

RECEIVED

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST MAR 20 2010

(Charter Holder Name) The Educational Options Foundation (CTDS) 078558000

(Charter Holder Mailing Address) 2150 E Southern Ave.

(City, State) Tempe, AZ (Zip) 85282

(Charter Representative's Name) William Jeffrey Sawner

(Phone Number) 480-777-7720 (Fax Number) 480-222-7106

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

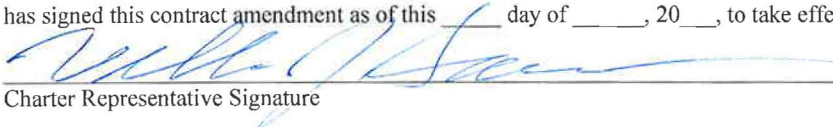
- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

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

FROM SERVING GRADES: Grades 9-12

TO SERVING GRADES: Grades 7-12

In witness whereof, Charter Holder has signed this contract amendment as of this 18 day of March, 2010, and the State Board for Charter Schools has signed this contract amendment as of this ___ day of ___, 20___, to take effect at such time as it is signed by both parties.


Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools



March 18, 2010

Re: Adding Grade Levels to Charter Amendment

Arizona State Board for Charter Schools (ASBCS)
Attn: Ms. DeAnna Rowe, Executive Director
1701 W. Washington Street, Room 164
Phoenix, AZ 85007

The Educational Options Foundation respectfully requests to amend the terms of the current charter contract to include grades seven (7) and eight (8). If approved by the ASBCS, the Educational Options Foundation will add two additional grades to their currently approved grades of nine (9) through twelve (12), beginning in the 2010-2011 school year.

Providing grades seven and eight will offer local middle school students unique opportunities to progress to high school through a web-based hybrid delivery format. Diverse delivery options provided in a hybrid learning environment will permit school teachers and staff to offer optimal flexibility in content delivery. This method of content delivery also provides real-time formative assessments that empower the highly qualified teacher, fostering proactive approaches to middle school academic achievement and remediation. Adding middle school grades will support students in transition between elementary schools not offering secondary grades and minimize future transition issues as EdOptions middle school students move to grades nine through twelve at the same campus location.

The following documents are submitted in support of this amendment request:

- Appendix A: Board Approval
- Appendix B: Narrative Statement
- Appendix C: Implementation Plan
- Appendix D: Curriculum Sample for Math
- Appendix E: Curriculum sample for Language Arts

We look forward to working with staff and the Board to move this request to a positive conclusion. Our staff and resources are available to assist in this process.

Sincerely,

A handwritten signature in blue ink, appearing to read "William J. Sawner", with a long horizontal flourish extending to the right.

William J. Sawner
Authorized Representative
The Educational Options Foundation
EdOptions High School

Appendix A

Board Minutes

- Enroll students in the new school year vs. summer school.
- Staffing already in place.
- Using individual curriculum for each student.
- All students have a graduation plan.
- Implemented student interviews for transition plans.
- Accommodate students coming in from other states.
- Submit three calendars to the Arizona Department of Education in May.

Mr. Ken de Masi motioned the Governing Board approve the amendment to provide three 180 day instructional calendars to the charter contract. Second by Chris Rosner. Motion passed.

4. Consider approving a charter contract amendment to add Arizona Online Instruction to the charter.

- Currently waiting for the state to come onboard. Amending the charter now would allow us to move forward with no delay.
- Allow us to start working in secure facilities.
- Three out of the four students released from the jail have moved on to traditional school.

Mr. Jeff Sawner motioned the Governing Board approve the amendment to add Arizona Online Instruction to the charter contract. Second by Chris Rosner. Motion passed.

5. Consider approving payment of EOHS staff dental plan.

- Not aware the EOHS staff did not have comparable coverage to Educational Options Employees. Will bring the EOHS employees in line with the for profit employees.
- Dental coverage will add \$139.80 to the premium per month with spouse and child coverage paid by the employee.
- Staff did all of the research and presented the plan to the administration. Adding the coverage will make us more marketable as we grow.

