

Arizona Online Instruction Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Foothills Academy

CTDS:
07-86-28-000

Mailing Address:
7191 East Ashler Hills Drive
Scottsdale, AZ 85266
> [View detailed info](#)

Representative

Name:
Donald Senneville

Phone Number:
480-488-5583

Fax Number:
480-488-6902

Downloads

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Program of Instruction

Change From

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

Change To

The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels as approved in the charter and specified on the Cover Page.

Course Content Areas

Middle School - Language Arts
Middle School - Math
Middle School - Science
Middle School - Social Studies
High School - Language Arts
High School - Math
High School - Science
High School - Social Studies

Cover Page

Name of Proposed AOI School or Program

FA Online

Proposed Grade Levels of AOI School or Program

7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Name of AOI School or Program Administrator

Clea Edwards

Administrator's Email Address

cedwards@foothillsacademy.com

Mailing Address

7191 E Ashler Hills Dr
Scottsdale, AZ 85266

Phone Number

4804885583

Fax Number

4804886902

Physical Location

If participation in the AOI School or Program will require the student to appear physically and on a regular basis to a facility for the purpose of completing AOI coursework, please provide the information specified below for the physical (brick-and-mortar) location.

Physical Address

7191 E Ashler Hills Dr
Scottsdale, AZ 85266

Phone Number

(No response)

Fax Number

(No response)

Physical Location Approval

No documents were uploaded.

Attachments

Section 1 - Introduction –  [Download File](#)

Section 2 - Curriculum Choices

 [Download File](#) – Narrative for Section 2, Curriculum Choices

 [Download File](#) – Detailed FA Online courses alignment: GradPoint to Common Core and Arizona’s College and Career Ready Standards, for each core content area/grade level.

 [Download File](#) – SOCIAL STUDIES Curriculum Planning Document: FA Online, grades 7-12

 [Download File](#) – ART Curriculum Planning Document: FA Online

 [Download File](#) – ELECTIVES Curriculum Planning Document: FA Online

 [Download File](#) – SCIENCE Curriculum Planning Document: FA Online, grades 7-12

 [Download File](#) – ENGLISH LANGUAGE ARTS Curriculum Planning Document: FA Online, grades 7-12

 [Download File](#) – GLOBAL LANGUAGE Curriculum Planning Document: FA Online, grades 7-12

 [Download File](#) – MATHEMATICS Curriculum Planning Document: FA Online, grades 7-12

Section 3 - Educational Delivery Methodologies –  [Download File](#)

Section 4 - Safeguards –  [Download File](#)

Section 5 - Safe Research –  [Download File](#)

Section 6 - Confidentiality –  [Download File](#)

Section 7 - Teacher Selection and Training –  [Download File](#)

Section 8 - Community Partnerships –  [Download File](#)

Section 9 - Disabled Services –  [Download File](#)

Section 10 - Policies and Procedures –  [Download File](#)

Appendix

 [Download File](#) – \$3,000 processing fee is en route; check image attached.

 [Download File](#) – Hard copy version of signed application "Cover Page."

 [Download File](#) – FA Online Application Appendix.

 [Download File](#) – Endnotes, references within Sections 1-10.

Board Minutes –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature

Donald Senneville 01/07/2014

Foothills Academy
College Preparatory
7191 E. Ashler Hills
Scottsdale, Arizona 85266

Board Meeting Minutes
October 9, 2013 5:30PM, Seminar Room

In attendance: Tammy Dowd (briefly), Kristin Dybvig-Pawelko, Clea Edwards, Ted Ferris, Joan McGregor, Don Senneville, Nancy Tribbensee

1. Call to the Audience:

None.

2. Review and approval of minutes from the September 16, 2013 Meeting

The September meeting minutes were reviewed. Ferris moved to approve the minutes; Tribbensee seconded the motion. By a unanimous vote, the motion was approved.

3. Consideration and approval of the 2013 Annual Financial Report

The Board reviewed the *2013 Annual Financial Report*. Tribbensee requested a review of the cost of SPED, which increased since the previous year's budget. (It went down in 2012, then up again in 2013.) Senneville stated that the aide was probably included in that line item but will review this with the accountant and get back to the Board. Tribbensee asked about the prices of pupil transportation. Senneville explained that more field trips in 2013 than 2012. Senneville noted that FA expenses increased by approximately \$50,000, in 2013. Almost all of this was in base salary increases, due to Prop. 301 and performance pay. Revenue has dropped from 2012 to this year relatively substantially; reasons for this may include enrollment, support fees unpaid, and others. FA just received a hardship allowance of \$5400. Ferris moved to approve the *2013 Annual Financial Report*; Tribbensee seconded. By a unanimous vote, the motion to approve the *2013 Annual Financial Report* passed.

