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ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Leona Advanced Virtual Academy		**078982000**
(Charter Holder Name)		(CTDS)
5058 S. Price Road	**Tempe, AZ**	**85282**
(Charter Holder Mailing Address)	(City, State)	(Zip)
William Coats	**602.953.2933**	**602.277.4900**
(Charter Representative's Name)	(Phone Number)	(Fax Number)

> **Failure to submit all required documentation and meet all eligibility requirements will result in the Amendment Request being returned and the processing fee being forfeited. Original documents must be provided.**

↓ Changes in delivery method to include the provision of specific online courses or the provision of a comprehensive offering of courses that would constitute an online school under A.R.S. §15-808 for grade levels currently approved in the charter. Full details of the amendment requirements including the process, required fees, submission requirements and evaluation criteria are provided on the subsequent pages.

The following required amendment materials are included with this form:
- ➤ Board minutes approving the change (minutes must comply with Open Meeting Law A.R.S. §38-431.01)
- ➤ Cover Page
- ➤ Introduction
- ➤ Description of the depth and breadth of curriculum choices and a list of course offerings.
- ➤ Description of the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.
- ➤ Description of the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.
- ➤ Description of the availability of filtered research access to the Internet.
- ➤ Description of the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.
- ➤ Description of the selection and training for online teachers.
- ➤ Description of the school's current partnerships with universities, community colleges and private businesses.
- ➤ Description of the services offered to developmentally disabled populations.
- ➤ Description of the policies and procedures to ensure the academic integrity of the AOI School/Program.

The Arizona State Board for Charter Schools and **Leona Advanced Virtual Academy** (Charter Holder), herein agree to amend the terms of the charter contract as follows:

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

TO: ☒ **X** The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels **7 – 12** (as approved in the charter).

☐ The addition of online courses under A.R.S. §15-808 in the content areas of _____, for grade levels _____ (as approved in the charter), each of which satisfies a minimum competency requirement (elementary school) or a credit toward graduation (high school).

In witness whereof, Charter Holder has signed this contract amendment as of this **2nd** day of **August**, 2010, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 201__, 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

MINUTES FROM PUBLIC MEETING FOR THE GOVERNING BODY OF:

EL DORADO PUBLIC CHARTER HIGH SCHOOL
MAYA PUBLIC CHARTER HIGH SCHOOL
SKYVIEW PUBLIC CHARTER HIGH SCHOOL
SUMMIT PUBLIC CHARTER HIGH SCHOOL
TEMPE ACCELERATED PUBLC CHARTER HIGH SCHOOL
AND
GILBERT ARTS ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
LIBERTY ARTS ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
MONTEZUMA PUBLIC CHARTER MIDDLE SCHOOL
SOUTH POINTE PUBLC CHARTER JUNIOR HIGH SCHOOL
SOUTH POINTE PUBLIC CHARTER ELEMENTARY SCHOOL
VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER MIDDLE SCHOOL

DATE: Monday, August 2, 2010   TIME: 12:00 p.m.   LOCATION: 7878 N. 16TH STREET
SUITE 150
PHOENIX, ARIZONA 85020

MEETING CALLED TO ORDER	12:00 p.m.
ATTENDEES	BILL COATS WAS PRESENT
AGENDA TOPICS	
ACTION ITEM I	**Arizona Online Instruction** **Program of Instruction Amendment Request**
For: Leona Advanced Virtual Academy	
CONCLUSIONS	ARIZONA ONLINE INSTRUCTION REQUEST WAS REVIEWED AND A MOTION TO PASS WAS MADE SECONDED AND PASSED BY BILL COATS.

REPORTS AND INFORMATION (NO ACTION WILL BE TAKEN)

***PUBLIC COMMENTS**

ADJOURNMENT

*INDIVIDUALS WISHING TO ADDRESS THE GOVERNING BODY ARE ASKED TO SIGN THE SPEAKERS' ROSTER PRIOR TO THE START OF THE MEETING.