Mr. Jeff Sawner motioned the Governing Board approve the payment of the EOHS staff dental plan. Second by Chris Rosner. Motion passed.

6. Discuss upcoming audit and related cost.

- Anthony DeLorenzo will conduct the audit. Cost of \$7,300 was approved in the school budget. He has a proven track record working with ADI Business Solutions.
- Cost of the audit will be reimbursed by the state but not for two more years.
- Audit is required by the state and will take place in May.

Item E.

1. Governing Board.

- Dr. Sawner thanked the Board Members for their participation.
- A Good Foundation has been established.
- The next six weeks are critical and focus needs to be in increasing student population.
- Agreement with Rio Salado Community College is coming along. Dr. Vernon Smith is positive about working with us. Students will be charge \$55 per credit hour for classes. Provides us with instant credibility as the Maricopa Community College District is the largest in the country.
- Work with Rio Salado Community College to produce Senior Math Course. Final would serve as pre-test for College Entrance Exam.
- Puts us ahead of the curve for race to the top.
- Teachers will apply and take a one credit certification class. Three of our current teachers have Masters Degrees and the 4th is working on it. One is already accredited to teach college level courses and the remaining three are will to go through the certification

- Applied for Charter School Improvement Grant. \$230,000 over the next two years. Selections have been made but will not be announced until April 24, 2010.
2. Principal.
- Had twenty-eight students as of this morning and expect the number to climb to thirty-five by the time spring break is over.
 - Nine students are identified as Special Education students and are in the process of updating Individual Education Plans (IEPs).
 - Received a surprise visit from Arizona Department of Education Special Education personnel. They were happy that we had identified three new students.
 - Extracurricular activities to help with student retention include participation in programs at the East Valley Institute of Technology, Rio Salado dual credit classes, GED transfer credit program, parent-student-teacher conferences, and parent-student surveys to be completed in May.
 - Processes need to stay scalable but three tracks will make it easier.
3. David Reed
- Partnership with jail going well. One new graduate. Two former students going to college in Mexico, and one enrolling at the University of Phoenix nursing program. Twenty six passed at least one portion of the AIMS. Three of the four students passing all sections of the AIMS were ours.
 - Nice data after one year.
4. Claudina Douglas, ADI Business Solutions
- State has not paid on 40th or 100th day counts.
 - Push in using new cradle to grave ID number for students will allow monitoring to go from Attendance to Membership.
 - Support a proposed bill to move to every 20 day counts or monthly counts.
 - No payment in July 2010. This payment will be deferred to June 30, 2011.
 - Will send Dr. Sawner summary based on 150 students.

Item F. There was no Item F listed on the agenda.

Item G. Dr. Tom Sawner motioned the Governing Board approve the following consent agenda items. Second by Mr. Jeff Sawner. Motion passed.

1. Consider approving the previous minutes from the Governing Board Meeting of Wednesday, December 16, 2009.

Item H. Call to public.

No public present.

Item I. The next meeting date has been set for April 21, 2010 at 12:00 p.m.

There being no further business to come before the Board, Mr. Jeff Sawner motioned the board meeting be adjourned at 1:55 p.m. Second by Mr. Ken de Masi. Motion passed.

GOVERNING BOARD
EdOptions High School
By: Elizabeth Duncan, Assistant to the Governing Board

Appendix B

Narrative

Statement

Appendix B

Educational Options Foundation Request for Additional Grades

Narrative Statement

Background and Support

The transition to and from middle school is but one of many major transition issues that middle school age children face between the ages of 12 and 14. Cited concerns in middle school transition include time management, more choice in classes, more teachers to interact with, and a larger campus (Weldy, 1992). The recent increase in public school choice options has exacerbated these transition issues by making a change in schools easy and efficient. This is particularly true here in Arizona where over 500 charter schools provide choice options that allow a parent to make new school choices with little to no affect on the overall family. Prior to the mid-90's a change in schools was generally motivated by a move of the entire family unit to another city or state.

