

Program of Instruction Amendment Request

Charterholder Info

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Downloads

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Description of changes

Change From:


Educational Options Foundation, Inc. /EdOptions AOI Program adheres to a program of instruction that is based on an online learning model serving traditional and Non-traditional students.


Change To:

Educational Options Foundation, Inc. /EdOptions AOI Program will make an extremely small change to a program of instruction that is based on an online learning model serving a predominantly alternative student population.

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](#)

Performance Management Plan Narrative –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Steven Durand 03/17/2014

Amendment Request Narrative Responses

Below are brief responses to the prompts presented in the Program of Instruction Amendment Request. Please refer to Educational Options Foundation/EdOptions AOI Program's updated Program of Instruction document for a full description of how these items are addressed.

1. Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

Please refer to the Updated Program of Instruction document for full description.

Educational Options Foundation/EdOptions AOI Program will utilize a computerized content delivery system (CDS) and blended learning instructional program to meet the needs of the predominantly alternative student population served.

Teachers providing instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional model.

Educational Options Foundation/EdOptions AOI Program's computerized content delivery system (CDS) instructional program is formulated and delivered with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will practice RTI by developing a framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing teacher feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

2. What is the rationale for the change in the program of instruction?

Educational Options Foundation/EdOptions AOI Program has evolved to better meet the needs of the students who are seeking enrollment, thus, the need to update the Program of Instruction. The typical student who enrolls at Educational Options Foundation/EdOptions AOI Program has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. Educational Options Foundation/EdOptions AOI Program students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

For many students, Educational Options Foundation/EdOptions AOI Program serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped

out of high school and who, by definition, cannot graduate within the standard number of years. The blended learning approach allows students to access the content 24/7 providing increased learning time as needed to recover credits for graduation.

3. How will the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter?

The mission statement already addresses the focus on meeting the needs of an alternative school population.

4. How do the proposed changes to the program of instruction improve pupil achievement in the target population served?

Target Population being served at Educational Options Foundation/EdOptions AOI Program	Benefit of Educational Options Foundation/EdOptions AOI Program Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	<ul style="list-style-type: none"> - Blended learning allows for an individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the student’s level which leads to higher rates of success, positive outcomes, and increased motivation, thus. decreasing behavior issues.
<input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.	<ul style="list-style-type: none"> - School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies.
<input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule.

<p><input checked="" type="checkbox"/> Students who are adjudicated.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care or group homes. - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are seeking blended learning environment</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students seeking a <u>Credit Recovery Alternative School</u> - Specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible schedules allow students to exceed the minimum state requirement of 20 hours per week of educational time to make up deficiencies. - Teacher led support and direct instruction is provided by a highly effective instructional staff.

5. Describe the timeline for implementing the program change.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

Cover Page

Name of District: Educational Options Foundation/EdOptions High School

LEA CTDS: 07-85-58-000

Proposed Name of AOI Program: EdOptions AOI Program

Proposed grade-levels: Grade 9 through 12

District Contact: Mr. William J. Sawner

AOI Program: Dr. David Reed

Board Chairman Email: jsawner@edoptions.com

Administrator: Email:dreed@edoptions.com

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Mission:

The following is our Mission Statement (Approved by ADE spring 2012 and submitted to ASBCS on 3/11/2014).

“The mission of Educational Options Foundation and EdOptions High School is to make a positive difference in the lives of our students and the community by providing a high quality educational experience in a school environment that recognizes the needs of traditional and non-traditional students and blends technology and instruction into a teacher managed education experience that provides each student superior opportunities for success. We will provide alternative scheduling and instruction to an underserved school population that needs credit recovery in order to earn a high school diploma.”

Definitions:

B & M: Brick and Mortar School

CDS: Content Delivery System

EOHS-EdOptions High School: The charter school operated by The Educational Options Foundation

Foundation: The Educational Options Foundation, Charter holder

LMS: Learning Management System

RTI: Response to Intervention

SIS: Student Information System

Section1: Introduction

Needs Analysis: During the 2010 school year, the Foundation served grade nine to twelve students residing primarily in the Tempe, Arizona community and the surrounding east valley communities bordering Tempe. These students generally resided within a 20-minute commute of the school campus located at Price Road and Southern in Tempe. It was determined that many students who had dropped out of school could not re-enroll at The Foundation's EdOptions High School (EOHS) due to their inability to meet the minimum attendance requirements. The community will benefit from an AOI program that provides diverse delivery options because EOHS will be able to serve more students. AOI will also expand educational opportunities for EOHS students. The program will support full-time virtual school students as well as hybrid delivery options, and modified schedules and calendars.

The AOI Program provides options for students to recover credits outside the school day. It can also be used to supplement schedules for students working, going to vocational school or attending the local community college. AOI will allow the Foundation to provide educational services to the school community in situations and locations not possible in the past.

Educational Philosophy: The Foundation is committed to ongoing academic excellence. We pursue this goal by helping students to be academically successful, while teaching them to be accountable for their decisions. We create safe environments based on respect for self and others and are committed to helping students develop a zeal for life-long learning.

The Foundation is dedicated to preparing students to meet the academic and work-based standards demanded in the 21st Century; the addition of AOI will enhance our goal to create an educational environment that is challenging and nurturing for all students. The Foundation is

committed to providing students educational and enrichment opportunities so they can excel educationally and personally.

Summary of Instructional Program: The AOI courses will be provided through a partnership with a content development system provider. BRIA is currently the approved content provider for EOHS. The BRIA is an accredited school supported by an accredited organization, Educational Options, Inc. Courses are developed using a stringent, research-based development process that starts with a review of state academic standards to determine required learning outcomes (See: <http://www.edoptions.com/about/accreditation.html>). Their online courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams that are based on Bloom's Taxonomy, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards.

Implementation: Students will be referred for AOI through the EOHS school registrar, counselor, or administrator. Alternative students may be referred to AOI for myriad reasons including parent request, modified schedules, credit recovery in and outside the traditional school schedule, chronic illness accommodations, long-term suspension, and for students transferring mid-semester. Based on student need, it will be determined if part-time or fulltime AOI participation is the best option for a student seeking AOI. All assigned AOI courses will be added to the student's schedule and included in the student's overall graduation plan. Students will be regularly reviewed to determine if AOI is an appropriate educational placement.

Governance and Leadership: Ultimate responsibility for policy and implementation rests with the EOHS board. The AOI Program will adhere to established policy that guides the current high school. New and unique policy that is specific and unique to AOI may be required after implementation. The development and implementation of the program will be directed by a Foundation team of highly qualified administrators and highly qualified teaching staff with numerous years of online content delivery, teaching, and administration experience.

Accessibility: The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, seven days a week, 365 days a year. Students enrolled in AOI will only need a computer, access to the Internet, and a few basic open source software items such as Adobe Reader and Adobe Flash to participate in the AOI Program.

The content is delivered in a low-bandwidth format that enables students even on a 56K modem to efficiently and effectively access their courses. As there is no requirement for supplemental text, students can be enrolled in courses through the web and provided extensive instructional support, as required, through the systems secure internal email system.

The AOI program will work with the local education communities including community organizations, business partners, and post-secondary school institutions to provide computer and internet access outside the student's home and the EOHS campus. These organizations may also be solicited to provide extended campus and academic support to AOI students. Students will have access to a technical support staff 75 hours per week to support their technical needs and ensure access is maintained.