4. Review and approval of the Declaration of Curricular & Instructional Alignment to the Arizona Academic Standards

Senneville provided the board with an overview of work at the elementary and high/middle school campuses to inform and train teachers in the updates to the Arizona Academic Standards Articulated by Grade Level (Standards) in the subject areas of reading, writing, mathematics, science, and social studies. This includes faculty collaboration at weekly meetings on best practices, rooted Arizona and Common Core State Standards. Reading is being heavily emphasized across the curriculum, as is writing.

Senneville reviewed FA's school evaluation procedures, which FACP Principal presented to the Board in detail at the September meeting. These are rigorous, data-driven assessment practices, based upon a variety of measures, including standardized tests, observation, and student improvement (*inTasc*).

The Board was confident that Foothills Academy has (a) adopted a curriculum that is aligned with the Standards, and (b) adopted an evaluation system that assesses whether

teachers are integrating the Standards into their instructional practices. Edwards moved to approve the *Declaration of Curricular & Instructional Alignment to the Arizona Academic Standards*; Dybvig-Pawelko seconded the motion. By a unanimous vote, the motion to approve the declaration was approved.

5. Approval of Foothills Academy’s effort to apply for and implement a program under the Arizona Online Instruction designation. *[This item is put forth to make more specific a similar item regarding our online program approved by this Board last year.]*

Foothills Academy wishes to participate in the Arizona State Board for Charter Schools Arizona Online Instruction Program. Edwards presented the Board with an overview of recent efforts in support of the Foothills Academy’s aspirations to extend operations beyond its physical campus. The school is enthusiastic about the opportunity to enhance its ability to serve students, and better prepare them for the demands of 21st century college and career experiences. Senneville and Edwards reminded the Board of the details of the application, including the non-refundable processing fee of \$3,000 and active Demonstration processes, to amend the terms of the FA charter adding an online school that provides a comprehensive educational program for grades 7-12. “Board minutes approving the change (minutes must comply with Open Meeting Law A.R.S. §38-431.01)” are required.

Foothills Academy chose to pilot a blended learning program in preparation for pursuit of a fully online educational program. After nearly a year of successfully expanding the integration of online educational tools and technologies through the FACP curriculum, including offering an online summer school for grades 6-12 and expanding electives options for grades 10-12, the school is in an especially strong position to apply for Arizona Online Instruction designation.

Ferris moved to approve the motion that Foothills Academy apply amend the charter under the Arizona Online Instruction Program of Instruction Amendment Request; Dybvig-Pawelko seconded the motion. By a unanimous vote, the motion was approved.

6. Status of New School Project

Senneville updated the Board on the status of new school. Options were discussed for maintaining the agreement on the land; Senneville relayed Elliott’s perspective. The Board agreed to commit to best efforts executed by April 30, and offering sufficiently attractive payment to the seller. McGregor suggested that FA offer that the earnest money be nonrefundable.

Board authorized Ferris to work with Elliott on managing the land deal, including offering up to \$15,000 in negotiations to extend the deadline on full payment for the property.

Dybvig-Pawelko put forth for consideration the purchase of the building currently housing the Kindergarten, instead of the new building for the K-6. The Board discussed options. Senneville referred to the potential revenue of a future online school, as supportive of the elementary school project. Dybvig-Pawelko mentioned local schools, market competition, and asserted the benefits of overall small school. All agreed that FA’s small size fits its educational philosophy, and that the scale of the new school would enable the sense of community to be maintained easily.

7. Adjournment.

No further business needed addressing. Tribbensee moved to adjourn to the meeting; Dybvig-Pawelko seconded. By a unanimous vote, the motion to adjourn was approved.

Next Meeting: December 11, 2013. (The Board discussed an agreeable regular schedule for future meetings, and determined the second Wednesday of each month to work well for most.)

Section 1 – Introduction

The proposed Foothills Academy College Preparatory Online Program (*FA Online*) will provide academically advanced, self-motivated, competent learners in grades 7-12 with the opportunity to achieve a high level of college readiness. *FA Online* is congruent with the mission of the current brick-and-mortar Foothills Academy (FACP), which is in its 20th year as a school. By reaching out to students for whom the classroom setting is not feasible or desirable for a variety of reasons, but who, along with their families, are attracted to the idea of completing an all-honors curriculum, aligned with the Common Core/Arizona's College and Career Ready Standards, and supervised through strong program advisement and close contact with their highly qualified teachers, we believe we will provide a unique and exciting addition to the online offerings around the state of Arizona.

