

**APPENDIX A**

**AMENDMENT REQUEST MATERIALS**



Arizona State Board for Charter Schools



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## Grade Level Change to Charter Amendment Request

### Charterholder Info

#### Charter Holder

**Name:**  
Arizona Autism Charter Schools, Inc.

**CTDS:**  
07-82-26-000

**Mailing Address:**  
4433 North 7th Street  
Phoenix, AZ 85014  
[View detailed info](#)

#### Representative

**Name:**  
Diana Diaz

**Phone Number:**  
602-487-0434

### Downloads

[Download all files](#)

### Current Grade Levels

#### Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

### New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

#### New Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

### Curriculum Samples

-  [Download File](#) – 9th Grade Math
-  [Download File](#) – 9th Grade ELA
-  [Download File](#) – 10th Grade Math
-  [Download File](#) – 10th Grade ELA
-  [Download File](#) – 11th Grade ELA
-  [Download File](#) – 12th Grade Math
-  [Download File](#) – 12th Grade ELA
-  [Download File](#) – 11th Grade Math

### Effective Date

08/01/2018

## Attachments

### Board Minutes

-  [Download File](#) – Board Minutes

Narrative –  [Download File](#)

### Additional Information

-  [Download File](#) – Elementary Enrollment Chart
-  [Download File](#) – Elementary Staffing Chart
-  [Download File](#) – Upper School Enrollment Chart
-  [Download File](#) – Upper School Staffing Chart

## Signature

### Charter Representative Signature

Diana Diaz 08/20/2017

## **Arizona Autism Charter Schools, Grade Level Amendment Request Narratives**

### **Rationale Narrative Elementary Campus**

The Arizona Autism Charter School's (AZACS) Elementary Campus is currently not seeking an expansion in grade levels as its elementary campus currently serving grades K-4. The elementary facility located at 4433 N. 7<sup>th</sup> St. Phoenix is well equipped to serve younger students and will remain a lower elementary site for the foreseeable future. The grade level expansion is currently being sought for the AZACS Upper School Campus, located about one mile away from the elementary campus, at 1445 E. Indian School Rd. Phoenix.

### **Rationale Narrative Upper School Campus**

Arizona Autism Charter Schools is currently approved to serve grades K-8 and is now seeking approval to serve grades 9-12. The continued motivation and rationale for a grade level expansion at Arizona Autism Charter School (AZACS), Upper School Campus is to grow by one grade level each year and by at least two classes or approximately 20 students. This will allow students who have had success in the AZACS elementary and middle school programs to continue with this specialized type of programming through the High School grades. (The school is also submitting an Enrollment Cap Increase Amendment Request in conjunction with the Grade Level Expansion Amendment Request.)

AZACS offers unique programs using high-level behavioral interventions using Applied Behavior Analysis (ABA) to help students access curriculum that is aligned with the state standards. There are few documented programs in metro Phoenix offering this type of programming successfully, therefore, it makes sense for AZACS to continue to grow by increasing its enrollment cap by about 20 students per year and growing to the High School grades. If the school only offered programming through 8<sup>th</sup> grade, it would certainly create a gap in educational services for students and families who have now relied on AZACS to offer a best practice education for their children on the autism spectrum. The school's K-8 program has been successful with students at all levels of the spectrum and the motivation for making the program accessible to more students and expanding to High School is to prepare students for post-secondary opportunities in college and vocational programs. The overarching goal and vision is to help students with autism overcome the deficits associated with this disorder and build their skills to become fulfilled, productive citizens.

### **Staffing Plan Narrative Elementary Campus**

#### **Changes to instructional, non-instructional, and leadership staff in the staffing chart**

The grade level expansion amendment request is for the Upper School Campus and will not affect the grades served at the Elementary Campus, which now serves students in grades K-4.

Since the grade levels served at the elementary will remain the same, there are no staffing changes needed to the instructional and non-instructional staff servicing the school and the students. However, there are some planned changes to the leadership team. The Founder & Executive Director will continue to oversee both schools. The school will move away from having one Principal overseeing both schools to having one Director for the Elementary and one Upper School Program Director (reflected in Upper School Staffing Chart). The school would also move to having one Special Education Coordinator at each site. The role of Lead Behavior and School Operations Manager would be changed to Director of School Safety and Plant Management starting in the 2018-19 school year.