Enrollment: Students requesting enrollment will adhere to current school policy. Strict enrollment procedures ensuring an AOI participant's Arizona residence will be adhered to. In addition to the required documents and in order to ensure proper placement, the student is encouraged to provide an official transcript or a promotion certificate from the previous school. These documents shall be presented by the student and parent to the school's registrar. The registrar will request official transcripts on each student enrolled to determine correct placement, any concurrent enrollments, and ensure that the student is not apportioned at more than 1.0 for full equivalent funding (FTE).

The Foundation currently has an open enrollment policy. Enrollment provisions for AOI also allow open enrollment with an emphasis on supporting alternative students. (See: ARS § 15-808, Sec. B). Nonresident students will be considered for enrollment in the AOI Program in accordance with school and state enrollment policies.

Section 2: Curriculum Choices

Comprehensive Academic Program: The AOI Program is prepared to offer a comprehensive online program of study that meets graduation requirements for cohort 2011, 2012, 2013, and beyond. A variety of thirty four one-year, two semester courses and eleven half-year, one semester courses are available for students through the AOI Program (See Appendix A).

Courses include full content, lessons, submissions, and a final in each class.

Courses are also available in a pre-assessment delivery option that enables the student to exhibit competency in each individual content objective. Based on a predetermined benchmark percentage, the competency level is identified at the time the assessment course is developed.

The delivery of pre-assessment courses will be available for credit recovery students, but may also be used for other students based on counselor recommendation and administrator approval. These exceptions may be appropriate due to unique student needs, such as homebound, suspension, or a transfer student.

The EOHS staff and an independent third-party have reviewed the curriculum to ensure alignment with Arizona standards. The content is screened regularly to ensure that changes in Arizona standards are identified within the content. The CDS also provides online curriculum forums that allow AOI staff to communicate curriculum issues to the content provider's curriculum development staff. Staff identifying issues with alignment, links, or errors can send a message directly to the content developers for clarification or editing. The content provider's development staff responds with a correction to the content or an explanation as to why the current format or content entry is appropriate.

Course Variety: The AOI Program includes additional web-based prescriptive remediation tools.

These tools optimize the opportunity for AOI teachers to remediate an individual student's academic skills as ongoing formative and summative assessment identifies the need.

Additionally, a standardized online AIMS preparation content, is available to the AOI Program.

The content will be used as a prescriptive remediation tool for AOI students.

The AOI Program will provide significant alternatives to traditional education for the twenty-first century high school student. By incorporating a flexible, diverse delivery system, students can modify their academic schedules for a balanced life of scholastics, work, athletics, fine arts performances, foreign exchange programs, medical treatments, community service, etc.

For those students inclined to pursue a college degree, it is imperative that academic college entrance requirements are fulfilled. As a result, our AOI program offers two years of Spanish (modern language credit) and Art History (fine arts credit) in addition to traditional college preparatory courses in math language arts, and social studies.

The online content includes science courses, including labs that a student can perform off-campus and report on through the CDS. Students seeking lab science for university entrance will be guided to a wet-lab option to full fill these requirements. All AOI students will be encouraged to seek dual credit options with a local community college to satisfy the lab requirements for the state universities.

Concurrent, Dual, Honors, and AP Credit Options: The Foundation is in the process of developing concurrent and dual credit options with Rio Salado Community College and is expected to offer this option to AOI students. Currently, ten courses have been considered appropriate for dual credit. The Foundation is also working with Rio Salado to develop College

Algebra and Language Arts Capstone college prep courses for seniors. These courses will be developed to offer students concurrent college credit, reduce the need for college remediation in these areas, and provide a smooth and adequate academic transition to post-secondary education for Foundation students.

The Foundation is also in the process of partnering with Jobs for Arizona Graduates (JAG) to develop JAG's extensive school-to-career content as a web-based delivery option. It is anticipated that this option will be available during the 2011 school year. The completion of JAG content will generate additional elective credit options for AOI students and assist in preparing them to be career ready after graduation.

As a large portion of post-secondary content is now delivered web-based and through distance learning, participation in AOI will minimize any learning curve or anxiety that may affect the performance of new college students transitioning to post-secondary education. We anticipate the development of additional courses including, College Algebra and college-level Freshman English options for seniors transitioning to college. As cohort 2013 students are now required to take four years of math, the College Algebra may be used as a fourth year option for high school seniors in lieu of Pre-Calculus or in conjunction with taking Pre-Calculus as a senior. Because the online AOI content is available outside the traditional school day, students will have more opportunity to participate in dual and concurrent credit, vocational, or school-to-career opportunities while still in high school.

Post-Secondary Preparation: The AOI Program provides a rigorous, well-defined curriculum that equals the quality of academic programs the school community is accustomed to at the secondary level. Across the AOI curriculum, creative and critical thinking skills are fostered in

students in an effort to equip them with effective problem-solving and decision-making abilities. Our academic curriculum also incorporates state-of-the-art technology tools and instruction to prepare our students for post-secondary education, successful careers, and productive lives.

In order to foster an environment of RTI, leading to a high level of student achievement, the AOI content has summative and formative assessment programs in place to guide and empower teacher instruction. Extensive tools are also available to prepare students for the state's standardized AIMS exams. To successfully meet the needs of each student, we offer access to Vocational Career and Technical Education programs, Accelerated Learning, Honors, Remedial and Special Needs Services, and extra-curricular activities to complement our regular curriculum.

Curriculum Selection and Alignment: The Foundation reviewed and selected course content guided by the national standards outlined in the 2007 North American Council for Online Learning (NACOL) publication *National Standards of Quality Online Courses* (See: <http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf>). A comprehensive program of course offerings was an essential requirement. Another primary consideration included a secure CDS that contained internal secure email and internal secure student reporting tools. Other primary considerations included content accessibility, standards credibility, staff and student accountability, and delivery flexibility. Finally, securing content from a provider with a proven track record and accreditation recognition was a high priority.

Section 3: Educational Delivery Methodologies Students participating in AOI will be welcomed to online learning and empowered with the guidance and support required to give each student the best chance of success. Students will be encouraged to maintain a demeanor of high expectations, seek guidance from their online teachers, and access all available resources. Arrangements will be made for AOI students to access EOHS resources throughout the year to support academic success in their online assignments.

The Foundation fosters a strong partnership between AOI and EdOptions High School (EOHS). Working directly with school staff, the Foundation will foster a collaborative effort to maximize the use and availability of all Foundation resources to support AOI and EOHS students.

Methodologies: The content provider’s curriculum department consists of current and former educational professionals experienced in online education settings including content specialists, and skilled editors, “highly qualified” under the No Child Left Behind Act.

These curriculum developers utilize “backward design,” a nationally recognized instructional methodology (Grant Wiggins and Jay McTighe, *Understanding by Design*). Using this method, developers first determine what students are required to learn from a lesson and then structure content around the desired outcomes.

The AOI Program’s courses are developed with an awareness of the learning styles outlined in the Dimensions of Learning model (Mid-Continent Research for Education and Learning). Supplemental activities in the curriculum are designed for students who learn in different ways. In addition, lessons and supplemental activities assist teachers with differentiating instruction for ability levels and experiences (Carol Ann Tomlinson, *The Differentiated Classroom:*

Responding to the Needs of All Learners). Both backward design and differentiated instruction are advocated by the Association of Supervision and Curriculum Development.