After a choice is made, the grade makeup of many schools, particularly charter schools, warrant another change in the school environment as students' transition into the secondary grades. As many charter schools do not offer a comprehensive K-12 curriculum, often ending in 6th, 8th or even 10th grade, the impending transition to another school for their students is inherent to the program they offer. According to October enrollments for the 2010 school year, there were over 23,000, 6th through 8th grade students attending an Arizona charter school (ADE, 2010). A large percentage of these students will have to make a change in schools before they move on to the next grade. To attend a junior high or graduate from high school these students must eventually transition to another school. These options generally encompass private, traditional public, home school or another charter school. These students are statistically at a disadvantage because of the eventual and required change in schools (Zimmer, Gill, Booker, Lavertu, Sass, Witte, 2009).

There is growing concern that students who transition between charter and traditional schools and vice versa are negatively affected in their overall public education experience (Booker, Sass Gill, Zimmer, 2008). Comparison of achievement for these transitioning students or "movers" between traditional and public schools can lead to erroneous determinations as achievement may be altered by preexisting student deficiencies rather than school quality (Ballou, Teasley, Zeidner, 2006). Nearly half of the over 500 charter schools in Arizona offer grades that leave the student short of graduation (ADE, 2010).

A comparison of Idaho charter schools in 2006 determined that movers in all categories experienced a decline leading one to believe that changing schools at the secondary level has a negative effect regardless of the type of school a student is moving between. The study did determine that the negative effects of mover transition were significantly greater for students transferring from a charter to a traditional school (Ballou, Teasley, Zeidner, 2006).

A recent study sponsored by the Rand Corporation determined that students transitioning from a charter middle school to a charter high school were significantly more likely to graduate from high school in four years (Gill, Zimmer, Booker, Lavertu, Sass, Witte, 2009). In fact, in Florida, the study identified that 20% more of the students transitioning from a charter eighth grade to a charter high school instead of a traditional high school received a standard high school diploma in four years. In Chicago the difference was not quite as extreme, but still significant at 7% higher.

Additionally the study found that students transitioning to charter high schools instead of a traditional school were more likely to attend college within four years. In Florida, a student transitioning to a charter high school from a charter middle school is 17% more likely to attend college the year after high school graduation. Again the difference in Chicago was not as extreme, but still significant at 11% higher.

To help minimize the effects of public school transition for middle school students in the local public school community, the Educational Options Foundation is requesting the addition of grades 7 and 8 to its existing approved charter for grades 9 through 12.

The Foundation's Philosophy

The mission of the Educational Options Foundation 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 nontraditional students and blends technology and instruction into a teacher managed educational experience that provides each student a superior opportunity for success.

Benefits to Adding Grades 7 and 8

The diverse content delivery methods employed by the Foundation are expected to serve a unique population of middle school students that have experienced or are currently experiencing difficulty in the traditional middle school format inherent to district middle school programs. The Foundations approved delivery method is optimized by a web-based content delivery approach that optimizes the individual student learning experience within a hybrid teacher led learning environment. Whether they are a middle school student that has experienced difficulty in the traditional environment and have fallen behind or a gifted student seeking a high-level and rigorous academic offering, the Foundation expects to meet the needs of the individual student regardless of reasons for seeking a nontraditional education choice.

Social anxiety and personal safety are a primary reason for school choices outside the traditional campus. Middle school students that may have struggled with the social environment of a large district middle school and/or academic delivery approach of a highly departmentalized daily schedule are expected to respond favorably to the smaller school environment, diverse delivery methods, and non-traditional schedule offered by the Foundation's school. Additionally, smaller class sizes and staff to student ratios supported by a smaller yet structured and efficient campus, support the middle school student that has become accustomed to a more self-contained environment. These smaller, self-contained environments are a primary advantage marketed by

many K-6 charter and private schools. Unfortunately, many students get accustomed to the smaller, more personal environment, leading to social and academic transition difficulty once they return to the traditional middle school environment.

The Foundation expects to appeal to nontraditional middle school students by offering educational services in a safe, structured environment where students are allowed to grow socially, emotionally, and academically, better equipping them to participate and succeed in their overall school experience. Additionally, these advantages will continue for the student should they choose to stay at the campus and transition to EdOptions High School to complete their K-12 public school experience.