While the school is fully staffed to meet the needs of students in grades K-4, if any vacancies were to occur year to year, the following processes would take place:

**Recruitment:** AZACS will posts instructional, non-instructional and leadership positions on its own website, national job boards and communication channels throughout the special education and autism professional community. AZACS' special focus on best practices for autism attracts people from around the country who want to specialize in this field.

**Hiring:** AZACS will hire staff by engaging in a thorough interview process including reference checks, work samples and teaching demonstrations for instructional staff. All staff hired are probed to ensure they are in alignment with the school's mission and have a desire to work in a best-practice environment for students with autism.

**Training:** AZACS offers an intensive three week summer training program to help teachers and instructional staff prepare for the upcoming school year. In addition, the school offers regular instructional and behavioral coaching to meet the needs of the target population. Non-instructional staff are on-boarded and trained by the administrative team and given opportunities to overlap with people who are skilled in their job function. The leadership team engages in trainings through the Arizona Charter Schools Association, ADE and leadership consultants.

## **Staffing Plan Narrative Upper School Campus**

### **Changes to Instructional Staff**

The changes to the instructional staff over the years on the staffing chart for the Upper School project out the number of office administrative support staff, teachers, paraprofessionals and behavioral specialists needed to grow by one grade level each year. It's important to note that the AZACS instructional program is a special education program offering multi-grade classrooms grouping students by abilities and needs. As noted in the Staffing Chart, in the current school year, the AZACS Upper School employs two office support staff, five teachers, three therapists, one SPED compliance coordinator, approximately 25 paraprofessionals and three behavior support staff. The leadership team includes the school's Founder and Executive Director, the School Principal and the Director of Special Education and Human Resources. All of the previously mentioned leadership positions support both the Elementary and Upper School Sites.

The Middle School Dean & ABA Program Supervisor is a leadership role that supports the Upper School exclusively.

For the 2017-18 school year, the model that will be implemented looks at the academic needs of the student and places them appropriately depending on their abilities and needs. There will be two levels of classes, one for high-functioning students who are working at or near grade level and can access Arizona College and Career Ready Standards with minimal accommodations (“A” Level Program). The other level will be designed for students who are moderately to severely impacted by autism and other related disabilities and have intensive needs for accommodations to access the Arizona College and Career Ready Standards. These students also need clinical instructional approaches using Applied Behavior Analysis (ABA) strategies to make progress on goals (“C” Level Program).

“A” level students will have five content area classes (Science, Math, Social Studies, English and Life Skills) in the daily schedule. These classes will be taught by content area teachers that are SPED certified along with the appropriate number of paraprofessionals to support the IEP’s and behavior plans of each student. In addition, Speech and Occupational Therapists are an integral piece of the instructional program. The behavior support for “A” level students will be one ABA Program Supervisor to oversee the behavior plans for all students at this level. The day to day responsibility for implementation of behavior plans will be with the two behavior specialists for the fidelity of de-escalation strategies, self-management and executive functioning.

“C” level students will have two certified Special Education teachers that will serve as the students’ case managers and four ABA Program Leads to offer the data-driven ABA programming needed for these students. The Special Education teachers will be responsible for making sure each student accesses grade level appropriate material in each academic area modified to their academic abilities. In addition, one ABA Program Supervisor will oversee the programming throughout the C level classrooms and ensure the appropriate number of paraprofessionals are supporting the IEP’s and behavior plans of each student. In the 2018-19 school year, it is expected that the same number of certified teachers can service about 15-20 more students but five paraprofessionals and two ABA Behavior Leads will be added from the previous year. In the 2019-2020 school year, it is planned to add 15 to 20 more students who will be serviced by adding another SPED certified teacher, as well as five paraprofessionals and two more ABA Behavior Leads.

### **Changes to Non-Instructional Staff**

The non-instructional staff required to meet the needs of the school in the current school year are one Front Office Receptionist who handles attendance, phone calls, student medications and other clerical duties as needed. The school also employs an Operations and Enrollment Assistant that handles student records, registrar duties and other school operations functions. With the anticipated growth of approximately 20 new students in the 2017-18 school year, AZACS plans to use the same two non-instructional employees to cover the same job functions. It is anticipated that an additional office staff member will be needed in the 2018-19 school year to meet the

needs of about 15 more students. The same three office staff will be able to cover the administrative support functions for the 2019-20 school year.