Initially, *FA Online* will deliver the preponderance of the curriculum through courseware purchased through Pearson Education – GradPoint. We will offer programs in two tracks: Honors and Completion. GradPoint offers a wide range of honors and AP courses sufficient to allow students to meet Foothills Academy's Honors graduation requirements. In addition, there are courses designed for what we will call Completion students; these students will meet FACP graduation requirements, but not at the all-Honors level. All our courses will require a great deal of instructor involvement. Our instructors will be called Course Consultants (CCs) in the attempt to preserve students' autonomy while providing them with highly professional instruction. We propose to increase CC involvement through developing cohorts in different areas of the state where *FA Online* instructors will meet periodically in person with students in the cohort.

At that point the CC will act as a facilitator for the group. Each student will have, in addition, a Program Advisor (PA) who will work to structure the program of study through graduation. The Program Advisor will follow the student's progress throughout the student's program. Program Advisors will assess students' capabilities, some of whom will go beyond the confines of GradPoint courseware. It is for those students especially that the Advisor will be most valuable. *FA Online* will develop a virtual library of resources (already begun), vetted by *FA Online* staff, that may be accessed by *FA Online* students with the approval of the Program Advisor.

In summary, *FA Online* will be a two-track academic program serving grades 7 through 12, one track with an all Honors curriculum designed to meet the needs of academically-advanced, self-motivated students for whom online education is preferable and perhaps even necessary, given some circumstances. The other track with a curriculum designed to meet FACP Completion requirements, which, incidentally, exceed Arizona graduation requirements. *FA Online* students are described in more detail below.

Section 1 – Introduction: Needs Analysis

There is a need for an online program such as *FA Online*, serving students who might otherwise not have access to an Honors curriculum with highly qualified instructors preparing those students for college. In general, of course, online education is becoming more and more popular. Online programs meet the needs of a wide range of students with flexibility of scheduling and pacing – and they can provide a key ingredient for Foothills Academy's online program – individualization. For Foothills Academy, individualization means more than flexible scheduling and self-paced course-

taking. We see a need for strong program advisement and increased (over the online programs currently being offered) instructor involvement. Personalization is for us the key to individualization. Ours will not be a credit retrieval program, though that option will be available. It will not be a program for students who want to brisk through their program and get out of high school, with the minimum state requirements.

There is a need for an advanced college prep online program. Over the years, we've seen the need for this kind of online program to serve some of our brick-and-mortar students. We've described our proposed program to some of our graduates, and they've responded with, "I wish you had that when I was here!" There are stand-alone online programs that meet Arizona graduation requirements. Many school districts offer online opportunities through their AOI designation. But we intend to offer a program focused on the advanced student, the student who can become capable of grabbing hold of his or her own education, desiring to work at it anytime, anyhow, and anywhere, as the saying goes – through an individualized program the structure of which the student increasingly as the program progresses has a part in designing.

FA Online will attract advanced students, many of whom

- do not feel their current academic program is able to attend adequately to their particular learning style.¹
- need or would function better with greater scheduling flexibility. Students in online courses can work not only at their own pace, but have broad choice as to when and what to study.

- prefer the opportunity to complete course requirements at an accelerated pace. It has been reported that an academically challenging program provides gifted students with greater academic and emotional satisfaction.²
- struggle socially in a traditional academic setting. *FA Online* will provide abundant opportunities for students to socialize with peers, but their participation will be largely at the discretion of them and their families.
- prefer a more flexible curriculum plan.³
- have a long-term medical condition which may prevent them from attending classes on campus for a full day.
- need extended time to complete coursework due to a medical condition, cognitive ability, or other reasons. A self-paced plan of study online will enable students to spend the time needed with learning materials to fully comprehend and then demonstrate mastery over the content of each lesson before progressing.
- live in an area of the state without access to college preparatory curriculum, e.g. in the rural countries and on some of tribal nations.

Section 1 – Introduction: Educational Philosophy

FA Online will be predicated upon the same educational philosophy that led to the establishment of Foothills Academy in 1993, and will extend our ability to serve a broader community. The mission of Foothills Academy College Preparatory is “to provide an educational setting for academically advanced students who are self-directed, competent learners who will excel in college and exercise leadership in a changing world.” The online educational program, *FA Online*, will provide us the

opportunity to expand on a founding commitment to provide a student-centered, highly personalized, and adaptive academic experience. Adapting to the demands of technologically-adept students in the twenty-first century, *FA Online* will reflect that same commitment enabling learning anywhere, anytime, and through a variety of approaches to an even broader spectrum of learning styles.