A recent addition to course assessments (i.e., submissions and exams) is the clustering of questions by learning objective and difficulty level, as established in Benjamin Bloom's Taxonomy of Critical Thinking. This feature allows teachers to focus remediation and individualize instruction on specific areas of student need.

The content delivery system includes a diverse set of methodologies that include;

- Computer Assisted Learning Systems: CDS, LMS, secure e-mail, system notices, research links, and course glossary and reference pages
- Virtual Classrooms: CDS/LMS design is based on a classroom model, option to allow e-mail between students, batch email to a class, teacher moderated e-mail discussions
- Virtual Lab: Require student to perform basic lab functions correlating to the lesson objective and report on findings
- Electronic Field trips: Designed by the teacher to cover multiple objectives or the basis for a research project
- Electronic Mail: The CDS/LMS has built in secure email for communications between students, teachers, and administrators
- Virtual Tutoring: Teacher support by email and synchronous sessions, teacher can assign additional or alternate course material for acceleration or remediation
- Online Help Desk: Students can e-mail their teacher anytime 24/7 for support, teacher "office" hours for synchronous discussion, CDS includes context sensitive help. Live tech support help desk 75 hours per week

- Group Chat: E-mail based for security, can allow student to student email, teacher moderated e-mail discussions
- Non-computer Activities: All courses managed by a highly qualified teacher can include additional or alternative assignments based on need

Meeting Varied Learning Styles: The web-based delivery platform provides multiple capabilities to address diverse learning styles. Students can work from the computer, directly online or print lessons and submissions if they prefer hard copy. Students who learn better from audio can use a screen reader like Opera to enhance their learning experience. Second language students can use an online translation program to enhance their comprehension of the content. AOI students will be encouraged to access all resources available through the AOI Program and EOHS. EOHS uses the same content and delivery system allowing a seamless transition between the brick and mortar school and the AOI School. Arrangements will be made for students to access EOHS resources to support academic success in their online assignments throughout the year.

In addition to having asynchronous communication options, teachers can provide synchronous office hours to allow students a direct communication option at scheduled hours during the week. Students requiring additional support may take part in a synchronous tutoring session using interactive software such as Elluminate (See: www.illuminate.com), or visit an EOHS lab. The content font can be increased to a larger size and interface style changed to suit the individual reader's comfort. The content can be delivered in full course mode where the student has access to all lessons or can be administered in instructional increments as small as one lesson at a time. Students overwhelmed by large amounts of content can have their course

content delivered in any portion they are comfortable with. Lessons within each course can be unassigned or inactivated and assigned as the student progresses or the teacher determines that an alternative assignment might be appropriate. This CDS provides lesson assignment options that empower the teacher to activate or unassigned lessons as deemed appropriate for the individual student. Students transferring into AOI with exit grades from their previous school can pick up their AOI course where they left off in their previous school.

The AOI web-assisted courses are managed at the district-level with highly qualified teachers facilitating the learning process. The unique delivery system allows individualized instruction based on individual student need. The teacher controls the class and pace of the course, monitoring and managing the remediation process, course sequence, and overall tempo. All course midterms are released by the supervising teacher. All mid-term and final exams will be proctored on-site or by an approved proctor.

The content is formulated and delivered with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all AOI students, the AOI Program will practice RTI by developing a framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools (Renaissance Learning, 2010). Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each students leaning.

Section 4: Safeguards

The LMS and CDS used for delivery of AOI content can only be accessed through a secure server login approved and issued by the administrator of the AOI Program. Students referred and enrolled in AOI will be issued a user name and password, and an institution name that is specifically identifies the Foundation. The institution protocol aggregates all communications, student information, participation records, performance records, and various reporting tools in a secure package unique to the AOI School.

Access to the AOI Program CDS and LMS is password protected and limited based on the need and responsibility of the staff member or stakeholder. Students are assigned a password at the time of enrollment, while AOI staff would have the options to change their password on a regular basis. At a minimum staff passwords will be changed quarterly. Administrators, registrars, and counselors would generally need access to the entire AOI School including all teachers and students. Teachers would only have access to students that are under their instructional umbrella. Students participating in AOI will only see the classes they have been assigned.

External Links: All links associated with AOI content have been screened for approval by highly qualified content developers. Links are only accessed through the content delivery system and limited to the address that is provided to the student. All links associated with content have been carefully selected to ensure they meet the lesson objective and provide a clear purpose to the student and teacher.

Identification of content links that may need to be reviewed or are no longer accessible can be reported by a student directly to their teacher, and by teachers and the administration through

the internal content forums available in the CDS or directly to the online school services provider's system administrator through the CDS internal email. Immediate reporting can be accomplished by contacting the online school services provider's technology support that is available by phone between 7:00 am Eastern and 7:00 pm Pacific.

The AOI content provides resource links on each page. These links provide AOI students direct access to online resources such as a dictionary, thesaurus, encyclopedia, almanac and a resources site called High School Ace. These resources allow students access at their own discretion and are limited to the information identified for each particular link.

The AOI Program cannot control student access to web browsers in learning settings other than on-site. To provide guidance and up to date information regarding Internet security, students and parents/guardians will be provided documented advice and school policy on the use of "netiquette," rules of behavior on the internet, and prevention of student access to sites with inappropriate materials, safety and privacy issues for students, internet fraud, computer viruses and hacking, and plagiarism.

Section 5: Safe Research

Students participating in the AOI Program on the EOHS campus will adhere to current Foundation policy regarding Use of Technology Resources in Instruction.

Students and staff having access and working on AOI at an off-campus location such as at home or the library or any place that is outside the school's internal network controls, will be accessing the CDS and LMS through a private provider such as COX, Qwest, or Dish Network. These Internet providers have established optimal tools to support individual users' preferences on blocking content and popup control. Students working through a browser not controlled by the district will have access to filtered research tools that have been allowed, monitored and controlled by the individual that manages the student's local network. All blocks and firewalls would also be controlled at the user level.

Students and parents/guardians of students enrolling in AOI will be advised on safe research practices as part of their orientation to the program. In addition to information on safe research practices, guidance on communication and information security will be provided to the parent and student.

Students may have access their content 24 hours a day, seven days a week, 365 days a year at the discretion of the assigned teacher and the AOI administrator. The AOI administrator may limit access to an individual student or all AOI students at his/her discretion. The administrator can suspend a student from a course or the school with the click of a mouse. Teachers that have access to a student's course can suspend a student from access only for the particular course. Clear documentation regarding suspension of a student is required at the time of

suspension, including who performed the action and the purpose. If the suspension is for disciplinary purposes the information will be documented in the school Student Information System (SIS), School Master, and a notification will be sent to the parent/guardian and student. Teachers have the ability to develop and issue additional research-based assignments that enhance the web-based content. These additional assignments are delivered electronically and may include, but are not limited to research papers, project-based activities, virtual field trips, and integrated content exercises. Integrated content exercises are designed to combine the performance objectives for two or more academic core areas, school-to-career content or Character Education. Students requiring alternative methods of delivery will be accommodated on a case-by-case basis. All additional assignments developed and required by AOI teachers in addition to content provided in CDS, must meet objectives that correlate to the lesson and must be approved by the AOI Program Administrator.