### **Changes to the Leadership Team**

The leadership changes that will result over the course of adding grade levels and increasing enrollment are the following: The Middle School Dean & ABA Program Supervisor will go from her current position to the Upper School Program Director in the next year and then stay in that position through the 2019-20 school year. The Director of Special Education and Human Resources will continue next year however will transition to only focus on Human Resources. During the 2017-18 school year, a Manager of SPED, Assessment, Academic Counseling and Transition Programs has been hired and will take over the SPED compliance responsibilities and begin to help with the high school program and schedule. A Director of School Safety, Plant Manager and CPI will be hired for the 2017-18 school to take over the added facility responsibilities at both the Elementary and Upper School sites. Those position would remain the same in the 2018-19 school year and the 2019-20 school year.

*Narrative describing the staffing, enrollment and target population needs are addressed by the following processes.*

### **Leadership Staffing**

**Recruited** – Administrators at Arizona Autism Charter Schools are grown from the instructional staff and are given multiple opportunities to seek professional development. AZACS leaders have identified the most exemplary teachers who have a track record of exceptional instruction and leadership skills. Additionally, AZACS is a part of the greater autism clinical and education community and has had success recruiting the best and brightest autism educators from out of state who are seeking to implement evidence based methods in a school specializing in autism.

**Hired** – Applicants go through an intensive screening and interview process that includes an interview, reference checks, submission of work samples and hands on teaching and coaching demonstrations. A panel of school leaders evaluates candidates and comes to a consensus about hiring.

**Trained** – Administrators are coached by the school Founder and Executive Director to implement the mission and vision of the school and charter. Additionally, they are coached and mentored by outside consultants, and are participants in training provided by the AZ Charter Schools Association, The Center for Student Achievement and professional development provided by various ADE departments.

### **Instructional Staffing**

**Recruited** – AZACS advertises in national teacher recruitment websites, its own website, job fairs and through social media boards for various autism stake holders. In addition, AZACS has established partnerships with GCU and ASU's teacher education programs

to recruit top special education candidates. Behavior Analysts, who serve an essential function in autism education, are grown from within the school by offering supervision hours towards becoming a Board Certified Behavior Analyst (BCBA). Paraprofessionals are recruited from various job boards and incentivized by offering a career path towards becoming a teacher or a BCBA.

**Hired-** Teachers, BCBA's and Paraprofessionals are hired by the administration team and the Staffing Coordinator. All future employees complete a thorough interview process including scored responses and instructional demonstration activities.

**Trained** – AZACS offers a robust summer training conducted by its lead administrators, who are well versed in evidence based special education and behavioral practices. Training is continued throughout the school year through competency coaching and various group and individual trainings specific to classroom needs. Teachers and BCBA's are provided with a yearly stipends towards professional development that is pre-approved to ensure fidelity with the school's mission and instructional philosophy. AZACS is also a sponsor of the Arizona Association of Behavior Analysis (AZABA), which covers membership dues to all AZACS employees. AZABA offers frequent continuing education credits throughout the year across various topics under the umbrella of Applied Behavior Analysis. Paraprofessionals are trained in desired competencies and in conjunction with teachers who participate in professional learning onsite.

### **Non-instructional Staffing**

**Recruited** – Non-instructional members of the team are recruited through online job ads and staffing agencies that specialize in providing schools with excellent clerical, support staff and other office employees.

**Hired** – All non- instructional employees are hired by the administrative team and the Staffing Coordinator. All future employees complete a thorough screening and interview process and are asked to obtain a fingerprint clearance card prior to working at the school. At least three references are checked as well.

**Trained** – Each non-instructional employee trains with the members of the administrative team they are supporting. AZACS leaders set up overlap coaching opportunities before staff is expected to take on duties. Support staff are given goals to be reached at the end of each year and through that process professional development opportunities are identified to enable success.

### **Enrollment and Target Population Needs**

AZACS only employs people who have a track record of success working with children on the autism spectrum. The focus on Applied Behavior Analysis (ABA) teaching strategies attracts local professionals as well as professionals from around the country who want to specialize in

this field and are looking for an environment that offers professional development and growth opportunities in autism education.