FA Online will be geared to ensure college readiness with a curriculum that is comprehensive and rigorous. In addition, college and career advisement and exploration will be heavily emphasized. Dr. Don Senneville, founder and current Director of Foothills Academy states, “Foothills Academy students can think on their own, they can exercise leadership, they are sensitive to their surroundings, and they are able to develop rich social relationships. Foothills Academy graduates take these qualities with them in a powerful combination for their future.” By extension, *FA Online’s* goal is to support students in their development as individuals who:

- are strong academically and intellectually, cultivated by increasingly challenging content and exercises in the core subjects and beyond.
- have advanced skills in reading, writing, and mathematics.
- have the capacity to respect and communicate effectively with individuals from a variety of cultural and professional backgrounds.⁴
- have the ability to think critically and problem solve in the context of continuously changing circumstances and realities.⁵
- are reflective.⁶
- are self-directed.⁷
- are engaged in their community.⁸

Section 1 – Introduction: Summary Of Instructional Program

Effective online programs are characterized by (i) a challenging, flexible, and standards-based curriculum; (ii) well-designed, structured, engaging, and collaborative learning activities; (iii) an interactive learning community; and (iv) effective assessment employing a variety of formative and summative strategies.⁹

(i) CURRICULUM

FA Online's initial implementation will be facilitated by CCs and PAs from FACP staff, using the CDS GradPoint as a curricular and communication tool. We are confident in the high quality of its content and delivery, and the platform's user-friendliness.¹⁰ GradPoint earned the provider a *BESSIE Award for Exemplary Educational Software* this year.¹¹ The benefits of GradPoint include that it

- is correlated with Common Core/Arizona's College and Career Ready Standards;
- is developed by experienced teachers;
- has over 150, interactive, multi-media courses;¹²
- provides important security features, such as password-protected accounts, multiple domains for differential user access, thoroughly vetted and off-maintained external links, secure and automatically stored internal communication functions, and supplemental learning resources safely accessible within the system;
- offers multiple learning delivery "pathways," which will give *FA Online* the flexibility to meet the specific needs of the students.

FA Online CCs and PAs will choose which of GradPoint's seven pathways is appropriate for each course for each student. These are distinguished by their

educational delivery methods (e.g. discussion based assessments or independent practice with built-in corrective feedback), ways in which students demonstrate mastery (including the extent to which students produce authentic work and engage in individual and group projects), intent (e.g. remediation or college and career readiness), and CC involvement. Extensive details on each, labeled Prescriptive, Sequential, Flex, Virtual, Honors, AP, and Electives, are provided in Appendix A.

Students begin the program in one of two tracks, “Honors” and “Completion” – as determined by an assessment with the PA, FACP Principal, and *FA Online* director. The curricular requirements prescribed by each of these tracks parallel those for FACP on-campus students (see Appendix B).¹³ *FA Online* students may choose from a multitude of options to satisfy their arts and electives requirements.¹⁴ The decision of what track is selected is based on a combination of factors, including the student’s transcript and personal story about past academic performance, the student’s educational and career goals, and his/her own/family’s preference. An overview of each curricular track available to *FA Online* students is outlined below.

Honors track

- Students engage in rigorous courses with challenging assignments for enrichment and honors credits.
- Courses involve regular engagement with CCs, including via asynchronous assignment feedback and discussion-based assessments both as real-time purposeful conversation and by online written forums.
- “Senior Project” is required, a 100-hour self-generated volunteer or internship experience, supported by a mentor from the community.

- Participation is required in “FA 101” (described below), a series of units strategically developed for college, career, and life readiness.
- Enrollment in AP and dual enrollment courses is strongly encouraged, as is the thoughtful choice of rigorous electives courses.
- FACP curriculum is otherwise followed, including with respect to policies and procedures on Honors and AP (refer to Appendix B).
- Consistent, yearly progress toward graduation. Acceleration is possible, though not recommended due to the intense academic expectations, and would require a particular dedication by the student to finishing early.

Completion track

- Core courses are delivered on GradPoint’s self-contained pathways.¹⁵
- FACP credit requirements are followed, though Senior Project is optional.
- Students are expected to demonstrate competency across the curriculum.