Section 6: Confidentiality

The LMS and CDS contain an internal email system that enables direct communication between individual students and staff, teachers, administration, other appropriate stakeholders, but limits access to only those students currently enrolled in AOI. Access to the SIS and student information is restricted and password protected. Any additional access outside standard staff, including teachers, administrator, and counselor must be approved by the AOI Administrator. Examples of additional stakeholders might include non-custodial parent, probation officers, hospital staff, behavior residential staff, or juvenile incarceration staff. Communication between AOI students through the internal email is restricted by default, but administration may open this option to foster interaction between students in classes or within the entire school.

Any student, staff, or approved stakeholder that has access to the student's courses, would also have access to internal email. This tool optimizes communication and enables all parties to contact any staff member participating in the AOI Program. Students, parents, school staff, and other approved stakeholders that have access to the student's courses can assist with monitored, communication and support of the student's Progress, Participation, and Performance (P³). AOI administration has that ability to monitor all progress, performance, and participation of students and all teacher activity including all communications within CDS.

The internal email system has the capability to store sent items and divert email items to trash. Either email file management option stores a record of the communication in a secure data bank for as long as deemed appropriate by the administration.

Section 7: Teacher Selection and Training

There is an extensive amount of recent research that identifies the proven best practices for K-12 online learning teachers. The Foundation has a Director of Research on staff that is tasked with seeking out and developing training, mentoring, coaching and ongoing professional development opportunities guided by these recent research studies. The current Director of Research also has a number of years of experience teaching and administrating online learning programs in Arizona and nationally. The collection of current Best Practices combined with the experience of the Foundation staff, the EOHS Principal, and the EOHS hybrid delivery teachers will assist the Foundation in the developing a professional development plan for AOI staff that will enhance the quality of online education for all AOI students.

Using these resources, the Foundation will establish a system of ongoing professional development and monitoring for AOI teachers and staff in an online learning environment. The March 2009, *Guidelines for Professional Development of Online Teachers*, will be used to guide the development and implementation of the AOI teacher training and professional development plan (See:

http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf). All teacher and staff will receive training on the CDS and LMS. Teachers hired to staff AOI will participate in a 30-day internship of mentored training with an experienced online teacher with extensive content knowledge and highly qualified in their content area. The Foundation has access to experienced online teachers through its association with the content provider and other districts in Arizona.

New AOI teachers will participate in a internship mentoring program for a minimum of 30 days and coached by an experienced online teacher for an additional 30 days or more as required.

The INACOL guide *Online Teacher Support Programs: Mentoring and Coaching Models*, will be used as a guide for the development and implementation of the mentoring program (See: http://www.inacol.org/research/docs/NACOL_OnlineTeacherSupportPrograms08-lr.pdf).

Additionally, new teachers will be trained on effective communication techniques for online learning. The September 2009 INACOL publication *Research Committee Issues Brief: Examining Communication and Interaction in Online Teaching* will be used as a guide to develop and implement this training. New teachers will be provided access to these and other pertinent publications regarding effective online teaching to use as an ongoing resource to support the development of effective online teaching practices for the AOI Program

Internship: New AOI teachers will spend their first week of internship shadowing an experienced online teacher highly qualified in the appropriated content area. During the second week of internship, new AOI teachers will share online course management and AOI student responsibility with their mentor teacher. Finally, during weeks three and four of the internship, the new teacher will be assigned one or two of the mentor teacher's classes to manage while the mentor teacher observes. During the internship new teachers will be measured on a scoring rubric identified by INACOL in afore mentioned publications.

The Foundation administration will directly oversee the initial phase of training for new AOI staff. Subsequent professional development will be supervised by the AOI administrator and adhere to a strict professional development plan established by the AOI Administrator and approved by the Board. Ongoing professional development for AOI teachers and staff will be

conducted on a regular basis and available in both onsite trainings and off-site virtual labs such as Elluminate.

The Foundation is an active member of the International Association for K-12 Online Learning (iNACOL). The iNACOL organization provides extensive opportunity to participate in professional development webinars that address current online teaching and administration best practices in all academic areas and all grade levels. These webinars are also recorded for extended access as staff becomes available and the need for additional professional development in a particular discipline might arise.

The CDS provides administration and lead teachers full monitoring capability of the all staff participating in the AOI program.

The Foundation will seek out education professionals in the local area that have exhibited success in secondary online education. These sources may include current AOI programs existing prior to approval of new AOI schools in 2009, or post secondary partnerships that provide training, guidance, and professional development from teachers with secondary experience.

Faculty members will be trained and required to exhibit competency in web-based course content and use of the LMS and CDS so that any limitations in their technology competency does not interfere with the instructional process, potentially creating barriers to student and overall AOI Program academic success.

Section 8: Community Partnerships

The successful transition of each student from high school into college, a technical program, or the workforce is an important goal of the Foundation. The Foundation actively seeks opportunities with area colleges, community, and business organizations to build partnerships that promote student education and transition.

Rio Salado Community College (RSCC) -The Foundation has been regularly communicating with RSCC since early 2009. These discussions have included the following:

- During the past year RSCC administration, curriculum staff, and teachers have reviewed the online content used by EOHS and proposed for the AOI for acceptance as dual credit. To date 10 courses have been identified for dual credit, 7 additional courses are under review. It is expected that a formal agreement will be approved by RSCC in July 2010. Dual credit options will allow AOI students to begin earning college credit while in high school, beginning the transition into college.
- EOHS and the AOI program will accept RSCC courses taken concurrently for credit if the course is pre-approved by the school administration.
- Agreement to collaborate on an online teacher training program. The Foundation has agreed to partner on a grant application to develop and research online teacher education.
- The Foundation expects to provide practicum placement for students in the RSCC teacher education program in the 2010-2011 school year.
- The Foundation and RSCC have agreed to collaborate on the design and development of a capstone/senior math course to ensure student readiness for college level math courses. Development is expected to begin in late 2010.

Jobs for Arizona Graduates (JAG)-During the past year the Foundation has had several meetings with JAG administration regarding development of their competency based school-to-career content as a web delivered course. It is anticipated that the server based content will be implemented at EOHS in the 2010-11 school year and be transferred online for the 2011-12 school year allowing EOHS and AOI students to participate in the JAG Program whether attending the campus or finishing high school in a full virtual setting.

Tempe Chamber of Commerce- Members of the foundation board are active in the Tempe Chamber of commerce. This association provides opportunity to connect with individuals in the local business community to discuss education and workforce development and the development of internships and work study programs.

Tempe Leadership - Foundation and EOHS board member Jeff Sawner has been selected to participate in the Tempe Leadership program. Tempe Leadership identifies emerging leaders and fosters leadership skills through education, experience, exposure and service to our community in order to sustain qualified citizens, employees and leaders for the future of the Tempe community.

Providing opportunities for students to participate in college, a technical program, or a work experience while enrolled in the AOI high school program will enhance student success. All participation will be documented and reviewed with the student and staff. Outcomes from each program will be documented, including student achievement, attitude, and program expansion. Successful programs will be expanded and programs that do not reach the desired results will be modified. Providing these opportunities fits into the adult education model by allowing students to see a direct relationship between education and practical application in their lives.

East Valley Institute of Technology (EVIT) - EVIT is an East Valley regional vocational school that provides vocational training options for East Valley District and Charter School Students in grade ten through twelve. Any AOI student residing in the East Valley will have the option to seek enrollment in and attend EVIT. Students attending EVIT earn elective credits at the rate of one-half credit for every six-weeks of participation. These elective credits will transfer directly to the AOI student graduation plan.

Students enrolling in AOI, but not residing in the east Valley will be referred to the closes option to their physical location to seek out similar vocational education options.