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Florida: 6915 SW 57 Ave. • Suite 228 • Coral Gables, FL 33143 • Tel: 305.667.2720 • Fax: 305.667.2744
Michigan: 4660 S. Hagadorn Rd. • Suite 500 • East Lansing, MI 48823 • Tel: 517.333.9030 • Fax: 517.333.4559
Ohio: 2740 W. Central Ave. • Toledo, OH 43606 • Tel: 419.475.3786 • Fax: 419.475.6048

Section 1: Introduction (Charter Board Review)	0 F	1 A	2 M	3 E	
Needs Analysis	The introduction does not provide an explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction provides a limited explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction provides an explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction provides a detailed explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served and includes a detailed description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	
Comments:			The Leona Group has conducted research to identify the target population they will serve. They are focused on students who have dropped out, have behavioral issues or prefer a flexible learning experience. An Exceeds response would have included details such as how wide of a geographic area the school would market to and greater discussion on benefits to students.		2
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a limited description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a detailed description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	

Comments:			The narrative states that the school will use iNacol as a guide. They will also combine virtual and physical resources. In addition, the program will support collaborative behaviors through the use of threaded discussions, message boards, and live chat.		**2**
Summary of Instructional Program	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a limited description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a detailed description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	
Comments:				Concise, clear explanation. Specific plan for monitoring enrollment. Courses are designed around a specific number of lessons which incorporate a combination of independent work, group work and hands-on materials. Activities include reading, guided practice, video clips, games, threaded discussion and the use of Elluminate. Students will receive material kits in addition to textbooks for each course. A variety of assessments will be used: computer scored assessments, teacher graded assessments, etc. Delivery methods include direct instruction, live lectures, live discussions, office hours and coaching. Service learning is part of the elective curriculum along with arts, business, technology, communications and languages.	**3**

Implementation	The introduction does not provide a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a limited description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a detailed description of how the AOI School/Program will be integrated within the current school system.	
Comments:			The LAVA program will have a physical location. Students and their parents will have to register at the physical location and participate in orientation. Teachers will hold regular office hours at the location. Separate appointments can be scheduled with teachers as needed. Learning coaches and teachers will be available on a daily basis for students needing help or computer access. A detailed description of how the program will be integrated beyond using physical space and staff is needed for an Exceeds.		2
Governance and Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction provides a limited description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction provides a detailed description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	
Comments:			There will be a school administrator with at least of 5 years of experience with computer based instruction and he/she will participate in 80 hours of on-line instruction training. An office manager will handle phones, filing and registrations.		2

	0	1	2	3	
Accessibility	The introduction does not provide a description of the accessibility of AOI courses and any limitations in access for the target population. The technology requirements the student will need to access AOI courses including bandwidth requirements were not included.	The introduction provides a limited description of the accessibility of AOI courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a detailed description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements are detailed.	
Comments:				The narrative specifies both the hardware and software requirements that students will need. The application also specifies that students without access may participate in the program at the physical site using LAVA equipment.	3
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0 was not included.	The introduction provides a limited description of what measures will be taken to ensure all enrolled students reside in Arizona. A limited description of how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0 was included.	The introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona and describes how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	The introduction provides a detailed description of what measures will be taken to ensure all enrolled students reside in Arizona and a detailed description of how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	
Comments:				The narrative states that all students must maintain Arizona residency and they must submit proof of residency when they enroll. Students also have to submit official withdrawal forms from their previous schools. The office manager will monitor concurrent enrollment using the ADE Student Detail Data Interchange.	3
				Section 1 Total:	17
	0	1	2	3	

Section 2: Curriculum Choices	F	A	M	E	
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements. Note: Reference to graduation and cohort year applies to high schools only.	The narrative does not describe how the AOI School/Program will offer a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The narrative describes on a limited basis how the AOI School/Program will offer an academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The AOI School/Program offers a detailed comprehensive academic program that provides beyond the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	
Comments:				Wide range of course offerings (standard curriculum, electives, advanced placements, dual enrollment, and student driven individualized postsecondary plans. (ECAP)	**3**
The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative does not describe how the AOI School/Program will offer a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative describes the AOI School/ Program which offers a limited number of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a wide variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	
Comments:				The course offerings described in the application will more than meet the requirements for their target population by cohort year.	**3**
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe how the AOI School/Program will offer concurrent, dual, Honors, or AP credit.	The narrative describes the AOI School/Program which offers a limited number of concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a minimal program of study for concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a variety of concurrent, dual, Honors, or AP credit.	

