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ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

RECEIVED JUN 2 9 2010

RSD Charter School, Inc.		078735
(Charter Holder Name)		(CTDS)

12814 N. 28th Drive, Suite 100	Phoenix, AZ	85029
(Charter Holder Mailing Address)	(City, State)	(Zip)

Sandra Davis, Director	(602) 993-0436	(602) 993-0506
(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 RSD Charter School, Inc., 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: ☒ The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels _9th-12th_ (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 25th day of June, 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

BOARD MINUTES

for

RSD Charter School, Inc.

Board Meeting

May 11, 2010

Called to Order: 5:19 p.m.

Present: Sandra Davis, Paul Nichols, R.C. Davis

Motion by Paul Nichols to accept the board minutes from the August 20, 2009 meeting, motion received second by Sandy Davis. Minutes were accepted by quorum.

Board Business

Sandra Davis presented voting board member Kathy Abbuhls' resignation.

Sandra Davis, Governing Board President, appointed Randolph (R.C.) Davis as a voting board member effective May 11, 2010.

Financial Business

FY 2009

The FY 2009 Annual Financial Report was presented to the board for signature.

The FY 2009 Audit was presented to the board members.

Sandra Davis presented the revised budget for FY 09-10 to the board review and approval. Sandra Davis called for a motion to accept the revised budget for FT 09-10. Paul Nichols motioned to accept the revised budget for FY 09-10. Motion received second by Sandy Davis. Motion passed by unanimous vote.

School Business

Sandra Davis presented the 2010-11 student calendar for review and discussion. Sandra Davis called for a motion to accept the 2010-11 with correction to the color coding on August 13th from "no school" to "school in session day".   Paul Nichols motioned to accept the 2010-11 student calendar. Motion received second by R.C. Davis. Motion passed by unanimous vote.

Sandra Davis presented the 2010-11 staff calendar for review and discussion. Sandra Davis called for a motion to accept the 2010-11 staff calendar. Paul Nichols motioned to accept the 2010-11 staff calendar. Motion received second by Sandy Davis. Motion passed by unanimous vote.

Sandra Davis presented the revised Employee Handbook for review and discussion. Sandra Davis called for a motion to accept the revised employee handbook with correction made to section 305 Holidays to policy to state " Must work the day before and after the holiday to receive holiday pay unless approved by management". Paul Nichols motioned to accept the revised employee handbook with noted correction. Motion received second by R.C. Davis. Motion passed by unanimous vote.

Sandra Davis presented the 2010-11 employee contract for review and discussion. Sandra Davis called for a motion to accept the 2010-11 employee contract . R.C. Davis motioned to accept the 2010-11 employee contract. Motion received second by Paul Nichols. Motion passed by unanimous vote.

Sandra Davis presented the Educational Technology Plan for July 1, 2010 – June 30 2013 for review and discussion. Sandra Davis called for a motion to accept the Educational Technology Plan for July 1, 2010 – June 30 2013. Paul Nichols motioned to accept the Educational Technology Plan for July 1, 2010 – June 30 2013. Motioned received second by Sandra Davis. Motion passed by unanimous vote.

Sandra Davis presented the Title One Parental Involvement Policy for 2009-10 for review and discussion. Sandra Davis called for a motion to ratify the Title One Parental Involvement Policy for 2009-10. R.C. Davis motioned to ratify the Title One Parental Involvement Policy for 2009-10. Motion received second by Paul Nichols. Motion passed by unanimous vote.

The Governing Board discussed offering summer schools and associated costs and fees. Sandra Davis called for a motion. R.C. Davis motioned to table the item until next year. Motion received second by Paul Nichols. Motion passed by unanimous vote.

The Governing Board discussed servicing students over the age of 22 years old and charging a tuition fee. Sandra Davis called for motion. Paul Nichols motioned to service students over the age of 22 only if they are currently enrolled at the time of their 22nd birthday. Motion received second by R.C. Davis. Motion passed by unanimous vote.

OPENS

The Governing Board discussed the on-line program application. The application has been completed and we are waiting for the ASBCS to release application deadline. Sandra Davis called for a motion to approve submitting application to ASBCS. Paul Nichols motioned to move forward with the online application process and implementation upon ASBCS approval. Motion received second by R.C. Davis. Motion passed by unanimous vote.

Meeting adjourned: 6:09 p.m.

