

Arizona Online Instruction Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
LEAD Charter Schools

CTDS:
07-89-68-000

Mailing Address:
415 N. Gilbert Rd.
Suite 102
Gilbert, AZ 85234
> [View detailed info](#)

Representative

Name:
Delmer Geesey

Phone Number:
4806330414

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

Leading Edge Online Academy

Proposed Grade Levels of AOI School or Program

6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Name of AOI School or Program Administrator

Jonathan Johnson, Ph.D.

Administrator's Email Address

jjohnson@leadingedgeacademy.com

Mailing Address

459 N Gilbert Road A140
Gilbert, AZ 85324

Phone Number

480-633-0414

Fax Number
480-558-7038

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

459 N Gilbert Road A140
Gilbert, AZ 85324


Phone Number
480-633-0414

Fax Number
480-558-7038










Physical Location Approval

No documents were uploaded.

Attachments


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

Section 2 - Curriculum Choices


-  [Download File](#) – Language Arts Curriculum Planning Document
-  [Download File](#) – Math Curriculum Planning Document
-  [Download File](#) – Science Curriculum Planning Document
-  [Download File](#) – Visual Arts Curriculum Planning Document
-  [Download File](#) – Technology Curriculum Planning Document
-  [Download File](#) – Spanish Curriculum Planning Document
-  [Download File](#) – Physical Education and Wellness Curriculum Planning Document
-  [Download File](#) – Middle School Social Studies Curriculum Planning Document
-  [Download File](#) – High School Social Studies Curriculum Planning Document

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](#) – Appendix with Charts and Graphs referenced in the narrative.

Board Minutes –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature

Delmer Geesey 12/02/2011

NOTICE

Minutes June 23, 2010

The LEAD Charter School Governing Board was held 459 N Gilbert Road #A140, Gilbert, Arizona 85234.

CALL TO ORDER at 11:12 AM

ROLL CALL: Delmer Geesey, Ron Body, Joey Bilbrey, Dan Sleezer all present
It was noted a Quorum was present. It was noted no public were present.

GENERAL SESSION

1. **Approval of Minutes:** Dan motioned for acceptance of the April 02, 2010 minutes, Joey seconded. Motion carried 4-0.
2. **Directors Report** Presented by Ron
 - a. **State Funding Cuts Update:** Ron presented the two charts (labeled 2.a) showing the estimated funding cuts and proposed expenditure cuts (which are reflected in the FY11 budget up for approval).
 - b. **Enrollment update:** Current enrollment numbers were not available for presentation, but will be sent at a later date.
 - c. **AZLearns and AYP labels:** Ron presented the just released labels for FY10. AZLearns: Gilbert Elem received Performing plus; Gilbert HS, Queen Creek, and East Mesa received Highly Performing. AYP: Gilbert Elem, Queen Creek, East Mesa made AYP, Gilbert HS did not. It was noted that all the campuses held or improved their labels, except HS. Ron shared that we are appealing the HS AYP label and that while Highly Performing is still a good grade, we have already met with the Principal and others to analyze reasons and prepare an action plan to address any findings.
 - d. Because of the growth of LES Charter Management company and Ron's involvement with that, Ron gave his resignation from the School Governing Board. The other Board members knew of the situation and thanked him for his service. Ron's resignation will be effective June 30, 2010.
3. **Proposed FY11 budget Approval :** There was a thorough review and discussion of the proposed budget for FY2011. Delmer motioned to approve the proposed budget as presented, Dan seconded the motion. Motion carried 4-0
4. **School Financials review and approval :** Ron presented the current financial statements and the expenditures for the 4th quarter. After review, Delmer motioned to approve the expenditures, Joey 2nd, carried 4-0.
5. **Amendments and Notifications**
 - a. **Change in Grades Served Notification Request: Addition of 10th grade at the Queen Creek (San Tan) campus:** Due to 9th grade students last year indicating a desire to continue, Delmer motioned that for Leading Edge Academy at Queen Creek, the Grade levels served change FROM K to 9 TO K to 10. Joey seconded, carried 4-0.
 - b. **School Name Change Notification Request: Change the name of Leading Edge Academy High School:** It was discussed to change the name of the High School in Gilbert to more reflect the school and to make the name more uniquely identifiable since High School is offered at other LEAD Charter School campuses now. Joey motioned to change the School Name FROM Leading Edge Academy High School TO Gilbert Early College, A Leading Edge High School
 - c. **Arizona Online Instruction (AOI) Amendment Request:** Leading Edge would like to be able to participate in the new Arizona Online Instruction (AOI). Ron shared the research and work done to date. Delmer motioned that LEAD Charter request to amend the terms of the Charter from the operation of a school within the confines of an approved facility at a previously disclosed location TO the addition of an Online School providing a comprehensive program if instruction for grades 6 -12. Joey seconded. Motion carried 4-0.
 - d. **School Governing Body Notification Request:** Due to Ron's resignation from the Board, Joey motioned that the School Governing Body be changed FROM Delmer Geesey, Ron Body, Dan Sleezer, Joey Bilbrey TO Delmer Geesey, Dan Sleezer, Joey Bilbrey. Dan seconded, carried 4-0.
 - e. **Charter Holder Governance Notification Request:** Delmer shared that there were also resignations as the end of this school year on the Corporate Board. Delmer proposed the members of the Corporate Entity be changed FROM Delmer Geesey, Micah Garcia, and Dolores Patterson TO Delmer Geesey, Dan Sleezer, and Joey Bilbrey. Ron seconded, carried 4-0.
6. **Proposed Policies and Procedures**
 - a. **Sped Best Practice review and approval** The governing board presented the Best Practice in Special Education and Behavior Management for public review and comment. It was noted there was no public present. The governing board discussed adopting the recommendations. Ron proposed that a task force be convened to further investigate the Best Practices and report back to the Board at a future meeting. The Task Force to include at least Ron, a Special Education member, and another member. Joey seconded, passed 4-0
 - b. **Student Retention Procedure** was presented for review and approval. Ron motioned to accept and Joey seconded, passed 4-0.
7. **Personnel** The proposed Employee Remuneration Scale was reviewed and discussed. The Board also reviewed the Employee Offers of Employments to date. Ron motioned to approve the Employee Remuneration Scale and the Employee Offers. Dan 2nd, carried 4-0
8. **Call to Public:** No public was present
9. **Adjournment:** Being no further business, Ron motioned we adjourn at 12:17 PM, Joey seconded, adjournment carried 4-0