Comments:				Honors courses are available in English, social studies, science and math. Specific examples include: literary analysis and comprehension, American Literature, British and World Literature, Algebra I, etc. AP courses include: English Language and Composition, Calculus, Statistics, Biology, etc. Students can participate in a variety of dual enrollment courses too.	**3**
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	The narrative vaguely references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative provides a detailed description of offerings/content describe in detail how to prepare students for post-secondary success in the world of work, technical school or college.	
Comments:				Available in the content areas of English, Social Studies, Science, and Math. Individualized career plans developed. Post secondary success offerings include the wide variety of honors and AP courses in addition to "Achieving Your Career and College Goals" and "Reaching Your Academic Potential". The school also offers a number of career or technical courses - such as Game Design, Digital Photography and Web Design. The Naviance Counseling System is also available to students as they plan for college.	**3**

The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative minimally describes how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes in detail how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strands/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	
Comments:				Thoroughly included course topics, variety activities and aligned state standards.	**3**
				Section 2 Total:	**15**
A list of course offering with descriptions must be included as an appendix.					
	0	1	2	3	
Section 3: Educational Methodologies	F	A	M	E	
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe how the AOI School/Program's educational methodology include 4 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative describes how the AOI School/Program's educational methodology includes 4 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The AOI School/Program's educational methodology includes 5 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The AOI School/Program's educational methodology includes 6 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	
Comments:			Pg 11 - computer assisted learning, virtual classroom through Elluminate; virtual tutoring, virtual and hands-on labs, virtual field trips, online help desk		**2**

Various learning styles are addressed in the delivery methods.	The narrative does not describe how various learning styles are addressed in the delivery methods.	The narrative vaguely describes various learning styles which are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods in specific detail.	
Comments:		Pg 10, 28, and 31 - learning style mentioned but never explained or developed			**1**
Modifications to content delivery by course or by lesson can be made.	The narrative does not describe how modifications to content delivery by course or by lesson can be made.	The narrative describes modifications to content delivery by course or by lesson which can be made on a limited basis.	The narrative describe how modifications to content delivery by course or by lesson can be made.	The narrative describes how modifications to content delivery by course or by lesson can be made easily and quickly.	
Comments:			Pg 12 - Methods may include co-teaching, small group mentoring, pull out for individual or small group sessions. Modifications and support can be virtual through web-conferencing tools, assistive technology or face to face at the school facility.		**2**
Methods provide synchronous and asynchronous support to AOI students.	The narrative does not describe how methods provide synchronous and asynchronous support to AOI students.	The narrative describes methods which provide either synchronous or asynchronous support to AOI students, but not both.	Methods provide synchronous and asynchronous support to AOI students.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access.	
Comments:				Pg 2 - threaded discussion, message boards, live chat, and synchronous instruction using Elluminate, a web-based conferencing platform with chat capabilities, and Voice Over IP (VOIP).Pg 3 - phone, email, web-conferencing and physical meetings.	**3**
Learner support systems with methods of communication are included.	The narrative does not describe how learner support systems with methods of communication are included.	The narrative describes on a limited basis, learner support systems with methods of communication.	Learner support systems with methods of communication are included.	Learner support systems with methods of communication are included and exceed expectations.	

Comments:				Pg 3 - Delivery methods include direct instruction and group classroom sessions utilizing Elluminate and VOIP. Delivery will consist of teachers conducting live lectures and discussions; holding office hours; coaching one-on-one and providing direct instruction to the whole group; and providing instructional feedback on assignments.	3
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative does not describe how selected methodologies are included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative describes selected methodologies which are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	
Comments:				Pg 3 - Active learning, interaction, participation and collaboration are expectations within the curriculum and will be incorporated into all lesson design and delivery; Pg 3 combination of independent work, group work and hands-on materials; Pg 12 - blended delivery approach; pro-social and collaborative behaviors among students; Pg 13 - Authentic, valid and reliable assessments; Pg 13 - School Improvement model	3
				Section 3 Total:	**14**
	0	1	2	3	
Section 4: Safeguards	F	A	M	E	
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	The narrative inadequately describes the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access..	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.	
Comments:				Pg 14 - explanation of password security	3