	0	1	2	3	
Section 1: Introduction	F	A	M	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:			Description of students gave general detail of how student population would benefit. Percentage and target population description described well. Needs analysis of the community of brick and mortar was addressed well, just not needs to back-up online community need.		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 key components were creating lifelong learners, empowering students, adjusting individual learning styles, a pace that can be adjusted to meet the needs of the individual students, multiple intelligences, and technology.	3

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:			Introduction provides a description of the design and delivery. Proposal needed additional detail on how the courses are designed and delivered to be an Exceeds.		**2**
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:			Tutorials are available. Action plan for students for seamless transition between online and ground.		**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:			Narrative provided a description. An Exceeds response needs to include more information about prior experiences for leadership and specific details on implementation and assessment.		**2**

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 beginning of the application stated that 86% of students were at or below poverty level. But the report does not address the issue of students living in poverty might face when trying to have access to modern technology.		2
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 school required proof of residency. Exams taken in-person or by exception through a proctor. Explain protocol in more detail as to ensuring that students are not enrolled in multiple schools.		2
				Section 1 Total:	15
	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:				The summary for this section includes detailed information about how reading, vocabulary, language usage, writing, math, science, and social studies will be taught. This summary includes the specific skills that will be taught along with some of the curriculum programs that will be used. In addition, the types of electives that will be offered are described and broken into two categories: required electives and academically oriented electives. Many of the electives will include an emphasis on essays, projects and journals to emphasize constructivist learning. The appendices include detailed scope and sequence information for core content areas: Language Arts, Math, Science and Social Studies.	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:				Explains all the content of courses aligned to Arizona standards. Aligned to meet graduation requirements. Wide variety of courses included in the appendix. Well written section.	**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:		RSD earned an Approaches in this category because while the report specifically indicates that AP/Honors classes and dual enrollment classes will be offered, neither the report nor the appendices indicate which courses will be offered in this format or how many courses will be offered in this format. **REVIEWED: Deficiencies remain. New information provided can not be considered in the review.**			**1**
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:			The use of technology from email to blogs to on-line chat software will help prepare students for both post-secondary education and the world of work. AP courses and dual enrollment courses will help prepare students for post-secondary education. The variety of formats for communication and the opportunity to set their own pace are additional skills that will enhance students' future success.		2
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:			Curriculum map was well organized and easy to read. Additional specifics are needed to an Exceeds.		2
				Section 2 Total:	11
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 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 narrative describes how the AOI School/Program's educational methodology does not 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 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:				P 10 RSD has at least 6 methodologies represented in the narrative.	3
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:			P 10, 12 Not much detail in a single paragraph on page 10. Page 12-13 contain descriptions of learning styles. They don't explain how the features correspond to various methods.		2
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:			P 10-11 explains modifying by course or lesson, by settings and adding coursework developed by teachers.		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:			P 12-13 Both are mentioned and described.		2

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:			P 11-12 - Conferences, benchmarks and student/teacher connection and explained.		2
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:		P 11 Describes a list of methodologies, but does not explain what these methodologies are or how they will be implemented.	Original Comment: P 11 Describes a list of methodologies, but does not explain what these methodologies are or how they will be implemented. **REVIEWED: After review, this item was moved from Approaches to Meets. The narrative and demonstration portions of the rubric are independent of one another. Therefore, the fact that a score of approaches is in the narrative section and exceeds in the demonstration section is not relevant to the review process. These sections are scored separately. The narrative does identify a couple reports, which have best practices guidelines and then discusses how a couple of these practices will be implemented. More specific detail would be needed for score an Exceeds.**		2

					Section 3 Total:	13
	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:				P 14 explains firewall, proxy and password protections detailed.		3
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 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.		
Comments:			P 14 Mentions that there are links in the A+ materials, but does not describe how they are chosen or how links are screened if they are outside of A+. P 15-16 discusses in more detail			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:			P 15 Mentions how students can report curriculum issues. It does not mention external links specifically.			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:				P 15-16 good description of safe practices	**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:			P 16 - If student assigned research - various reviewed reference sites available. Resources include Ency Britannica and National Library of Virtual Manipulative.		**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:			P 14 and 18 Describes email system and security in place. Identifies collaboration - but not specifically monitoring or support.		**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.	
Comments:			P 18 Identifies all email is logged. P 5 Daily logs are kept from the A+ system. P13 Identifies that student activity in the A+ system is logged.		**2**
				Section 6 Total:	**4**
	0	1	2	3	
Section 7: 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 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:			Resources are listed in the summary. But more detail about how resources would be implemented is needed. No specific calendar of professional development was included. Plan in place to see that teachers actually completed. Observations are included to see that what they learned is implemented.		**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 are expected to submit certificates of completion. RSD will use a "train the trainer" model along with a master/mentor teacher program and teacher observation as methods to assure ongoing professional development and implementation of new learning's.		**2**
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:				Within start of program/school documentation Is submitted and turned in to ADE showing HQ status.	**3**
				Section 7 Total:	**7**
	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:			Setup partnerships with GCC, Rio, and other schools. Also technical schools and businesses. Needed more detail on how encompassing goals of post secondary transition. Seems to more of a list and not enough detail describing each partnership.		**2**
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:			Listed the community partnerships. But not described in detail.		**2**
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:			Partnerships are identified. Benefits to students can be inferred, but for the most part they are not described in detail. Dual enrollment is clearly a benefit for students who are going to attend a community college, but it would be better to see more detailed explanations.		**2**
				Section 8 Totals:	**6**
	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:			Will be identified through 45 day screening process and enrollment. Needs additional information on meeting the requirements of individuals for an Exceeds.		**2**
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:		Very general list for accommodating. Needs more specific information about these accommodations. **REVIEWED: The narrative and demonstration portions of the rubric are independent of one another. These sections are scored separately. Accommodations and modifications listed should represent students with cognitive disabilities as well as physical disabilities. Taking the narrative and clarification of follow-up response in consideration, the review team rescored this as a "Meets".**			**2**