As the content delivery system will be consistent in grades 7 through 12, middle school students transitioning to the next grade will be familiar with content delivery methods and academic expectations of the school. Middle school students experiencing low academic performance as verified by AIMS or other norm-referenced testing will have the benefit of self-contained remediation labs supported by prescriptive assessment-based academic content. Additionally, 8th grade students that have not met graduation requirements will have the opportunity to complete their middle school deficiencies in an accelerated fashion allowing them to move to high school when ready rather than when the calendar or class schedule dictates.

The Educational Options Foundation believes that the addition of grades 7 and 8 to their already approved grade levels of 9 through 12 is a natural progression of the educational philosophies and instructional methodologies currently used and approved for the Foundation's high school.

Appendix C

Implementation

Plan

Appendix C

Educational Options Foundation, Request for Additional Grades

EdOptions Middle School Mission

EdOptions Middle School is dedicated to providing support and opportunity for all students to master grade level and state standards regardless of previous academic performance, family circumstances, socioeconomic status, race or gender. Our staff works collaboratively to create standards-based instruction and provide students a quality education in a safe and nurturing environment. We foster the development of positive social and emotional behaviors in all students and staff to “make a difference” in all that we do.

Implementation Plan Administration

The EdOptions Middle School, including grades 7 and 8, will be overseen and administered by the current principal of EdOptions High School.

Staffing

The Foundation currently employs teachers in the core academic areas of Language Arts, Mathematics, Science, and Social Studies. These teachers are certified to teach grades 7 and 8. The target class size is 20 students per teacher, as the number of students grows additional middle school teaching staff will be secured to oversee all the middle school academics.

Governance

The EdOptions Middle School, including grades 7 and 8, will adhere to governance principles as directed by the Educational Options Governing Board.

Curriculum

The EdOptions Middle School will employ a hybrid content delivery format. Students will receive instruction in the core academic areas using a blended curriculum supported by web-based delivery and traditional classroom instruction. Students will be supported by diverse delivery options that blend the benefits of self-directed web-based delivery, small group, one-to-one, and teacher led instruction.

Students, who transfer from elementary school with academic deficiencies or who have fallen behind in grades 7 or 8 will have the opportunity to catch up at EdOptions Middle School. Recovery of promotion deficiencies and/or remediation of academic skills or preparation for standardized tests are available through a flexible daily schedule that will employ full class instruction, small group interaction, and one-to-one tutoring.

Proficiency level required for credit and/or promotion and credit transfer policies

Seventh and Eighth Grade Promotion Requirements -

All seventh and eighth-grade students enrolled in EdOptions Middle School will be required to pass a minimum of five (5) credits a year in the required basic curriculum. The minimum passing grade is 70%.

In the seventh grade, one (1) credit must be earned in each of the following areas:

- Language Arts
- Math
- Social Studies
- Physical Education/Health
- Science

In the eighth grade, one (1) credit must be earned in each of the following areas:

- Language Arts
- Math
- Science
- Social Studies
- Physical Education

One-half (1/2) credit will be earned for each semester's work successfully completed in each area.

Eighth grade students who have not achieved grade level proficiency scores in reading, writing or math will be enrolled in special programs designed to remediate their academic proficiency. These remediation programs will be administered during the summer prior to beginning high school or as an elective class while in 9th grade.

Enrollment

Middle school students will participate in a formal intake meeting with their parent/guardian and the school principal. During the meeting middle school students will be given a complete review of school policies and the educational philosophy.

All students enrolling in EdOptions Middle School will be provided a 45-day screening in accordance with ADE and federal policy. Appropriate service will be established and provided as deemed necessary through results established in the 45-day screenings.

Special Education

All students transferring to EdOptions Middle School under the services of an Individual Education Plan (IEP) or Section 504 Accommodation Plan will be afforded appropriate services as determined in the plan until such time as the principal and special education staff determines necessary adjustments to the accommodation or modification plan during the 45-day screening. Services guiding school administration of SPED or 504 will adhere to IDEA 2004 and Section 504 state and federal requirements.