Section I: Introduction

Needs Analysis: LEAD Charter Schools is college preparatory program serving a diverse population of nearly 1,000 students in Gilbert, Queen Creek, and Mesa. The target population for this amendment will be students in grades 6 – 12 interested in the LEAD charter school program who live outside the geographic regions served by our site based programs, students who would be better served through a hybrid/blended model and students who need the flexibility of online coursework in our current school communities. In addition, LEAD will specifically offer options for online instruction or a combination of online and site-based instruction to student's who have mobility issues, students who have disabilities or health issues that become a barrier to traditional facilities based education, students who have fallen behind on credits and need credit recovery, students with commitments or work responsibilities that impede with traditional school schedules, and students who wish to take Advanced Placement courses or courses not offered on our small campuses to prepare for post secondary transition.

Educational Philosophy: Leading Edge Online Academy (LEOA) will be using the e2020 curriculum. The educational philosophy of the schools instructional strategy is based on the premise that students can be empowered and become independent learners. Teachers can be empowered to go beyond simple instruction to mentor, monitor, and motivate. Students not only need an education, but guidance and strategies to effectively use self-directed instruction and educational resources. The LEOA's objective

is to create motivated students, moving from a Foundational Stage of Learning to a Self-Directed Stage of Learning.

Curriculum Design Illustrated in Table 1 in Appendix. Student success stems from several foundational concepts used to develop the virtual program:

- Rigorous education with mastery – failure is not an option when students cannot progress until success is achieved. Based upon each previous success, future successes become easier and the student begins to self-motivate based on the understanding that he/she can succeed.
- High degree of connectivity among students and instructors – in order for rigorous education with mastery to occur, there must be a high degree of connectivity between student and instructor so that the student knows there is no penalty for failure, but help for him/her to succeed.
- Individualized curriculum and flexible schedule – In order for 1 and 2 to occur, individualized curriculum and a flexible schedule is required which allows the student to move at his/her own pace. Students are not boxed into a traditional classroom flow of instruction allowing the student to progress quickly in some areas, slower in other areas, but always able to reach out for help when needed or asked.
- Applied technology – through the use of technology, teachers are empowered to make more effective and timely data-driven instructional decisions using the student progress and performance data available. Teachers are immediately aware of student challenges and successes. Appropriate action can immediately be taken. This allows the teachers to stay informed of student progress and performance and quickly identify struggling students who need immediate attention.
- Immediate intervention using student progress and performance reports on a daily basis. With immediate feedback, formative assessments and standardized tests, teachers can provide targeted and individualized intervention based on student performance data.

In addition to these foundational concepts, teachers serve as guide, monitor, facilitator, manager, and motivator as they perform the following duties: teach 21st Century skills; assist students 1-on-1, small/large groups; provide intervention and enrichment; provide consistent communication and student progress with students and parents; monitor student pace, performance, attendance and behavior; counsel students in social and academic areas; track and correct technical problems; understand and use

assessment and student performance data; and actively pursue professional development and collaboration opportunities.