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:		Onsite is covered regarding being onsite to take exams but all students do. Can communicate face to face with a special education person if needed. **REVIEWED: Taking the narrative and clarification of follow-up response in consideration, the review team rescored this as a "Meets".**			**2**
				Section 9 Totals:	**6**
	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:			Students enter into academic contracts and sign syllabus acknowledgements for each course. Weekly progress checks are conducted. Students who don't complete at least 10 lessons within the appropriate time frame must meet with their teacher for an intervention. The purpose for the first intervention will be to determine the reason for the lack of progress. If the pattern continues, the student may not be permitted to continue in the online program.		**2**
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:			According to the report, one year's growth will be measured through AIMS and Learning Links, the school's Lexile and Quartile measurement system - pre and post tests in reading and math. This response does not address other core areas such as science, writing and social studies at the freshman level. Also, it does not address how one year's growth will be measured after a student meets or exceeds on AIMS. Additionally, the response does not address how the school will ensure student progress - only how it will measure student progress.		**2**

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:			The narrative discusses pre tests in reading and math. Assessments are included throughout the online courses as are essays, journals and projects. All of these activities could be used as formative assessments. The report did not, however, attach these activities to specific courses.		**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:				Performance on the "review" test will be measured against the student's online mastery tests to measure academic integrity.	**3**
				Section 10 Totals:	**9**
	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:			They do offer different methodologies for some courses.		**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:				INITIALLY: Assessments provide options for various learning styles, but some of the presentations do not. FOLLOW-UP Email provided information on: a learning styles assessment each student is required to take; and what tools will be used for different styles (Skype, screen live, phone, Read Naturally, Rosetta Stone and Discussion Forum.	**3**
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:				INTIALLY: Assignments, lesson content can be changed and can be modified at the student level. FOLLOW-UP Email provided screen capture of a lesson modification for a special needs student with justification and process followed.	**3**
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:			Email, phone and chat are available now and they are considering expanding hours. We recommend that support hours be extended for online learners as many of them may work late into the evening.		**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.	

	0	1	2	3	
Comments:					**2**
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:				INITIALLY: Teacher training and research into best practices were discussed. However, implementation has not been done. We recommend enhancements to content to address current online pedagogies. FOLLOW-UP Email identified 10 Best Practices with information on how that practice could be implemented at RDS.	**3**
				Demonstration 1 Total:	**15**
	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:				Systems and procedures are secure.	**3**
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:			A process is in place to approve links. The process should be formalized and include the curriculum director explicitly.		**2**
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:			They can communicate via email, phone or chat. There is no formalized process to submit help/technical requests.		**2**
				Demonstration 2 Total:	**7**
	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:			They restrict access to outside research resources. All resources within ALS are inside of the system and hosted on the school system. We recommend adding explicit instruction on safe and effective research practices outside of the school site.		**2**
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.	

Comments:					2
			INITIALLY: Projects required students to research outside of the ALS system, but the demonstration did not show how students were directed in their research. FOLLOW-UP: Email provided screen shots from coursework on safe web practices as well as a required "Pathway to Success" course teaching Internet safety.		
				Demonstration 3 Total:	**4**
	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:			The email system is secure.		2
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:			Chat is logged and email is within the school system.		2
				Demonstration 4:	**4**
	0	1	2	3	
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:			Teachers will be participating throughout the year in Intel teacher training. A more specific and detailed plan for ongoing professional development was needed. What are the expectations?		**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.	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, 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:			Teachers participated in a 2 1/2 week training as well as weekly staff meetings. Teachers are required to produce reports on a weekly basis to submit to administration. Only informal requirements to observe teachers using LMS.		**2**
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:				Follows state guidelines for completing highly qualified documentation and filing with the state department of education.	**3**

				Demonstration 5 Total:	7

				Grant Total:	120

Evaluation Criteria	Evaluation Score
Section 1: Introduction	15
Section 2: Curriculum Choices	11
Section 3: Educational Methodologies	13
Section 4: Safeguards	7
Section 5: Safe Research	5
Section 6: Confidentiality	4
Section 7: Teacher Selection and Training	7
Section 8: Community Partnerships	6
Section 9: Disabled Services	6
Section 10: Policies and Procedures	9
Demonstration 1- Educational Methodologies	15
Demonstration 2 - Safeguards	7
Demonstration 3 - Safe Research	4
Demonstration 4- Confidentiality	4
Demonstration 5- Teacher Selection and Training	7
Grand Total	120

Yes _____ 95% of criteria scoring Meets or Exceeds   1 at Approaches, 53 items met/exceed out of 54 = 98%

No _____ More than one Approaches in each section

No _____ Falls Below