As the only charter school focused on best practices for the autism population in the Phoenix metro area, the programs and services offered by Arizona Autism Charter School are in high demand. The school has had a waiting list of at least 100 students since its inception in 2014 and has always met its enrollment targets. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

### **Enrollment Justification Narrative Elementary School Campus**

#### ***Narrative for Plan for meeting each year's enrollment targets***

Enrollment targets for the AZACS elementary campus have been met since the inception of the school in the fall of 2014. The school aims to have 12 classrooms with an average of nine students each, groupings students in programs based on abilities and needs. Since 2014, the enrollment has varied between 103 and 108 students and the enrollment cap is set at 108 at the elementary site. After surveying students to determine who will be re-enrolling for the 2017-18 school year, it has been determined that the school will have 18 new kindergarten spots and about 5 spots open in other grades. The school has already filled those 5 spots with students who submitted timely applications and were selected through the lottery process. The school received about 50 kindergarten applications and will conduct its lottery process to fill available spots.

#### ***Necessary advertising and/or promotion***

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

### ***Number of returning students***

Based on information obtained in intent to re-enroll forms, AZACS expects **85 students** to return to the elementary campus. About 18 of the previous students will move on to the Upper School, but those students will be replaced by 18 new incoming Kindergarten students. That will leave five open spots, which have been filled by new students that submitted a timely application during open enrollment and were selected through the lottery process.

### ***Anticipated new student enrollment for 2017-18 School Year***

- Kindergarten: 18
- 1<sup>st</sup> Grade: 0
- 2<sup>nd</sup> Grade: 0
- 3<sup>rd</sup> Grade: 2
- 4<sup>th</sup> Grade: 3

## **Enrollment Justification Narrative Upper School Campus**

### ***Narrative for Plan for meeting each year's enrollment targets***

Arizona Autism Charter School's growth plan includes growing by one grade level each year. The school has successfully implemented that model since its inception. Below is a timeline of the school's growth:

2014-15 – Opened serving grades K-5, met enrollment target of 90 students

2015-16 – Amendment Request Approved to Add 6<sup>th</sup> Grade, added about 18 students

2016-17 – New Site and Adding Grade Levels Request Approved to Add Grades 7 and 8, only 7<sup>th</sup> grade added and more than 50 students

2017-18 – Enrollment Cap Amendment Pending, Plan to Add 8<sup>th</sup> Grade and grow by about 20 students

2018-19 – Grade Level Amendment Request pending, plans to add 9<sup>th</sup> Grade, and grow by about 20 students

2019-20 – Grade Level Amendment Request pending, plans to add 10<sup>th</sup> Grade

Throughout this process, all enrollment targets have been met and the school has had a waiting list of approximately 100 students since its inception. The enrollment targets identified in the Enrollment Matrix for the Upper School that include the addition of 8<sup>th</sup> grade are projections for each of the classes moving up by one grade level. The current 7<sup>th</sup> graders will move to 8<sup>th</sup> grade, the current 6<sup>th</sup> graders move to 7<sup>th</sup> grade, the current 5<sup>th</sup> graders move to 6<sup>th</sup> grade and the current 4<sup>th</sup> graders at the elementary campus will move to the Upper Campus. Therefore, the targets are based on each set of students moving up with their class therefore creating a 5-8 school at the Upper Campus. In addition, screening was completed and a lottery held to invite new students to enroll for about five open spots.

### ***Necessary advertising and/or promotion***

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

### ***Number of returning students***

AZACS distributed intent to re-enroll forms to current families and has acquired written confirmation that approximately 90% of students intend to re-enroll. That equals about 50 students.

### ***Anticipated new student enrollment for 2017-18 School Year***

AZACS has already conducted its open enrollment and lottery process and has filled open student spots. New students have been enrolled in the following grades:

- 5th grade: 20 (18 coming from the elementary campus)
- 6th grade: 3
- 7th grade: 2
- 8th grade: 1

### **Resources Narrative Elementary Campus**

A grade level expansion is not being requested for the elementary school. The current campus serves students in grades K-4 and plans to continue that grade level span in future school years. The school has already adopted and purchased curriculum for grades K-4 and will continue to use those resources. The school also has adopted assessments including the ReThink Autism assessment, data and curriculum program, the Galileo assessment and the MAP assessment. The school is already equipped with instructional materials and will only need to make minor replacements of books, technology and manipulatives. These costs have already been budgeted for the upcoming school year.