	The narrative does not state whether external links are required as part of the content delivery and student learning process or if use is stated, does not discuss how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a limited description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a detailed description of how links are chosen, screened, and updated to ensure adequate protection.	
The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.					
Comments:			Pg 14 - Elluminate, Study Island, Scantron Performance - password protected sites hosted offline. No other mention of external sites or process of selection mentioned.		**2**
A means for students to identify and report problems with external links.	The narrative does not describe a means for students to identify and report problems with external links.	The narrative describes a means for students to identify and report problems with external links is included but limited in scope.	A means for students to identify and report problems with external links is included.	A means for students to identify and report problems with external links is included and exceeds expectations.	
Comments:			Pg 16 - 24/7 tech support (phone, email)		**2**
				Section 4 Total:	**7**
	0	1	2	3	
Section 5: Safe Research	F	A	M	E	
The AOI School/Program identifies safe research practices for the student.	The narrative does not describe how the AOI School/Program identifies safe research practices for the student.	The narrative describes the AOI School/Program which identifies in limited detail safe research practices for the student.	The AOI School/Program identifies safe research practices for the student.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student.	
Comments:				Pg 16 - All students must complete Intro to K12 Online Learning - including security issues; Pg 17 - Filtering on campus and through School Desk; Pg 18 - cyberspace safety curriculum program that outlines specific safe research practices for students, as well as cyberspace safety and Netiquette	**3**

The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative does not describe how the AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative describes the AOI School/Program which makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program , in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	
Comments:			Pg 14 - Elluminate, Study Island, Scantron Performance - password protected sites hosted offline. No other mention of external sites.		2
				Section 5 Total:	**5**
	0	1	2	3	
Section 6: Confidentiality	F	A	M	E	
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not describe if the AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative describes the AOI School/Program which has a limited internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The AOI School/Program describes in detail the internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	
Comments:			Pg 20 - Kmail available to parents, staff and students. An internal system tracks attendance, participation and progress. Pg 21 MyInfo is a secure communications tool available for parents/students to track course progress, grades, attendance history, and course material shipments.		2
Any communications between staff, student, and parents is logged and secure.	The narrative does not describe how communications between staff, student, and parents is logged and/or secure.	The narrative describes communications between staff, student, and parents is on a limited basis logged and/or secure.	Communications between staff, student, and parents is logged and/or secure.	Communications between staff, student, and parents is logged and/or secure, as described in detail.	

	0	1	2	3	
Comments:			Pg 20 - voice mail logged, email retained and reporting capabilities addressed.		**2**
				Section 6 Total:	**4**
	F	A	M	E	
Section 7: Teacher Selection and Training					
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe how the AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative describes the AOI School/Program which has established a limited system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a basic system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment.	
Comments:			Detailed description of training topics, and implementation. The professional development plan for this school is very detailed. Professional development will take place on Fridays and dedicated professional development days. Training will be offered in the use of the LMS, electronic pedagogy, teaching strategies and teacher effectiveness. Once a month there will be a refresher training related to the LMS. A test will be administered to ensure competency. Teachers will also be trained in IDEA, Child Find, FERPA, McKinney-Vento, HIPPA and school policies and procedures. Teachers will receive 40 hours of training in the LMS prior to the start of school. Teachers will also have to demonstrate proficiency with the online curriculum, K-mail, etc. The school could have gone into more detail about the calendar and about the tracking system for participation. The school also has a plan for new teacher training. Teachers will be certified in the use of Elluminate.		**2**

Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative describes how teachers are required, on a limited basis, to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative describes how teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative describes how teachers are required to fully exhibit competency in the use of the LMS in a detailed way so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	
Comments:				Teachers will have to take an exam to demonstrate proficiency with the LMS prior to the start of school. Teachers will have to participate in monthly refresher courses related to the LMS. Additionally, teachers will have to work in the system on both the teacher and student sides of the system. Teachers will also have to demonstrate proficiency with K-mail, threaded discussion, etc.	**3**
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative does not describe how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a limited plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	The narrative describes a detailed plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	
Comments:				Teachers must provide proof that they are highly qualified in a content area prior to ever receiving an interview. This proof would include college transcripts, passing scores on AEPA and any other relevant documentation. Teachers must complete Arizona's Highly Qualified Attestation for the core academic subject and attach the appropriate documentation. They will also need to have a valid fingerprint clearance card.	**3**
				Section 7 Total:	**8**
	0	1	2	3	
Section 8: Community Partnerships	F	A	M	E	

Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade.	The narrative does not describe any community partnerships or planned partnerships with universities, community colleges, vocational/technical schools that encompass the goals of post secondary transition.	The narrative minimally describes planned and established community partnerships with universities, community colleges, and vocational/technical schools that encompass the goals of post secondary transition.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes established community partnerships with 2 or more universities, community colleges, and vocational/technical schools that encompass the goals of post secondary/transition.	
Comments:				Partnerships have been established with all three state universities and the Maricopa Community Colleges. Students will be able to take advantage of dual enrollment opportunities. LAVA has a partnership with The Dream Academy (ASU) which offers graduates of the program conditional enrollment. Students will also have access to the community college advisement department. Intergovernmental agreements exist. Schools like Tempe Accelerated High School will be secure sites for exams. Other partnerships include: Ft. McDowell-Yavapai Nation, the Arizona Career Information Center, Tempe Nuevo Kiwanis Club and the Grant to Reduce Alcohol Abuse, Mesa Police Department, etc.	**3**
Community partnerships have been established with private business, career track organizations, and community organizations have been established.	The narrative does not describe how partnerships with private business, career track organizations, or community organizations have been established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations will be established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes how two or more partnerships with private business, career track organizations, or community organizations have been established.	

Comments:				The partnership with the Kiwanis will offer service learning opportunities such as working with the Special Olympics. The partnerships with the colleges will facilitate students transition to the post-secondary level. The partnership with local law enforcement will help monitor at-risk behavior.	**3**
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience for AOI students as described or have not been described at all.	The narrative describes partnerships which will enhance the school experience for AOI students as minimally described.	Partnerships will enhance the school experience for AOI students as described.	Partnerships will enhance the school experience for AOI students as described in detail.	
Comments:				The partnerships will allow students to prepare for post-secondary education as well as allowing them to earn college credit. The partnerships will also provide service learning opportunities and assistance with risky behaviors that could negatively impact students' school performance.	**3**
				Section 8 Totals:	**9**
	0	1	2	3	
Section 9: Disabled Services	F	A	M	E	
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative does not describe how the AOI School/Program identifies special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative describes the AOI School/Program which identifies special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The AOI School/Program describes how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The AOI School/Program describes in detail how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	

Comments:				Correct measures are being taken to identify and serve students with identified disabilities under IDEA, and identify students in need of special education services. LAVA will utilize a Teacher Assistance Team (TAT) in the identification of students within the program.	**3**
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative does not describe how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be modified on a limited basis to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be easily modified to meet the accommodation and modification requirements for identified students.	
Comments:				Adaptations provided in both online and in-person settings, depending on the student's IEP. Co-teaching, small group, and pull-out services are also provided per IEP.	**3**
Identified students will receive onsite support when appropriate.	The narrative does not describe how students are identified to receive onsite support, when appropriate, as described.	The narrative briefly describes how identified students will receive limited onsite support, when appropriate.	The narrative describes how students will receive onsite support, when appropriate, as described.	The narrative describes in detail how identified students will receive onsite support, when appropriate.	
Comments:				Related Services will be contracted out and provided based on the student's IEP.	**3**
				Section 9 Totals:	**9**
	0	1	2	3	
Section 10: Policies and Procedures	F	A	M	E	
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe policies and procedures which establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative describes policies and procedures, which on a limited basis, establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	Policies and procedures describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	Policies and procedures for an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program are described in detail.	