Section 9: Disabled Services

The AOI Program will adhere to all policies required under Individuals with Disabilities Education Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. Policies that refer to these requirements are in place within the Foundation. Additional policies regarding the management of special needs populations are embedded in numerous policy documents within the Foundation's policy handbook. District management of the AOI Program will strictly adhere to all of these policies.

The AOI Program will also adhere to Child Find requirements as outlined in IDEA, Part C.

Students referred to and enrolled in AOI will be subject to a 45-day screening to facilitate the identification, location, and evaluation of all children with disabilities, aged birth to 21, who may be in need of early intervention or special education services.

A Foundation student referred to AOI that is currently receiving special needs services including Section 504 accommodations will be carefully considered for placement in AOI, particularly full-time AOI. The first consideration for a change in placement to AOI would be to place the student in a concurrent schedule between the student's current B & M School and the AOI Program. In accordance with AOI directives, all students enrolled in the program and not exhibiting success are to be reviewed to determine if AOI is the best educational opportunity for the individual student.

As an enrollment in AOI would be a change in placement, students currently served under and Individual Education Plan (IEP) would participate in a transfer meeting that would be no different than if there were a change in Least Restrictive Environment (LRE) in the school.

The content used for the AOI Program provides extensive tools to modify and accommodate delivery and level of instruction for special needs students. These delivery options empower teachers and administrators with the ability to serve special needs student by enhancing the learning environment, adjusting core curriculum or adjusting the content of the curriculum, delivery method, or location of instruction. The CDS and LMS provide extensive delivery accommodations and modification opportunities for administrators and teachers that support unique alternative student situations. Examples of these options include:

- Ability to adjust interface and font
- Printable materials
- Ability to reset assignments
- Open-entry, open-exit options
- Lessons can be saved and picked up later
- Students can miss inordinate amounts of time and pick up class where they left it
- Courses are available in hospitals and residential facilities
- User-friendly management that enables all SPED support staff to interact and assist
- Internal e-mail system provides secure and personal support for SPED students
- Chronological course sequence that enables student and support staff to track progress
- Ability to develop individual courses and assign course names according to content not grade
- Immediate resources to assist learning
- Enables students to enjoy preferential seating in an educational environment conducive to their attention needs
- Enables teacher to provide additional time for students as required

- Online books provide numerous text enhancements to support reading comprehension
- Teachers can easily assist students with pre-made notes or study guides to support learning
- Supports acceleration and credit recovery, both inherent to the needs of SPED and 504
- The pre-assess option enables students that have taken a course to get credit for what they mastered, leaving what they need, thus shortening the course
- Immediate placement for homebound students
- Enables students to continue after school is out
- Enables students to get additional assistance outside of the normal contact hours
- Enables students to recover credits while homebound
- Enables students to accelerate when anticipated health issues slow them down

The IEP team must meet to determine if the online program would meet the requirements of a Free and Appropriate Public Education (FAPE) for the student (unless the school and parent agree to modify the IEP without a meeting). If the IEP team agrees that online instruction is an appropriate placement, then the IEP must be modified. If the IEP team determines that online instruction would not provide the student with FAPE (would not be an appropriate placement), the team must recommend continued placement in the student's current school

Parent/Guardian may invoke their procedural safeguards or withdraw the student from special education services. If the parent/guardian withdraws the student from special education services, the AOI School will be notified and the student's enrollment will be handled in accordance with general education enrollment procedures.

Section 10: Policies and Procedures

The content delivery system used by the AOI Program provides real-time assessment of a student's progress, participation, and performance (P³). Minimum requirements for these three areas that have been proven to directly attribute to academic success, particularly online education success, will be established. Students not meeting participation, performance objectives or not participating within the required attendance parameters for their enrollment status will be identified on a report to the AOI Administrator on a weekly basis.

As teachers review and identify students in danger of not succeeding in any of the P³ areas, a specific set of response and reporting protocols will take place. Teachers will be required to send out P³ updates to parents or guardians of the identified students on a regular basis. If the student is concurrently enrolled in a B & M School, that school will also be notified of the student's progress, participation, and performance in the AOI Program.

Teachers will communicate with the parent and student in an effort to identify causes for the lack of success. After communications with the parent and student, the teacher will develop a plan of improvement for the student. The plan will document the communication regarding the student and identify a specific set of steps agreed to by the student, parent and teacher. The plan of improvement will also include expected outcomes and a specific time for follow-up review. Finally, follow-up documentation will be made the following week to note improvement or continued lack of success.

Students exhibiting a continued lack of success in AOI will be required to attend a formal evaluation meeting with the AOI Director, teacher, and parent. The purpose of the meeting will be to determine if AOI is the best option for the student. If the student is full-time AOI

consideration will be made to reduce the student's AOI course load by returning them to a concurrent placement. The student will be referred back to the B & M School for courses that are particularly difficult and remain in AOI courses that the student may feel more comfortable with or be more competent in. Over time and with more online experience the student may be reconsidered for full-time AOI.

Formative Assessments: Each AOI course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments gives the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student need. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary.

Monitoring/Ensuring Student Academic Progress: Initial assessment of student academic ability will be monitored during the 45-day screening process administered to all new AOI students. During the 45-day screening evaluation after the student's transition to online learning, an initial evaluation will be made of the student's compatibility with online education methods. Part of this evaluation will include the student completing an AOI Program orientation that will familiarize them with AOI procedures and expectations.

Using the formative assessments imbedded within the web-based content, the AOI teachers will use established proactive monitoring of progress, participation, and performance to identify the student's academic level within the content they are taking. As the student progresses through the course the teacher will monitor academic growth of the AOI student.

As required in AOI statute ARS § 15-808, students not making adequate progress in AOI courses will be referred for an evaluation meeting with the AOI Administrator, teacher, and parent.

The monitoring of student the academic program will use a Response to Intervention (RTI) strategy. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems that may attribute to a lack of online success. Using RTI, the AOI Program will identify students exhibiting inadequate progress, academic performance below desired level, and/or a lack adequate participation.

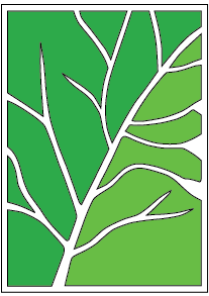
Teachers working with AOI students will respond by provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

In accordance with Child Find, teachers will seek to identify students with learning disabilities or other disabilities.

Academic Integrity: Academic integrity of outcomes for AOI students and courses will be created by establishing minimum benchmarks on required lesson submissions, additional assignments, midterm exams, and final exams. Students not attaining a specific minimum score on a lesson submission will be required to remediate the lesson to the expected performance level. Students not attaining a minimum score on midterm and/or final exams will be required to take an alternate exam after participating in a series of remediation exercises to prepare for the test. Students that show consistent inability to perform at the desired level of success will be referred to the Director for consideration of AOI Program compatibility.

Finally, academic integrity will be ensured by requiring that all midterm and end-of-course tests be proctored exams. Proctoring will be provided at the school, by a approved proctor, or be

arranged at off campus locations with proctoring site partners such as college campuses, libraries, or other business and community organizations.



EdOptions
High School

EdOptions High School and EdOptions AOI Program

Course Catalog 2013 – 2014



Registration Procedures

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

This catalog contains the EdOptions curriculum. Pre-registration is conducted during the spring for the following school year. Staff will meet with students to distribute registration materials. Information and assistance will be given to select courses for the upcoming school year. Prior to selecting courses, students and parents should read the introductory section of this guide carefully to become familiarized with the vital school information it contains. Students are urged to select their classes carefully.