## **Resources Narrative Upper School Campus**

### *Curriculum*

AZACS' founding team has worked together and in consultation with experts in the field of autism education to develop the initial curriculum plan as submitted to the Arizona State Board for Charter Schools. The team has worked under the leadership of Dr. Joseph Gentry, a doctorate level Board Certified Behavior Analyst and autism education expert with more than ten years of experience implementing best practices in school settings to continue to develop the plan.

The Arizona College and Career Ready standards form the core basis of curriculum. In addition, the needs of the student population at AZACS is considered. AZACS' population is primarily students on the autism spectrum. The school uses evidence based methods established through peer reviewed methods to educate our students. Thus, curriculum is evaluated on how well it aligns to the standards; how adaptable it is to students' IEP goals; the developmental sequence of the grade levels; and the evidence based methods it employs that supports the academic achievement of students with autism. The AZACS leadership team has engaged in a curriculum selection and review process and has adopted the following curriculum resources:

#### Curriculum for High Functioning Students- "A" Level Classes

<b>English Language Arts</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>
8 <sup>th</sup> – 10 <sup>th</sup> Grade Engage New York	8 <sup>th</sup> – 10 <sup>th</sup> Grade Engage New York	8 <sup>th</sup> – 10 <sup>th</sup> Grade Engage New York	Foss Kits: Human Systems Interactions
			Foss Kits: Heredity and Adaptations
			Foss Kits: Populations and Ecosystems
			Foss Kits: Diversity of Life

#### Curriculum for High Needs Students, moderately to severely impacted by disability- "C" Level Classes

<b>English Language Arts</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>
8 <sup>th</sup> – 10 <sup>th</sup> Grade Edmark Reading Program	8 <sup>th</sup> – 10 <sup>th</sup> Grade Touch Math, functional math materials	8 <sup>th</sup> – 10 <sup>th</sup> Grade Unique Learning Systems	Foss Kits: Human Systems Interactions
Unique Learning			Foss Kits: Heredity and Adaptations

			Foss Kits: Populations and Ecosystems
			Foss Kits: Diversity of Life
			Foss Kits: Unique Learning

These curriculum programs are currently being used in the current classrooms serving grades 5-7, therefore, the rationale for all the materials above is to provide continuity for both students and teachers with the curriculum used from the previous grade levels.

### *Assessments*

The school plans to purchase standardized assessment programs to meet the needs of various levels of students on the autism spectrum. In addition, the school will use curriculum based assessments, internal data driven instruction and various formative assessments to ensure students are making progress.

Students in A level, high functioning classrooms must be prepared to take the AZ Merit test. The Galileo assessment tool will be administered at the beginning, middle and end of the school year to determine students' acquisition of standards based content in language arts, math and science. The school will use AZ-CSP funding to make this purchase.

Students in C level classes will use an Applied Behavior Analysis (ABA) system to acquire data and make assessments on progress. Either the Catalyst or PEAK assessment will be purchased. AZ-CSP funding will be used to acquire this assessment tool.

Students in B level classes or moderately impacted by intellectual disability will use the NWEA MAP assessment to measure their progress. This is an adaptive achievement test that modifies the difficulty of questions based on students' abilities. This assessment is recognized as a best practice option for students in special education. This also will purchased with AZ-CSP funding.

### *Instruction*

AZACS' program of instruction uses techniques in Applied Behavior Analysis (ABA), the most empirically supported methodology for children with autism. In addition, AZACS offers rigorous academic programming so students access grade level standards to the best of their abilities.

High quality ABA programs require intensive individualized instruction based on assessments that inform the creation of program goals. The daily data on goals serve as formative assessments that determine if instruction is successful or needs to be adjusted.

To create the conditions to ensure quality ABA programs take place, AZACS has an average 3:1 or 2:1 student to instructor ratio and very small class sizes with an average of nine students per

class. This allows for individualized and small group instruction and data collection throughout the day. Most AZACS teachers and staff have a background and training in ABA and are further trained in program implementation and data over the summer and continuously throughout the school year. The credentialed professionals qualified to oversee ABA programs are Board Certified Behavior Analysts (BCBAs). At AZACS, each classroom is overseen by a BCBA who ensures student instruction is being implemented following ABA principles and that data is being collected and analyzed with fidelity. Furthermore, AZACS teachers ensure that all student ABA goals are aligned to AZ College and Career Ready Standards. This is done by requiring teachers to indicate goal alignment on student IEPs and lesson plans.