Summary of Instructional Program:

Course Design: e2020's rigorous curriculum is developed with a team of highly-qualified teachers, instructional designers, and content-area experts that construct and continually update courses, lessons and unique scopes and sequences to keep curriculum up- to- date. The curriculum department structure allows for continuous modification and evaluation of current and new course content. Subject-specific alignment specialists are highly-qualified in understanding and evaluating national and state standards. e2020's curriculum department includes a correlations and alignment group who work closely with the curriculum area specialists. e2020 course designers and developers utilize a unique e2020 Model for Learning to design its entire course scopes and sequences and lessons. The Model for Learning embeds the principles of Universal Design for Learning (UDL) in its foundational framework, shaping the development of the courses at all levels. Building up from the UDL foundation, e2020 layers Quality Standard. This design methodology ensures that the rigor, multiple pathways for mastery, and integrity are maintained. The curriculum integrates all levels of Bloom's Taxonomy to engage students in critical thinking as they complete lessons in a sequentially based mastery approach. e2020 incorporates constructivism with activities that include real-world applications, emphasize analytical and critical thinking, and emphasize the study skills that students need to graduate from high school and be prepared for college or university coursework. Lessons, activities, and real-world

projects promote knowledge utilization through decision making and problem solving. The online science and math course content is designed to fully integrate critical reading and thinking skills, problem solving strategies, and the scientific inquiry approach to learning. The Collaboration Corner feature allows students to participate in group and threaded discussions directly through the Virtual Classroom. Students can access topics, read, and post responses for discussion. e2020 online content includes: online standards-aligned courseware accessible from an onsite lab or remote location; comprehensive content to include core courses in reading, math, science, social studies and electives; research proven lesson design; multiple elements for active learning including direct video instruction, embedded electronic note taking, interactive web links, and simulations and manipulative activities; a variety of instructional strategies; prescriptive learning paths; formative and summative assessments to guide student progress; instructional scaffolding and intervention; and monitoring of student progress and academic performance.

Course Delivery: LEOA courses will be delivered using any computer with internet access. The virtual instruction for Arizona 6-12 grade students can occur in any type of environment including, but not limited to, off-site online learning centers, multi-station computer labs, and individual student computers.

Inclusion of course offerings beyond core requirements: In addition to providing the core requirements, LEOA will provide specialized tutoring programs for AIMS preparation, ACT and SAT test preparation, and a wide variety of elective and career

readiness courses. Opportunities for students to participate in various technology and curricular internships will also be available.

Implementation: LEOA will be formed through a partnership between e2020, providing the expertise of 12 years in virtual education, and LEAD Charter Schools adding a unique small community approach to education. LEOA will provide services to students in and out of the LEA for those who are in need of an alternative to the traditional school setting. Direct points of integration will also occur between the e2020 Learning Management System and School Master and the tracking of enrollment and other state reporting requirements.

Leadership: With e2020, LEOA gains 12 years of corporate virtual education experience, as well as, combined personnel experience in virtual schooling. In addition to the experience e2020 provides to the partnership, they also provide technology and student support options. The model for LEOA is born out of the experience and success of other fully virtual and hybrid models utilizing the e2020 platform in other states such as New Mexico, Michigan, Florida, Utah, Virginia, and Texas. Key positions include:

1. District Leader – Ron Body was a founding board member and charter application writer for LEAD Charter Schools. During his time on staff, compliance and fiscal audits have been without problem and the schools have developed a strong financial position. Ron was also the founding Principal of Leading Edge Academy High School, one of the campus sites. Under his leadership the High School has made AYP each year, has received the AZ Learns label of Excelling consistently.
2. School Director – Responsible for managing the day-to-day operations of the school, including oversight of student enrollment, reporting, program marketing, parent communications, and auditing; primary liaison between e2020 and the School District.
3. Teachers – Teachers supporting virtual education students are unique in that they must serve as teachers, guides, mentors, facilitators, and motivators. The initial

group of teachers will be comprised of e2020 staff members (certified teachers) that have instructional and online instructional system expertise.

4. Counselor – A counselor will be provided to support ongoing communications with parents and students as needed to maintain the highest level of engagement and success for students.
5. Technology Specialist – This individual will provide students and teachers with technical support needed to ensure ongoing connectivity and communications.

Accessibility: LEOA courses can be accessed at anytime from anywhere as long as the end user has access to a computer and high speed internet access. Minimum system technology requirements for accessing the courses are detailed in Table II in the Appendix. The program does not require the installation of any programs on student workstations. The only requirements are standard browser plug-ins: Macromedia Flash Player 9 or greater; Adobe Reader 7 or greater; Apple QuickTime Player 7 or greater; Macromedia Shockwave® Player 10 or greater; Sun Java Virtual Machine 1.4.2 or greater; and Microsoft Silverlight 1.x or 2.x or greater. LEOA will work with students who do not have computer/internet access.

Enrollment: All students enrolling in LEOA must enroll in person and provide Proof of Age and Proof of Residency. If students are enrolled concurrently in another AOI school/program, LEOA will determine the level of enrollment to ensure a shared apportionment of no more than 1.0 will occur. The School Director will be responsible for managing student enrollment.