Staff members are available to assist students in selecting the courses that will help them be successful at EdOptions.

Upon enrollment, students will work with staff to complete a graduation plan that will guide their course choices during their career at EdOptions.

Graduation requirements are as follows:

Course	Class of 2013 and beyond Requirements	Arizona Universities Entrance Requirements
English	4	4
Math	4	4
Science	3	3
Social Studies	3	3
CTE/Fine Arts	1	1 (Fine Art)
Modern Language	0	2
Electives	7	5
AIMS	Pass	Pass

Total Credits	22	22
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Course requirements are:

English (4 credits):

This requirement must be met by completing one credit each of English I, English II, English III, and English IV or options that satisfy this requirement.

Math (4 credits): This requirement must be met by earning credit in Algebra I, Geometry, Algebra II (or its equivalent), and an additional course with significant mathematics content. Consumer Math or Integrated Math fulfills the requirement for the fourth mathematics credit.

Science (3 credits):

This requirement can be met by earning 3 credits in any science course which prepares students for the high school AIMS test.

Social Studies (3 credits):

This requirement must be met by earning one credit of World History and Geography, one credit of US/Arizona History, one-half (.5) credit of US/Arizona Government, and one-half (.5) credit of Economics.

Art/CTE (Fine or Practical) (1 credit):

This requirement can be met by earning one credit in either the Fine or Practical Arts. The Fine Arts include Visual Arts, such as Art History, and the Practical Arts include Career and Technical Education courses.

Electives (7 credits):

This requirement can be met by successfully completing any 7 credits of elective course offerings.

AIMS:

Students shall meet all competencies as outlined in the Arizona Academic Standards as measured by the Arizona Instrument to Measure Standards in order to graduate from EOHS.

Grades

Students attending EOHS will be assessed using the following grading scales. Students will be expected to follow the Academic Misconduct and Cheating policy (plagiarism) as outlined in the student handbook.

Grading Scale	GPA	Weighted GPA
A = 90 -100	A = 4.0	A = 5.0
B = 80– 89	B = 3.0	B = 4.0
C = 70 – 79	C = 2.0	C = 2.5
D = 60 - 69	D = 1.0	D = 1.0
F = 0 – 59	F = No Credit	F = no Credit

Pass/Fail grades are awarded for the Student Assistant and Physical Education programs and when a student tests out of a course. A grade of “P” is not used to determine grade–point value and does not count toward Honor Roll. NCAA interprets a “P” grade as a “D” grade according to NCAA guidelines.

Additional Grades

NCR	No Credit (Students receive this grade when they have met course requirements but have not met the attendance requirement.)
INC	Incomplete (An incomplete grade must be made up no later than two weeks after the quarter ends.)
NG	No Grade (Usually given to transfer students when transcripts have not arrived or student was not in school for a long enough period to attempt a grade.)
W	Withdraw
WF	Withdraw/Fail

Transfer Students

Transfer students are expected to enroll in a full schedule when they transfer into the high school. They are responsible for meeting EdOptions High School graduation requirements. Course work completed outside EOHS will be evaluated to determine if credit will be awarded. Incoming students must earn a minimum of three (3) credits from EOHS to be eligible for an EOHS diploma.

Transfer Students with a General Equivalency Diploma (GED)

Per Title 7, Section R7-2-302, Paragraph 5, governing boards are required to provide students the opportunity to demonstrate competency in any graduation requirement area as outlined in subsection (1)(a) through (1)(g) of R7-2-302. In consideration of the intent of this language, EOHS makes the following consideration for students transferring to EOHS with successful completion of a General Equivalency Diploma (GED).

Students transferring into EOHS after successful completion of a GED are determined to be at a grade-level equal to promotion to the junior year of high school earning all credits required for such competency. Specifically successful GED completion will be credited as:

- Language Arts- Two (2) Credits (Grade 9 & 10)
- Mathematics- Two (2) Credits (Algebra & Geometry)
- Social Studies- Two (2) Credits (World Studies & U.S. History)
- Science-Two (2) Credits (Biology & Earth)
- Electives-Two (2) Credits

Any ninth and tenth grade core academic credits that the student has already attained by successful completion of course work will be credited as such and any relevant GED credit will be transferred to elective credit.

Credits transferred from a GED for the purposes of fulfilling high school completion requirements will be recorded as a non-weighted grade of grade of "P."

Graduation Deficiencies

Seniors with graduation deficiencies may be allowed to participate in graduation ceremonies with the approval of the Executive Director.

Honor Roll

1. Students must be enrolled in at least 3 classes that determine GPA.
2. Students may have no grade below a B.
3. Students must have a grade point average between 3.25 and 3.74 for Honor Roll.
4. Students must have a grade point average of 3.75 or above for the Principal's List.

Career and Technical Education

Career Exploration (VO500)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

This semester course provides students opportunities to set personal and career goals while developing employability skills. Students are guided through exercises that teach them about career clusters and paths, educational options after high school, and practical job-seeking strategies such as completing applications, composing effective resumes and cover letters, and navigating the interview process. Students conduct research throughout the course and present their findings in written and oral projects.

Service Learning (VO520)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Prerequisite: Service Learning Coordinator approval

Students may earn no more than two (2) service learning credits per 18 weeks.

Typically embodied in classroom-based projects, service learning aims to link community service with the school curriculum to enhance both character development and academic skills. Service learning can also go beyond these goals to prepare students to become engaged citizens, by expanding their understanding of social problems and the role of civic action in solutions to these problems.

Service learning is a way that students can provide service in the community on a voluntary basis to public, nonprofit, civic, charitable and governmental organizations. Students who participate in service learning can earn a ½ credit for 75 hours. Students may earn no more than two (2) service learning credits per semester.

Work Experience (VO520)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Prerequisite: Service Learning Coordinator approval

Students may earn no more than two (2) service learning credits per 18 weeks.

EdOptions High School grants high school credit in recognition of the life-long learning experience through a successful period of employment. Work Experience is more than going to a job and earning a paycheck. Work experience helps students:

- Apply skills and knowledge to real-world settings
- Develop lifelong vocational skills
- Learn new skills that relate to the place of employment
- Focus interests by experiencing a job and career area in depth
- Understand the culture of the workplace and the finer points of interacting with co-workers and supervisors
- Set and achieve goals
- Prepare for postsecondary education

A student must have taken or currently be enrolled in Career Explorations to be eligible for work experience credit. Students may earn a ½ credit by completing 75 hours in an 18 week semester. Students may earn no more than 2 work experience credits per semester.

Computer Technology: An Introduction (VO550)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Computer Technology: An Introduction is a semester-long course that emphasizes project-based learning where students will apply what they have studied to create formatted manuscripts, databases, spreadsheets, and other presentations utilizing a variety of computer tools. Additional units on the history of computers and basic technology concepts, proper and effective use of the Internet and the World Wide Web, and emerging technology and careers provide students with a strong foundation in 21st century skills for other STEM coursework. Students will need access to Microsoft Office programs to complete the assignments.