The concrete resources needed to implement this type of program are facilities, technology, software and instructional materials. The school received start up grants to equip the Upper School in its first year of operation, and will continue to receive funding for the next two years through the AZ-CSP grant to acquire the additional resources needed to grow by approximately 15-20 students per year. Once the AZ-CSP grant expires, the school will be enrolled at capacity and state funding will cover the remaining concrete resources needed. Additionally, school leaders will continue to seek other public and private grant funding.

### **Courses Narrative Upper School Campus**

#### *Course Offerings*

The chart below outlines the courses that will be taught and required at AZACS for high school students. All courses are aligned to the Arizona College and Career Ready Standards and taught to mastery. In addition to the English, Math, Social Studies, Science core classes, AZACS will implement a rigorous and functional Career and Technical Education program including Entrepreneurship and Network Technologies.

<b>Courses</b>	<b>Freshman</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
<b>English</b> (4 credits Req'd)	• Freshman English	• Sophomore English	• Junior English	• Senior English
<b>Math</b> (4 credits Req'd)	• Algebra I	• Geometry	• Algebra II	• STATS
<b>Social Studies</b> (3.5 credits Req'd)	• World History/Geography		• American History/AZ History	• Economics (.5 credit) • American Government/AZ Government(.5 credit)
<b>Lab Science*</b> (3 credits Req'd)	• Integrated Science	• Biology I	• Earth/Space	

Fine Arts/CTE (1 credit Req'd)	<ul style="list-style-type: none"> <li>• Career Exploration</li> </ul>		<ul style="list-style-type: none"> <li>• Network Technologies (2 year program) Fundamentals of Information Technology Network Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship (2 year program) Fundamentals of Marketing Entrepreneurship</li> </ul>
Electives (7 credits Req'd)	<ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Physical Education</li> </ul>			

*Process and Criteria for Awarding Course Credit*

The school will establish minimum performance requirements in each course, which will be an average of at least 70% on assignments and assessments to pass a course. The IEP team may determine other criteria based on a student's individual plan. These criteria may be based in part on proficiency in content and participation and attendance. Any student who does not meet the minimum performance requirement will not pass that course nor receive credit, but will be given opportunities for remediation or to repeat the course.

*Policy on Acceptance of Transfer Credit*

When a student enrolls at Arizona Autism Charter High School without transfer grades three weeks after a semester begins, the student may not receive credit for classes during that semester unless the student participates in a transfer grade restoration opportunity.

- An incoming student may be required to attend outside the regular school day to learn required material
- A student may enroll in a credit recovery course.
- A student may take an on-line course through an approved online program.

*Graduation Requirements*

Course		Cohort 2013 and beyond
English/Language Arts	Freshman, Sophomore, Junior and Senior	4.0 credits
Mathematics	Algebra I & II, Geometry and Financial Math	4.0
Science	Integrated Science, Biology and Earth/Space Science	3.0

Social Studies	World History/Geography, American/Arizona History, Economics, Civics and American Government	3.5
Physical Education/Health		.5
Career and Technical Education		1.0
Electives		6.0
<b>Total</b>		<b>22</b>

In addition to these graduation credit requirements, each student must pass the Civics Test to be granted a diploma from Arizona Autism Charter School.

The Governing Board at AZACS has determined that each student on an IEP may have modified curriculum, adjusted timeframes, or other agreed upon changes to the course of study to satisfy completion certificates. AZACS will also abide by the guidelines of the Arizona Department of Education Department for Exceptional Student services for graduation for students with disabilities. Those guidelines are currently under revision by ADE. Arizona Autism Charter School's leadership will follow those guidelines when they become available.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Arizona Autism Charter School K-4				
Grade Level	Number of Students			
	Current—FY16-17	Target—FY17-18	Target—FY18-19	Target—FY19-20
Kindergarten	18	18	18	18
1 <sup>st</sup>	21	20	20	20
2 <sup>nd</sup>	25	25	25	25
3 <sup>rd</sup>	23	25	25	25
4 <sup>th</sup>	16	20	20	20
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	103	108	108	108