(ii) LEARNING ACTIVITIES

Virtually all *FA Online* courses will incorporate audio, video, and interactive activities with an assortment of standards- and project-based learning lessons.¹⁶

Another essential component of the *FA Online* program is a required, ongoing series of interactive units that comprise the foundational course, referred to as FA 101. The course will serve to help foster strong connections for students to the program, their school and peers, as well as developing knowledge and skills necessary for success in the program and beyond. Units will be delivered in a variety of ways, including by live on-site interaction or via web-conferencing and materials available electronically. Unit topic titles include: Peer Citizenship, Reaching for the Sky, Digital Citizenship,

Academic Citizenship, Research Skills, College and Career Exploration, College and Career Assessments, Community Engagement, Critical Thinking, College Affordability, College and Career Admission Processes, and Transitions. Each unit is described briefly in Appendix F.

(iii) INTERACTIVE LEARNING COMMUNITY

Research shows that providing contact points for students is important to fostering a strong support system and promoting a culture of both independent and personal learning, as well as community and intellectual continuity.¹⁷

Program Advisor (PA): One of *FA Online*'s most essential features is its highly individualized approach and strong program advisement. Upon enrollment, each student is assigned a PA who is his/her initial connection to the online program. In collaboration with the student and parent/guardian, the advisor will develop a highly individualized plan of study, including course enrollment, a work timeline, and specific activities for college and career readiness that s/he oversees through to graduation. This plan is meant as the student's personal program guide; it is inherently adaptive to students changing life circumstances and learning needs. The advisor is the student's advocate and mentor, encouraging participation in co- and extra-curricular activities with FA and the local community. Once a year, the advisor will review with the student and make any necessary revisions to the plan of study. The advisor will be responsible for scheduling and the facilitating the components of FA 101.

Course Consultants (CC): Each online course has vital, active human element. As in an on-campus class, the CC is a subject area expert assigned to facilitate each course, and will meet the same standards and general expectations as FACP teachers.

CCs will be chosen for their mastery of the content, teaching record and qualifications, and either experience in online or blended learning or their commitment to the importance of the online learning option and apparent readiness to be trained as an instructor in this domain.

The primary responsibility of the CC is regular, consistent attention and support to the student, specific to the course. Key components of this relationship include providing guidance on module pacing, monitoring progress, clarifying content and assignments, resolving technology issues related to the course, individual competency “check ins”, offering encouragement and praise, and solving problems collaboratively with the student. This interaction will occur through e-mail, phone, peer-to-peer audio/visual services, GradPoint discussion boards or other feedback functions, or even instant messenger if it suits the preferences of the CC-student pair.

Orientation: An effective *FA Online* orientation – mandatory prior to beginning courses – establishes student’s connection to the program, introducing them to their PA, CCs, and other *FA Online* personnel, which promotes educational continuity, and thus greater individual student success and student body retention. The orientation also will focus heavily on navigating the LMS, and otherwise getting set-up and becoming comfortable with relevant technologies. It will involve synchronous and asynchronous activities, including:

- Plan of study development with student (identifying goals, courses, seminars, and other activities to meet graduation requirements and prepare for life beyond).
- An FACP campus tour.

- An introduction of program support staff (especially PAs, CCs, and technical consultants), their roles, and contact information.
- Explanation of the process and appropriate methods of communication.
- Discussion of student expectations and roles within the FA community, including *FA Online* Code of Conduct.
- A discussion of co- and extra-curricular activities in which *FA Online* students are eligible to participate.
- Technology overview, with an interactive training on GradPoint to establish proficiency navigating the online learning system.

Support at Home: The level of self-directedness this program requires necessitates that students' support at home, including maintaining an consistent study routine, staying on track with coursework, and having sufficient technology.

Parent/guardians¹⁸ will be able to request their own access to the LMS, so they may view course content, postings from CCs, and their child's scores, activity , and overall progress. Moreover, their engagement in the Parent-Teacher Organization or in organizing student activities independently, including purely social ones, will be highly encouraged and supported by the program.

Tutoring and Student Special Needs: Additional academic support will be available in a variety of means including face-to-face, on campus tutoring, with one of CCs, or through web-based or telephone technologies. Students may also be provided contact information of quality tutors in the community, for families to make arrangements independently. *FA Online* practices and policies for special education will parallel FACP, under the leadership of our experienced Special Education Director

(biography, Appendix C). This individual will ensure not only *FA Online*'s adherence to legal guidelines protecting students needing particular accommodations, but will be charged to provide exceptional service to these families, as is our current practice.¹⁹ *FA Online*'s support for students with developmental disabilities is described further in Section 9.

(iv) Effective Assessment

Students will regularly receive objectives-based curricular assessments throughout each course. Each module has an assessment at its end, plus a summative test at the close of each course. Formats range from “voice activities” in global language courses; discussion-based assessments, requiring real-time, guided interaction with the CC; multiple choice; short answer; synchronous and asynchronous engagement on a virtual discussion board; and original written work (e.g. persuasive essays and research papers). The CCs and PA will be monitoring the student's progress carefully and make appropriate interventions when necessary.