English

English I – Semester 1 (EN100)

English I – Semester 2 (EN110)

Grade Level: 9

Length of Course: 2semesters

1 Credit

Introduces the elements of writing demonstrated in poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

English II – Semester 1 (EN201)

English II – Semester 2 (EN202)

Grade Level: 10

Length of Course: 2semesters

1 Credit

Focuses on using personal experiences, opinions, and interests as a foundation for writing. Skills acquired in English I are reinforced and polished. Literary models are provided to demonstrate paragraph unity and a more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

English III – Semester 1 (EN301)

English III – Semester 2 (EN302)

Grade Level: 11

Length of Course: 2semesters

1 Credit

Surveys American authors and the historical development of literature in America. The course illustrates how the events in history and the cultural heritage of the times influenced the work of authors. The ability to analyze literary works is stressed. Topics include Puritanism, Deism, Neoclassicism, Romanticism, Transcendentalism, Realism, and Naturalism.

English IV – Semester 1 (EN400)

English IV – Semester 2 (EN410)

Grade Level: 12

Length of Course: 2semesters

1 Credit

Studies British literature in order of the historical time periods and shows the influence of cultural and historical change on the authors' themes. Composition skills are expanded with an emphasis on analyzing literary works. Topics include Chaucer and the Middle Ages, Shakespeare, the Cavalier Poets, and the Romantic, Victorian and Modern eras.

Creative Writing (EN500)

Grade Level: 9, 10

Length of Course: 1 semester

½ Credit

Focuses on the fundamentals of grammar and usage to strengthen writing skills. Journal assignments and expository and narrative writing are required. Topics include vocabulary; spelling; coordination and subordination; simple, compound, and complex sentences; and the construction of clearly written paragraphs and essays.

Exploring Literature (EN510)

Grade Level: 9, 10, 11, 12

½ Credit

Length of Course: 1 semester

In this course students will be exposed to a variety of reading selections, ranging from classic to contemporary literature. Students will meet with the course instructor at the beginning of the class and develop a list of appropriate readings. Students will read a minimum of three books during the class. Students will focus on how the themes found within the readings apply to situations within their own lives. Students will be assessed in the form of written exams, book reports, and at least one oral report.

AIMS Reading/Writing (EN205)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core English credit. May be repeated for credit.

AIMS reading and writing classes are intended for students who have not passed the AIMS test in reading or writing. Students will learn reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works. Effective use of written language for different purposes will be emphasized.

Fine Arts

Art History – Semester 1 (FA201)

Art History – Semester 2 (FA202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Introduces painting, sculpture, and architecture from ancient times to the 20th Century. By studying various forms of art from the historical periods, students develop an eye for technique. Topics include Greek and Roman art, Renaissance painting and sculpture, Baroque and Neoclassical art, Impressionism, Expressionism, and abstract art.

Fine Arts (FA100)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

1/2 Credit

Fine arts is the knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture. Students may earn a ½ credit through active participation in a fine arts program. May be repeated for credit

General Electives

Health (PE100)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Teaches human anatomy and physiology and increases student awareness of healthy lifestyle choices and the importance of physical fitness. Topics discussed include nutrition; fitness fundamentals; mental and emotional well-being; the effects of drugs, alcohol, and tobacco; the environment; and public health and infectious diseases, as well as safety, accident prevention, and first aid.

High School Success (Vo540)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

¼ Credit

Prerequisite: *Students can earn ¼ credit per 18 weeks. Course may be repeated for credit.*

This Pass/Fail course is designed to help the student review personal and educational goals. Emphasis is on effective study skills, improved thinking, reasoning, and learning abilities, realistic career planning and increased self-understanding. Students will be active participants in the tracking of their progress in courses through-out the year, graduation planning, and after high school transitioning. Students earn ¼ credit per 18 weeks enrolled.

Independent Physical Education (PE110)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Student may earn ½ credit for 18 weeks of participation. This course may be repeated for credit.

This pass/fail course requires student participation is weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity. Students must engage in an 18 week fitness program to receive credit.

Spanish I – Semester 1 (ML101)

Spanish I – Semester 2 (ML102)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course introduces students to the language and cultures of Spanish-speaking countries. Students learn how to introduce themselves and others, how to describe themselves and others, how to describe likes and dislikes, how to compare things, and how to give and receive directions. Grammar topics covered include the Spanish present tense, irregular verbs (*ir*, *tener*, *ser*, and *estar*), *tú* imperatives, personal pronouns, adjective agreement, and reflexive verbs. Students also learn about the history, cultures, art, music, and foods of several Spanish-speaking countries.

Spanish II – Semester 1 (ML201)
Spanish II – Semester 2 (ML202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course provides more study of the language and cultures of Spanish-speaking countries. Students practice conversation and buying and selling in Spanish. Students learn to talk about plans for the future and to describe events in the past. Students learn how to read and write letters and e-mails. Grammar topics covered include the Spanish future tense, the imperfect tense, and the present and imperfect progressive tenses. Students also learn about the history, cultures, art, music, and foods of several Spanish-speaking countries.

SAT/ACT Prep (EL560)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core English credit. May be repeated for credit.

SAT/ACT Prep classes are intended to prepare students who will be taking the SAT or ACT standardized tests. Students will learn reading, writing and math strategies in preparation for the general college entrance exams.

Student Assistant Program (VO530)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

½ Credit

Prerequisite: The student must be requested by faculty/staff and must have a written job description on file in the office.
Class may be repeated for credit.

Students will be assigned to a faculty or staff member and serve as an assistant performing a variety of duties. Students will be issued a Pass/Fail mark. May be repeated for credit.

Mathematics

Algebra I – Semester 1 (MA101) **Algebra I – Semester 2 (MA102)**

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Leads the student through elementary algebra using the Saxon method. Students learn how to add, subtract, multiply and divide monomials. Other areas of discussion include integral equations, factoring, fractions, simultaneous equations, quadratic equations, the theory of exponents, and graphing.

Geometry – Semester 1 (MA201) **Geometry – Semester 2 (MA202)**

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I

Introduces the principal concepts of geometric terms and processes, as well as problem solving and logic. Topics discussed are lines, planes, triangles, circles, theorems, constructions, the measurement of solid figures, coordinates, and proofs.

Algebra II – Semester 1 (MA301) **Algebra II – Semester 2 (MA302)**

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I and Geometry

Extends the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms.

Pre-Calculus – Semester 1 (MA401) **Pre-Calculus – Semester 2 (MA402)**

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I, Geometry, and Algebra II

Pre-calculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions. Students will manipulate functions and their graphs. Pre-calculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students will be introduced to polar coordinates, parametric equations, and limits.

Consumer Math – Semester 1 (MA501)
Consumer Math – Semester 2 (MA502)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

Personal Finance (MA510)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

0.5 Credit

A practical and useful course that focuses on teaching students good financial management. You will learn the concepts of saving and investing money as well. Other courses—in math, science, history, or auto mechanics—will provide you with skills to earn money. This course teaches how to use that money wisely.

Integrated Math – Semester 1 (MA211)
Integrated Math – Semester 2 (MA212)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course provides an introduction to the concepts of Algebra I and Geometry. It covers linear equations, graphing lines, quadratic equations, function notation, rational expressions and equations, mathematical thinking, points, lines and planes, rays and angles, two column proofs, parallel lines, congruent triangles, inequalities, quadrilaterals, similarity, trigonometric relations, polygons and circles, geometric solids, coordinate geometry, graphing equations, counting and probability, and data analysis.

AIMS Practical Math (MA205)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core Math credit. May be repeated for credit.

