkey is requesting to move KELLY, Kinetic Educational Learning Labs for Youth, under this charter. KELLY serves students who have been identified as being emotionally disabled requiring a private placement. To be inclusive of this other specialized group of students the program of instruction needs to be updated.

### Proposed Changes to the Program of Instruction

The program of instruction on file with ASBCS is specific to the deaf and hard of hearing population. The changes to mission, vision, educational philosophy, curriculum, assessment, methods of instruction and graduation requirements will be inclusive of all students requiring specialized instruction based on their individual education plans.

### Mission Statement

To provide high quality individualized educational services to students with wide-ranging social, emotional, and developmental needs, in a safe, engaging, and empowering environment, in preparation for current and future success.

### Vision

To prescriptively address individual areas of academic, social, emotional, and behavioral deficits through the use of data driven, evidence based practices, in sync with an advancing curriculum that focuses on closing learning gaps and consistent student improvement.

### Educational Philosophy

- To create an effective climate for learning.
- To facilitate each student's academic progress and social development by establishing appropriate goals and providing instruction.
- To encourage students to be aware of their strengths and opportunities so that they can become good advocates for themselves in all settings.
- A strong teamwork approach between all stakeholders to increase social, emotional and educational outcomes for all learners.

### Curriculum & Methods of Instruction

Students work at individualized levels of performance based on their IEP's. The goals are aligned to state and local standards and are written using research based assessments. The use of core instructional programs which align to state standards ensure students are receiving access to the general curriculum, despite being placed in a more restrictive learning environment.

Goals are written for the length of one school year and students will be targeted to meet these goals as well as maintain previous goals performance throughout the course of the school year. IEP meetings are held a minimum of once per academic year with the school team, parents and outside support personnel, to establish these individualized goals and determine specific criteria for achieving the identified goals. Progress reports on IEP goals are reported quarterly.

Teachers adapt or modify curricular resources based on the individual needs of each student as outlined in their IEP. Smaller class sizes and low student-teacher ratios help to provide the individualized instruction necessary for student success. All curricular and instructional resources are scientifically based and incorporate teaching strategies that meet the needs of all student learners.

Students are identified at the state level by grade level but classes at both locations focus on grade level bands. Students are leveled based on their performance and IEP goals in order to provide the most appropriate education for every student.

#### Methods of Assessment

Students' progress on standards and IEP goal progress is measured quarterly and tracked frequently by the classroom teacher or specialists. Teachers use specified tools, outlined in the student's IEP to monitor progress on goals. The MAP, Measure of Academic Progress, assessment is administered four times a year to evaluate student progress on grade level standards and performance. Supplemental assessments are used to guide the development of the IEP as well as structure academic frameworks for students.

Formative Assessment include but are not limited to: classroom based assessments, curriculum based assessments, formal and informal observations, pre and posttests.

Summative Assessments include but are not limited to: benchmark assessments, Rigby, AzMERIT or AIMS A.

#### Promotion and Graduation

Graduation with a high school diploma is a goal of students in high schools and their families throughout Arizona. Students earn a high school diploma upon the successful achievement of graduation requirements set by the Arizona State Board of Education or a local governing board, if that board has established graduation requirements that are in addition to or higher than those set by the State Board of Education. Students with disabilities, like their typical peers, can earn a regular high school diploma with their four-year cohort group and some students with (and without) disabilities will require additional time in high school in order to meet graduation requirements. Some students with disabilities will not meet graduation requirements and will instead "age out" of high school (that is, for students with disabilities, leaving school after the school year during which they turn 22).

The IDEA emphasizes that special education must be individually tailored to each child's unique needs, and that includes an individualized determination about whether the child has met graduation requirements. Thoughtful planning by IEP teams is crucial for students with disabilities in order to ensure that they receive a free appropriate public education, including transition services. To that end, the following elements are essential for transition-aged students: 1. At least once a year, the IEP team considers the progress of the student toward graduation and, if necessary, makes adjustments to the student's course of study and services; 2. IEPs specify the academic, support, and transition services the student is to receive during the term of the IEP; 3. Academic courses and services are specifically selected to support the student's postsecondary goal(s), and; 4. Transition services are integrated within the course of study throughout the high school years.

### Alignment between Program of Instruction to the revised Mission Statement

The modifications to program of instruction outline the need for individualized instruction based on the student's identified needs in their individual education plan. The strong emphasis on the student's IEP and meeting their individualized needs will allow us to meet the mission and vision of the charter.

All IEP teams consist of staff, students and parents, which directly aligns with the educational philosophy. Decision making is not an independent task, rather a collective to ensure each student's individual success.

The following amendments have been filed to ensure consistent information is on file with ASBCS:

- Charter mission Amendment Request
- Enrollment Cap Amendment Request
- New School Amendment Request

### Changes to the Program of Instruction work to improve pupil achievement for the target population in the following ways:

The updated program of instruction is more inclusive of different types of disability categories. Using the updated program of instruction allows us to reach and service more students with disabilities and provide an academically, socially and emotionally relevant academic experience for all.

The movement of KELLY under the SSDHH charter will also allow us to effectively leverage our resources across these student populations.

### Transition Plan

Our plan is to move the KELLY program under the SSDHH LEA for the 2017-2018 school year. As the school is currently open under another Edkey charter all required materials including curriculum, instructional planning and assessment tools have already been purchased. During the spring budgeting process, allocations for all resources will be discussed to ensure adequate resources are available for the projected increase in enrollment.

Current staff have been trained in the instructional and behavioral approaches utilized throughout the school. An additional para-professional for the 2017-2018 school year may be required to ensure staffing ratios are maintained in line with program expectations.

**Edkey, Inc.**  
**SSDHH #81050**  
**Program of Instruction**

Rationale for the Change to the Program of Instruction

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