Comments:				Delineated steps that teacher's must follow when evaluating students with declining academic achievement. Steps involve family, intervention plans, face-to-face meetings with administration.	**3**
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative describes vaguely how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes how it will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes, in detail, how it will ensure/monitor student progress for at least one year's growth annually.	
Comments:				Students will participate in the Scantron Performance Series benchmark test twice annually to measure academic growth in the subjects of reading and math. Formative assessments are embedded in each course.	**3**
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	The narrative describes how courses offered, on a limited basis, exhibit formative assessment of student competency.	The narrative describes an assessment plan that provides for formative assessment of student competency.	The narrative describes a detailed assessment plan that provides formative assessment of student competency.	
Comments:			Formative assessments are embedded in each course. More detail is needed as to what these assessments will look like.		**2**
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative describes how the AOI School/Program will on a limited basis ensure academic integrity for exit outcomes for each course/grade offering.	The narrative describes how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative provides a detailed description of how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	
Comments:				LAVA utilizes Turn-It In and has identified unacceptable student practices that teachers, students and parents can reference	**3**
				Section 10 Totals:	**11**
	0	1	2	3	
Demonstration 1- Educational Methodologies	F	A	M	E	

The AOI program's educational methodology includes: -computer assisted learning systems -virtual classrooms -virtual laboratories -electronic field trips -electronic mail, virtual tutoring, - online help desk, -group chat sessions -non-computer based activities	The narrative does not describe how the AOI program's educational methodology includes 4 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher, as seen through the demonstration.	The narrative describes how the AOI program's educational methodology includes 4 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher, as seen through the demonstration.	The AOI program's educational methodology includes 5 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher, as seen through the demonstration.	The AOI program's educational methodology includes 6 or more of the following: computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher, as seen through the demonstration.	
Comments:			Demonstration showed computer assisted learning system, electronic mail and non-computer based activities. Demonstration discussed virtual classroom (Elluminate), electronic field trips, online help desk and group chat sessions.		**2**
The various learning styles are addressed in the delivery methods.	Various learning styles are not addressed in the delivery methods, as seem through the demonstration.	Various learning styles are vaguely addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods in specific detail, as seen through the demonstration.	
Comments:			Demonstration showed visual elements for visual learners. Demonstration discussed: Manipulatives, workbooks and science kits for tactile learners, Audio components and Elluminate for audio learners. Also mentioned multiple Leona sites in Arizona for students needed face-to-face assistance.		**2**
Modifications to content delivery by course or by lesson can be made.	Modifications to content delivery by course or by lesson can not be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made on a limited basis, as seen through the demonstration. .	Modifications to content delivery by course or by lesson can be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made easily and quickly, as seen through the demonstration.	

Comments:			Demonstration discussed the course modifications possible including: selecting specific lessons, lowering weekly completion %, adjusting mastery level of 80%, assignment remedial courses. K12 software content not modified. Content modification done within StudyIsland and Scantron sites.		**2**
Methods provide synchronous and asynchronous support to AOI students.	Methods do not provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide either synchronous or asynchronous support to AOI students, but not both, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access, as seen through the demonstration.	
Comments:			Demonstration showed Kmail, Announcements. Demonstration showed Announcements, The Big Think forums, and Elluminate		**2**
Learner support systems with methods of communication are included.	Learner support systems with methods of communication are not included, as seen through the demonstration.	Learner support systems with methods of communication are included but are limited, as seen through the demonstration.	Learner support systems with methods of communication are included, as seen through the demonstration.	Learner support systems with methods of communication are included and exceed expectations, as seen through the demonstration.	
Comments:				Demonstration showed various support systems such as: HomeScreen to do list, Daily and Weekly Plan, Progress Plan, Syllabus, Teacher contact button, and Student Schedule (time and subjects).	**3**
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are not included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	

Comments:				Demonstration discussed that iNACOL standards will be a formal part of teacher training. Also discussed some specific practices including: observing Elluminate sessions (classroom observations), setting expectations on how often to contact students/coaches, reviewing attendance, building relationships with students, and building communities of learners.	**3**
				Demonstration 1 Total:	**14**
	0	1	2	3	
Demonstration 2 - Safeguards	F	A	M	E	
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are not seen through the demonstration.	The narrative inadequately describes the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.	
Comments:			Demonstration showed login required for LMS. Discussed authentication process, and different logins for coach and student.		**2**
The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are not seen through the demonstration, if external links are required as part of the content delivery and student learning process and/or how links are chosen, screened, and updated to ensure adequate protection was not seen through the demonstration.	The type and quantity of external links used in the course content are seen on a limited basis through the demonstration, if external links are required as part of the content delivery and student learning process and/or how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are seen through the demonstration, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection are seen through demonstration.	The type and quantity of external links used in the course content are seen in detail through the demonstration, if external links are required as part of the content delivery and student learning process, as well as how links are chosen, screened, and updated to ensure adequate protection.	