# Arizona State Board for Charter Schools

## Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Arizona Autism Charter School				
Position	Number of Staff Members			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Admin Office Staff	3	3	3	3
Teachers/Instructional Staff				
Kindergarten	1	1	1	1
1 <sup>st</sup>	2	2	2	2
2 <sup>nd</sup>	2	2	2	2
3 <sup>rd</sup>	3	3	3	3
4 <sup>th</sup>	3	3	3	3
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Therapists-Speech, Occupational	4	4	4	4
Paraprofessional	32	32	32	32
Additional Staff				
List title: _Behavioral Specialists	4	4	4	4
ABA Program Supervisor	2	2	2	2
Facilities Manager/Floater	1	1	1	1
<b>Total Number of Staff Members</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>

### Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Arizona Autism Charter School Elementary Campus K-4				
Title	Leadership Team			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Founder & Executive Director – Diana Diaz-Harrison	1	1	1	1
Principal – Tanya Brodd	1	0	0	0
Elementary Program Director – LaToya Horton-Williams	0	1	1	1
Staffing Coordinator – Patrick Masson	1	1	1	1
Director of SPED and Human Resources – Rosetta Hicks	1	0	0	0
Coordinator of Human Resources – Nisha Teague	0	1	1	1
Coordinator of SPED – Natalie Batts	0	1	1	1



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Arizona Autism Charter School Upper Campus				
Grade Level	Number of Students			
	Current—FY16-17	Target—FY17-18	Target—FY18-19	Target—FY19-20
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>	16	20	20	20
6 <sup>th</sup>	23	20	20	20
7 <sup>th</sup>	12	28	20	20
8 <sup>th</sup>		8	28	20
9 <sup>th</sup>			8	28
10 <sup>th</sup>				8
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>	51	76	96	116



# Arizona State Board for Charter Schools

## Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

<b>School Name: Arizona Autism Charter School, Upper School Campus</b>				
<b>Position</b>	<b>Number of Staff Members</b>			
	<b>Current—FY16-17</b>	<b>Anticipated—FY17-18</b>	<b>Anticipated—FY18-19</b>	<b>Anticipated—FY19-20</b>
Office Administration	2	3	3	3
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup> - 7 <sup>th</sup>	5*			
5 <sup>th</sup> - 8 <sup>th</sup>		5**		
5 <sup>th</sup> - 9 <sup>th</sup>			7**	
5 <sup>th</sup> - 10 <sup>th</sup>				8**
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Therapist – Speech, Occupational	3	3	4	4
SPED Compliance Coordinator	0	0	1	1
Paraprofessional	25	25	30	35
Curriculum Manager B/C	0	1	1	1
<b>Additional Staff</b>				
<u>ABA Leads</u>	1	4	6	8
<u>Behavioral Specialists</u>	2	2	3	3
<u>ABA Program Supervisors</u>	0	2	2	2
<u>Facilitates Manager/Floater</u>	1	1	1	1
<b>Total Number of Staff Members</b>	<b>39</b>	<b>46</b>	<b>58</b>	<b>66</b>

## Staffing Chart

**\*AZACS' program offers multi-grade classrooms grouping students based on abilities and needs.** The five teachers are teaching students in grades 5-7.

**\*\*The five teachers will be teaching students in grades 5-8 for the high functioning students.**

**\*\*\* The eight teachers includes the six teachers that will be teaching 5-9 and two additional teachers for 9<sup>th</sup> grade English and Math.**

### Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the "Title" column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the "Current" and "Anticipated" columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write "New Hire" or "TBD" (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Arizona Autism Charter School Upper Campus				
Title	Leadership Team			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Founder/Executive Director Diana Diaz-Harrison	1	1	1	1
Principal Tanya Brodd	1	0	0	0
Middle School Dean & ABA Program Supervisor Megan Tolway	1	0	0	0
Upper School Program Director Megan Tolway	0	1	1	1
Director of SPED and Human Resources Rosetta Hicks	1	0	0	0
Coordinator of Human Resources TBA	0	1	1	1
Manager of SPED, Assessment, Academic Counseling, and Transition	0	1	1	1

Staffing Chart

Programs – Natalie Batts				
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