Identification of English language learners

Middle school students enrolling in EdOptions Middle School will be screened and identified for ELL per ARS § 15-756. Appropriate services will be administered to ELL students identified through state and federal ELL policy and Structure English Immersion requirements.

Child Find

As required by ADE Child Find, EdOptions Middle School will ensure that all children from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the support and services they need (ADE, 2101).

EdOptions Middle School accepts the responsibility for "finding" eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs.

Children "found" by EdOptions Middle School will be referred to a specialist to screen their current development. Once screened, children identified with any areas of concern will be referred for additional evaluation. EdOptions Middle School will ensure that before a child receives early intervention or special education services, the child will be formally evaluated to confirm they have a delay or disability that falls under state or federal definitions.

Transfer Credit

Credits earned in other schools and presented by transfer students towards promotion at EdOptions Middle School shall be evaluated for approval by the school principal within ten school days of enrollment. A written evaluation of transfer credit shall be presented to the students and parent/guardian immediately after the principal's evaluation of submitted transfer credit. The student's parent/or guardian or the student if over 18, will have five school days to appeal the principal's evaluation of credit presented for transfer. Students will be given the option to prove academic proficiency in transfer credit not accepted by the principal upon parent/guardian request.

Professional Development

To prepare for the addition of middle school grades, the teaching and administrative staff of EdOptions High School will attend ten hours of professional development training between July 12 and July 30, 2010. The Principal of EdOptions High School and the Foundation staff have numerous years of classroom and administrative experience at the middle school level. The lead teacher for EdOptions High School also has accumulated extensive experience in middle school classrooms. Topics to be considered for professional development include:

- Middle school content
- Middle school promotion requirement
- Web-based middle school content
- Middle school student populations
- Integrated curriculum
- Middle school SPED and Section 504 students

Classrooms

The Foundation takes great efforts to ensure that the EdOptions campus including all student and staff occupied grounds and buildings are clean, safe, and functional. EdOptions High School is currently housed in over 6,000 square feet of buildings that encompass four classrooms, a self-contained lab classroom, and a high school office. The Foundation expects to complete and open an additional 6,000 square feet of classroom space by fall 2010. The infrastructure of EdOptions High School would relocate to the 6,000 square foot building which includes five classrooms, a self-contained computer lab and administrative office space. The EdOptions Middle School would be established in a separate facility where the high school was located during the 2010 school year.

Additional Facilities, Shared with other campus organizations:

- Athletic Field
- Gymnasium
- Auditorium
- Science Lab

Middle School Schedule

Initially, the middle school will begin with one classroom where all academic requirements would be delivered to one class of 7th and 8th grade students. The target student to teacher ratio is 20:1 at the middle school. As the student population grows the grades will be split into two classes 7th and 8th. Eventually, as the student population warrants, the 7th grade will be located in two classrooms and the 8th grade in two classrooms.

The current teaching staff will be scheduled to rotate into the middle school classroom a period per day to administer their highly qualified content area. The remaining period of the day would be used for physical education and health.

Lunch Program

The Foundation has a full-service kitchen facility and dining room. The dining room is adequate to accommodate up to 80 middle school students in one sitting. Initially, students will be asked to bring their lunch. Students eligible for a free or reduced lunch program will be provided a meal through a contractual agreement with a local school or vendor. The free and reduced meals may also be provided from the Foundation's kitchen facility.

Implementation timeline

1. March 2010: EdOptions Foundation Board approval of addition grades 7 and 8
2. March 2010: Development of formal proposal and amendment to the ASBCS
3. April 2010: Submission of formal proposal and amendment to the ASBCS
4. May 2010: Approval of additional grades by the ASBCS
5. May 2010: Implement and distribute marketing to local elementary schools
6. May 2010: Offer summer remediation and credit recovery program to local schools
7. June 2010: 1st summer session remediation/credit recovery program, June 7- July 1
8. July 2010: 2nd summer session remediation/credit recovery program, July 7-July 29
9. August 2010: 1st semester for EdOptions Middle school