	0	1	2	3	
Comments: This item purposely not scored since no external links are available in the K^{12} system (all cached inside) and school stated they would not direct students to specific external links.					
A means for students to identify and report problems with external links.	A means for students to identify and report problems with external links is not seen through the demonstration.	A means for students to identify and report problems with external links is seen through the demonstration but is limited in scope.	A means for students to identify and report problems with external links, is seen through the demonstration.	A means for students to identify and report problems with external links is included and exceeds expectations, is seen through the demonstration.	
Comments:			Demonstration stated a 24 hr / 7 day a week tech support number (through vendor) available for students.		2
				Demonstration 2 Total:	4
	0	1	2	3	
Demonstration 3 - Safe Research	F	A	M	E	
The AOI School/Program identifies safe research practices for the student.	The AOI School/Program does not identify safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in limited detail safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student, , as seen through the demonstration.	
Comments:				Demonstration showed CyberSafe Curriculum, which is a recommended class for students. Content includes: sources, credibility, cyber bullying and netiquette. On site (or if students utilize School Desk to access the campus virtually) - Sonic Wall filtering is in place.	3
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program does not makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program, in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	

				Demonstration 3 Total:	3
	0	1	2	3	
Demonstration 4 - Confidentiality	F	A	M	E	
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The AOI School/Program does not have an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student, as seen through the demonstration.	The AOI School/Program has a limited internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student, as seen through the demonstration.	The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student, as seen through the demonstration.	The AOI School/Program describes in detail the internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student, as seen through the demonstration.	
Comments:				Demonstration showed Kmail, which is a totally internal system available to students, teachers and learning coaches. All Kmail to a student includes a cc to the coach. Students are not allowed to email one another.	3
Any communications between staff, student, and parents is logged and secure.	Communications between staff, student, and parents is not logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is on a limited basis logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as described in detail, as seen through the demonstration.	
Comments:			Demonstration stated that Kmail, notes and teacher phone logs are archived. Elluminate sessions are automatically recorded. System has daily backups.		2

	0	1	2	3	Demonstration 4:	5
Demonstration 5 - Teacher Selection and Training	F	A	M	E		
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The narrative describes how the AOI School/Program has on a limited basis established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.		
Comments:				The AOI School/Program has a detailed system of ongoing professional development and monitoring system.		3
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	Teachers are not required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success, as seen through the demonstration.	Teachers are, on a limited basis, required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success, as seen through the demonstration.	Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success, as seen through the demonstration.	Teachers are required in detail to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success, as seen through the demonstration.		
Comments:				The teachers are required to demonstrate competency in use of the LMS system. School conducts require walk-through observations and evaluations to observe this competency.		3
Teachers will be minimally highly qualified as defined by NCLB for charter holders and must also be appropriately certified for school districts.	Teachers are not required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in limited detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies in specific detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.		
Comments:				Teachers will be deemed highly qualified through the Attestation form, transcripts, and filing with ADE.		3
					Demonstration 5 Total:	9

			Grant Total:	134
Evaluation Criteria		Evaluation Score		
Section 1: Introduction		17		
Section 2: Curriculum Choices		15		
Section 3: Educational Methodologies		14		
Section 4: Safeguards		7		
Section 5: Safe Research		5		
Section 6: Confidentiality		4		
Section 7: Teacher Selection and Training		8		
Section 8: Community Partnerships		9		
Section 9: Disabled Services		9		
Section 10: Policies and Procedures		11		
Demonstration 1- Educational Methodologies		14		
Demonstration 2 - Safeguards		4		
Demonstration 3 - Safe Research		3		
Demonstration 4- Confidentiality		5		
Demonstration 5- Teacher Selection and Training		9		
Grand Total		134		

Yes   95% of criteria scoring Meets or Exceeds   1 at Approaches, 51 items met/exceed out of 52 = 98%

No   More than one Approaches in each section

No   Falls Below