Students will take the required standardized tests at the appropriate grade level, in accordance with the letter and sentiment of A.R.S. §15-808 (H).²⁰ In addition, grade 9 students will take the PLAN (ACT) and Stanford 10 tests; grade 10 students will take the PLAN (ACT) and PSAT Tests; and grade 11 students will take the SAT. For program self-evaluation purposes, all standardized test scores will be disaggregated and analyzed as a whole, in comparison to FACP students. Also, individual student's scores will be examined closely on a quarterly basis, to ensure adequate academic progress relative to cohort. The level of data captured for each student at every stage enables the *FA Online* support system to respond immediately to notable changes in

student work. Remediation plans will be made for students who score low in specific content areas.

Section 1 – Introduction: Implementation

Conceptualized as a timely extension of FACP, supportive of its educational objectives and expanding its options for delivering high quality education, *FA Online* will be integrated into FACP as much as possible. The policies and procedures of *FA Online* will be based on the philosophy, mission, and experience of Foothills Academy.²¹ *FA Online* students will be eligible to participate in many FACP activities and special events, including sports teams, clubs, music groups, field trips, honor societies, dances, graduation ceremony, and other on-campus special events such as talent shows, science and cultural fairs. As enrollment grows, the *FA Online* student will be of a scale to develop their own co- and extra-curricular fun and academic experiences for team work, leadership, and personal enrichment.

FA Online leadership and support staff will initially be mostly an extension of Foothills Academy staff, enabling the program to work with familiar, trusted faculty, and build capital for future developments. However, we have already done some investments in online instruction, including hiring a Director of Online Learning, investing in a pilot implementation, enhancing our technology and professional development. We have included in our spring bond funding request additional revenues to completely fund the online program, including building a new “learning center.”²² Still, *FA Online* intends to begin small, maintaining a scale wherein FACP staff can continue to provide each student with the extensive personal attention that will make this program special. All *FA*

Online records will be generated, stored, and attended to through FA's existing Student Information System, Schoolmaster.²³

Section 1 – Introduction: Leadership

The Foothills Academy Board is eager to support the school's AOI designation, in order to provide a greater breadth of options in high-quality student-centered education. It also agrees strongly that this is an important next step for the school, which it feels has already demonstrated competence managing the delivery of online courses, blended learning, and a recent enhancement of its educational technology.

The organizational structure of FA will adapt to include *FA Online*, with the overarching leadership of the Director of Foothills Academy. The FACP Principal will oversee curricular matters, support college and career counseling, and collaborate to serve students effectively with a hybrid course load. The *FA Online* director will lead instructional staff, and be responsible for student enrollment and orientation, monitoring academic progress of the student body, program evaluation and development, oversight of the FA 101 course, coordinating with the rest of FA Administration, and ensuring functional technologies. The technical consultants at FA and provided by the LMS will deliver additional support necessary. Selected key biographies of *FA Online* leaders are appended (Appendix C).

Section 1 – Introduction: Accessibility

In order to access the secure online system and for all multimedia and interactive features to function properly, *FA Online* students will be required to have reliable access to a laptop or desktop computer and the internet. GradPoint is hardware agnostic, and the only software installations necessary are part of the highly technical electives

courses.²⁴ (See Appendix D for specific system requirements.) FA is assigned a unique URL to login to GradPoint, which students will learn about at orientation, along with their personal account information.²⁵

FA is in the developmental phase of building a new school campus, which will provide the *FA Online* “learning center.” In the immediate term, quiet study space on the FACP campus will be available to students for extended hours Monday-Friday. This space will provide reliable broadband with sufficient bandwidth, the opportunity to borrow a computer or other materials required for certain *FA Online* courses.²⁶ We will furnish students who do not have access to a computer with a laptop; students will not be excluded from *FA Online* for financial hardship.

In addition to assistance accompanying any courseware or learning management systems FA licenses available virtually 24/7 (described further below), the school will have on staff, in-house, technological support personnel. Interstate Systems, based in Phoenix, currently manages the computer and internet services, including the virtual private network, OpenDNS Enterprise, CIPA compliance, and virus protection. A staff person visits the campus regularly for maintenance and repairs. IT expertise combined with a commitment to quality customer service will continue to be a critical component to a successful, student-oriented organizational structure for *FA Online*.