This individually placed math course is designed for students who have not passed the Math portion of AIMS. Course content varies from student to student. There will also be class units involving practical math skills; such as, but not limited to banking, purchasing verses leasing a vehicle, insurance and investments intertwined throughout the course.

Pre-Algebra – Semester 1 (MA091)
Pre-Algebra – Semester 2 (MA092)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Pre-requisite: *Placement based on school criteria.*

This course does not count as a Mathematics credit.

Sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

Science

Physical Science – Semester 1 (SC121)

Physical Science – Semester 2 (SC122)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

In addition to units on physics and chemistry, the natural sciences that deal with non-living energy and matter, the course extends the study of inanimate matter to topics in astronomy and geology and broadens the student's understanding of the states of matter by applying them to weather and atmosphere.

Earth Science – Semester 1 (SC101)

Earth Science – Semester 2 (SC102)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth and its processes. Students are guided to a better understanding of how the earth and the universe are structured.

Biology – Semester 1 (SC201)

Biology – Semester 2 (SC202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Introduces students to the five kingdoms of living organisms and identifies their structure, function, classification, and inter-relationships, as well as their relationship to the environment. Additional topics of discussion include cellular reproduction and respiration, energy and metabolism, photosynthesis, human physiology, ecosystems, and vertebrates and invertebrates.

Chemistry – Semester 1 (SC301)

Chemistry – Semester 2 (SC302)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Chemistry is the study of matter and the changes in matter. Students will be guided to increase their understanding of atomic structure and the properties and behavior of matter. They will learn to write and balance chemical equations, as well as explore different types of chemical processes. Other topics covered in the course include, but are not limited to: stoichiometry, oxidation and reduction reactions, chemical bonds, and energy changes. Lab safety is reinforced in this class for the protection of all students.

Social Studies

World History/Geography – Semester 1 (SS201)

World History/Geography – Semester 2 (SS202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Provides an overview of human history from the Renaissance at the end of the Middle Ages until present day. The focus is on major events, including the rise of civilization growth of imperialism and nationalism, the advancement of political powers, social and economic developments, and global growth and crisis. Topics included the Renaissance, the Enlightenment, the French Revolution, the Industrial Revolution, colonialism, imperialism, nationalism, and global growth and crisis.

World History/Geography Honors – Semester 1 (SS251)

World History/Geography Honors – Semester 2 (SS252)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Prerequisite: Placement based on school criteria.

Provides an overview of human events from the first use of agriculture 15,000 years ago until the French Revolution in 1815. The focus is on major events, including the rise of civilizations, the growth of political powers, social and economic developments overtime. In addition to the historical content, students read independently and complete additional rigorous assignments and essays. Honors classes are more challenging, have more assignments, and require a greater time commitment.

American/Arizona History – Semester 1 (SS301)

American/Arizona History – Semester 2 (SS302)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Examines the founding and development of the United States from the start of European exploration and settling of the original colonies to how they grew and became a powerful united nation. Topics covered include the pre-colonial cultures of Indigenous peoples, the arrival and impact of Europeans in North America, the Revolutionary War, Manifest Destiny, the Civil War, the Industrial Revolution, the United States in the 20th Century, and the influence of immigration on American society and culture. Also incorporated are instruction in the development of economics, politics, society, and the culture of America.

American/Arizona Government (SS400)

Grade Level: 11, 12

Length of Course: 1 semester

1/2 Credit

Introduces students to a comprehensive survey of the operation and development of federal, state, county and city governments. The course examines all aspects of government: its statute making, diplomacy, labor policies, public finance, and the contrasts between national, state and local levels of government. Topics emphasize the branches of government, the checks and balance system of the national government, the separation of power, and the role of the

government in promoting the interests of the people and involving itself in current topics. Other areas of discussion include the Constitution; civil rights and equality; the legislative, judicial and executive branches; the Federal Reserve System, and foreign policy.

Economics (ss410)

Grade Level: 11, 12	Length of Course: 1semester	1/2 Credit
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Introduces students to how decisions are made in the four areas of production. Topics include saving, spending, and borrowing; the law of supply and demand, the Federal Reserve System; sources of money supply; and how the government plays a unique role in an open market economy.

Geography – Semester 1 (SS501)

Geography – Semester 2 (SS502)

Grade Level: 9, 10, 11, 12	Length of Course: 2semesters	1 Credit
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Introduces terminology used in both physical and human geography and teaches students about different countries in the world, their languages, religions, political systems and economics. Landforms of mountains and major rivers will be discussed. Topics include the regions of North America, Latin America, South America, Asia, Antarctica, Europe, Africa, and the Pacific.

Native American Studies I (SS510)

Grade Level: 10, 11, 12	Length of Course: 1 semester	½ Credit
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Offers an overview of historical and cultural issues affecting Native American people and tribes today. The primary objective for this course is to enrich the knowledge and understanding of Native American people from a Native American perspective. For too long, the story of the Native American experience has been told from the viewpoint of the colonizer in American text books. In this course, we confront false images, stereotypes, inaccurate myths and distortions from a historical perspective. This course is designed for both Native American and non-Native American students so everyone can better understand human similarities and differences as well as recognize the contributions that Native American people and cultures have made to the world.

Native American Studies II (SS530)

Grade Level: 10, 11, 12	Length of Course: 1 semester	½ Credit
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Offers an overview of contemporary, cultural issues affecting Native American people and tribes today. The primary objective for this course is to enrich the knowledge and understanding of Native American people from Native American perspective. In this course, we confront issues facing contemporary Native Americans, including world views, spirituality, language, health, socioeconomic, art, images in media, organizations, veterans, and modern day pow-wows. This course is designed for both Native American and non-Native American students so everyone can better understand human similarities and differences as well as recognize the contributions that Native American people and cultures have made to the world.

Social Issues (SS530)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

Designed to help students understand current issues. Students will learn to form opinions on controversial topics in the news as of 2006. The social issues described in this course have been around for centuries and will likely continue to present challenges to citizens and lawmakers in the future. Topics include the media, civil liberties, gun control, crime and drugs, poverty, racism, women's rights, immigration, abortion, stem cell research, education, and foreign policy and terrorism.

African American Studies – Semester 1 (SS541)

African American Studies – Semester 2 (SS542)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture through readings, games, and a variety of interactive features.

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Subject: Additional information related to March 7 letter
From: Johanna Medina <Johanna.Medina@asbcs.az.gov> Date:
Wed, Mar 12, 2014 4:58 pm
To: Johanna Medina <Johanna.Medina@asbcs.az.gov>
Cc: Johanna Medina <Johanna.Medina@asbcs.az.gov>

To Charter Representatives with Alternative Schools,

On March 7, I provided you with charter information guidance for alternative school status recertification. In the letter, I identified the need for the charter's mission and program of instruction in the contract, as amended, to be in alignment. It has come to our attention that the Program of Instruction Amendment Request requires a Demonstration of Sufficient Progress (DSP) to be submitted by all charter holders not meeting the Board's academic performance expectations, or with Associated Schools with a current overall rating of Does Not Meet, Falls Far Below, or NR. For the purposes of bringing the program of instruction in the charter contract into alignment with the charter mission and current practice for recertification, a Program of Instruction Amendment may be submitted without including any DSP documents during the expedited review timeframe, which ends March 17, 2014.

Feel free to call me with any questions at 602-364-3084 or email me at johanna.medina@asbcs.az.gov.

Sincerely,

Johanna Medina

Johanna Medina
Director of School Quality
Arizona State Board for Charter Schools