Section 1 – Introduction: Enrollment

FA intends to make be very clear that a fundamental part of enrollment eligibility is Arizona state residency, in accordance with A.R.S. §15-802(B)(1). Eligibility verification and enrollment processing will be integrated into operations of our current school, managed by our registrar. Each full-time enrolled student of *FA Online* will meet

the requirements of minimum instructional time, as specified in A.R.S. §15-901(A)(2) and updated by the Arizona Department of Education (ADE) School Finance Procedures Manual (No. EX-18, ed. 07/26/10). Pursuant to A.R.S. §15-901 and A.R.S. §15-808 (E), *FA Online* attendance will be recorded and monitored meticulously. Students will be required to maintain a daily log, reflective of time spent on *FA Online* schoolwork. Each family will be provided with a template for a student's AOI schoolwork log, with instructions to record daily and submit for our filings weekly.

Time of attendance will be logged on a sign-in/sign-out sheet at the learning center, which will serve as an additional check on honest self-reporting and on FA's records for that student for proper attendance reporting. Our technological platforms capture an immense amount of data on all students, and their work; with the precision of a seconds counter, the LMS records student's time spent on any given part of any lesson. The program automatically logs out users who have been inactive for several minutes. Each semester, the *FA Online* director will conduct a random survey to compare student documents with actual time data from GradPoint.

Following the directive outlined by A.R.S. §15-808 (F), all school finance procedures will ensure that, if a student is enrolled both *FA Online* and another school, the sum of the average daily membership shall not exceed 1.0. FA's SIS offers a corresponding and integrative platform for AOI schools which will be used for *FA Online* students.

Charter Mission Amendment Request

Charterholder Info

Charter Holder

Name:
Foothills Academy

CTDS:
07-86-28-000

Mailing Address:
7191 East Ashler Hills Drive
Scottsdale, AZ 85266
> [View detailed info](#)

Representative

Name:
Donald Senneville

Phone Number:
480-488-5583

Fax Number:
480-488-6902

Downloads

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Mission

Change From

The mission of the Foothills Academy is to prepare our children with learning skills and a sense of self worth so they can understand, progress in, and contribute to the evolving world. We believe that academic excellence is achieved through individualized learning and product-oriented curriculum supported by advanced research skills. Our goal is to teach thinking and valuing skills through an integrated curriculum founded in the environment and the arts. Through this process, students will develop technical, cultural, and aesthetic literacy. Finally, it is our objective that all our students be admitted into the college of their choice.

Change To

The mission of Foothills Academy College Preparatory is to provide an educational setting for academically advanced students who are self-directed, competent learners who will excel in college and exercise leadership in a changing world.

Attachments

Board Minutes —  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Donald Senneville 01/06/2014

Foothills Academy
Elementary Preparatory
4720 E. Lone Mountain Rd.
Cave Creek, AZ 85331

Board Meeting Minutes
September 16, 2013 5:30PM, Library

In attendance: Tammy Dowd (briefly), Kristin Dybvig-Pawelko, Clea Edwards, Cami Elliott, Ted Ferris, Joan McGregor, Don Senneville, Rebecca Tsosie, Nancy Tribbensee, Melinda Vines

Representatives from FA Administration present: Sage Alvar, Mary Crawford, Jim White

1. Call to the Audience.

None.

2. Review of Minutes from July 2, 2013 Meeting.

Changes See changes in Signed Minutes doc.

3. Approval of Student and Employee Handbooks.

(excerpt attached)

McGregor suggested that vs. "PTO," we use "sick" time off, to emphasize that this is not an additional holiday for employees. Alvar suggested that for PTO we require at least two weeks time in advance notice to the administration. Tribbensee asked what our contracts say, and Alvar indicated that the contracts point employees to our Handbook for guidance on issues such as this. Senneville indicated the practical challenges with making this change at this point in the new year. Tribbensee proposed that the FA Administration explain clearly and emphatically how cavalier use of PTO by our staff effects the institution, including substitute costs and administrative rigmarole. Moreover, it would be useful to see what other charter school do RE PTO. This idea was met with wide approval.

The Handbook changes agreed upon are as follows:

- RE Employee Leave: "Full time employees (excepting upper administration) may take up to the equivalent of 9 paid days off per academic year, as sick or family leave...." "...discretion. Prorated if less than full time."
- RE Benefits for FTE: First sentence: "Full time employees are eligible for benefits beginning on the first day of the month following the contract start date."

Board requested specific revisions; see attached for approved changes.

Tribbensee moved to approve the Handbooks; Melina Vines seconded. Handbook with revisions was approved by unanimous vote.

Presentation: Teacher Evaluation Standards

Item will be voted upon next meeting.

FACP Principal Mary Crawford presented on the new teacher evaluation standards – inTASC – and what FA teachers decided regarding how (by which specific metrics and by what factor) the school evaluates teachers.

4. Review and approval of proposed Amendment to Foothills Academy, Inc. bylaws.

Amendment to Foothills Academy, Inc. bylaws, Article III, Directors attached. Tribbensee moved to approve the amendment; Edwards seconded. By a unanimous vote, the amendment was approved.

5. Review of Resolution Declaring Official Intent to Use Debt Financing (from Sept. 17, 2012).

Tribbensee moved to approve the *Resolution Declaring Official Intent to Use Debt Financing*; Dybvig-Pawelko seconded. By a unanimous vote, the motion was approved.

6. Update and discussion of new school project financing and construction details.

Senneville shared that we are still waiting on the appraisals, but have the GMP in place. Ferris informed the Board that the site improvement costs of the new building are \$1.5 million more than original estimates. Current plans are predicated upon a larger project, closer to the maximum allowed by the site: 17,400 sq. ft., meaning, in part, that our enrollment must be approach 300 (while maintaining small class sizes). This will require a modification in our understanding with the City of Cave Creek; our current Special Use Permit is based upon no more than 200 students.

Board favored acting right away to develop a waiting list for the new school. Ideas included an ad, event notification, or press release in local periodicals. The first open enrollment open house and associative events is another opportunity to publicize the future school. White recommended an independent demographic report for the area.

With the guidance of John Snyder at RBC, FA will now delay bond refinance negotiations until Spring 2014. The Board authorized Elliott to request an extension from the land seller.

Changes required to Appendix A, attached and referenced below:

- “The initial term of the Kindergarten Lease Agreement expires on May 31, 2015...”
- Clarify language on paragraph 4, page A-1, regarding enrollment numbers.

7. 2013-2014 Academic Year Updates.

Academic year updates were not discussed further, as much of the meeting provided important news about FA.

8. Adjournment.

Senneville motioned to adjourn at 6:55pm; Tribbensee seconded. The meeting came to an end upon unanimous agreement.

FOOTHILLS ACADEMY

COLLEGE PREPARATORY



2013-2014

Student/Parent Handbook

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WELCOME



Foothills Academy was established in 1993 as a coeducational college preparatory school serving grades six through twelve, with the addition of grades one through five in 2009. Involvement is part of the learning process for Foothills Academy students. This process stresses the six shared values of the Foothills Academy community which are

Respect
Honesty
Integrity
Responsibility
Effort
Perseverance

This handbook contains the guidelines by which we operate and includes our expectations regarding student conduct. The handbook is also designed to answer questions frequently asked by both parents and students. As in all schools where self-examination and evaluation are integral parts of the community's strength, procedures and policies are subject to changes and improvements. Looking ahead, we hope to work together to make your years at Foothills Academy both challenging and rewarding.

PHILOSOPHY



Foothills Academy College Preparatory is guided by the philosophy that a learner is a purposive, goal-oriented, socially interactive being who is motivated by the desire to meet psychological, social, physical, and emotional needs. Education provides a context in which learners are able to enhance themselves through the development and refinement of purposes, the achievement of goals, and the experience of constructive interactions that lead to the fulfillment of their needs. A learner who is part of a successful educative process is one who increasingly identifies personal development in individual and social contexts with the fulfillment of needs.

- Donald S. Senneville, Director

MISSION STATEMENT

The mission of Foothills Academy College Preparatory is to provide an educational setting for academically advanced students who are self-directed, competent learners who will excel in college and exercise leadership in a changing world.

All **goals** relate to the acceleration of each student's achievement and academic development.

- Students are taught critical thinking skills in the classroom through a relevant curriculum which is based on higher order thinking skills and problem solving.
- Students will develop their own values and perspectives based on personal and group experiences and by the use of logic, intuition and abstract analysis.
- Students will produce creative projects and authentic assessments in the areas of writing, research, creative problem solving and critical thinking.
- Students will demonstrate competency in computer use, research skills and lab procedures, and methods of field research.
- Students will master the skills necessary to gain admission to the colleges of their choice.

Criteria for meeting goals include high achievement scores on standardized tests and other criteria referenced measures; the ability to write a sustained argumentative essay on a value issue; depth of writing and research; the ability to problem solve in groups or individually; the ability to work for extended periods without direct supervision; positive contribution to a collaborative effort; demonstration of technological and research techniques; and the completion of a college entrance test, interview, application, and acceptance to a college or university.

