

Arizona State Board of Education

Application for Arizona Online Instruction (AOI) Schools and Programs



Application for 2021-2022 School Year

School District¹ Application for
Arizona Online Instruction (AOI) Schools and Programs

¹Interested charter schools must apply through the Arizona State Board for Charter Schools.

Application Package Deadline:

Close of business on **October 31, 2020.**

Applications should be sent to:

Arizona State Board of Education
1700 W. Washington St.
Executive Tower, Suite 300
Phoenix, Arizona 85007
(602)542-5057
(602)542-3046
inbox@azsbe.az.gov

Who is eligible to apply: Any school district

Application Package:

- Single original paper submission of Application Package, including Appendix and Statement of Assurances mailed to Board offices
- Electronic copy of entire submission send to inbox@azsbe.az.gov

Evaluation Process:

The Board will appoint an evaluation team with Rio Salado that will meet and score the application.

Considerations:

After each application has been scored on the established criteria, the Board will be provided with a copy of the application package, the results of the scoring, and the current fiscal and academic compliance of the applicant. It is anticipated that final consideration of each application will occur by the Board's meeting in February.

Depending on the number of applications received, the Board may request schools cover at least a portion of the costs to evaluate the application.

School districts that were provisionally approved for the 2020-2021 school year are *not* required to resubmit an application. A district that is provisionally approved and seeks full approval beyond the 2020-2021 school year should schedule a demonstration with the contact from Rio Salado.

1.

Cover Page

- Name of District applying to add a school or program:
 - Fountain Hills Unified School District

- LEA CTD (County, Type, District code):
 - Maricopa, 070298000

- Name of proposed AOI school or program:
 - Fountain Hills Virtual Academy (FHVA)

- Proposed grade levels of AOI school or program (may not be grade levels outside of current authority):
 - K-12

- Name of District Contact, including mailing address, phone number and email address:
 - Kelly Glass, 16000 E. Palisades Blvd., Fountain Hills, AZ 85268, 480-664-5011, kglass@fhacademics.org

- Name of AOI school or program administrator, including mailing address, phone number and email address:
 - Allison Barbor, 16000 E. Palisades Blvd., Fountain Hills, AZ 85268, 480-664-5000, abarbor@fhacademics.org

- Mission of the District:
 - We achieve and celebrate educational excellence

- Mission of the proposed AOI school or program:
 - The Fountain Hills Virtual Academy mission is to provide an environment which allows students to take ownership and responsibility of their education by being flexible with course selections in order to help them reach their desired goals.

2.

Introduction (4 page maximum):

Needs Analysis: *FHUSD has utilized an AOI model for high school students for many years. With the recent pandemic, parents requested a continuation of online/virtual learning courses for their students. Fountain Hills is an affluent retirement community with ties to Fort McDowell Yavapai Nation (FMYN). The students from FMYN come from a lower socio-economic level than the students in the town limits. The parents from FMYN have expressed a considerable interest in the virtual academy. Stakeholders outside of the FMYN indicate a desire to continue online/virtual instruction while still remaining a student in Fountain Hills as many care for elderly family members. The community aside, we have a number of students with extreme health issues that prevent them from attending school. FHVA has afforded the students the opportunity to continue to attend school in a model that meets their needs. While we have returned to full in-person learning, we have continued to have 10% of our K-12 student population attending FHVA. This model continues to meet a significant need for our families and communities both in town and on the reservation. A family survey for instructional model planning for the spring and 2021-2022 indicate 13% of our K-12 families have a continued interest in FHVA.*

Educational Philosophy: *FHUSD expects that all students will learn to recognize the value of an education. FHUSD believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in our society. Students should be taught to understand the duties and privileges of responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population, and urbanization must also be taught. The input and support of the citizens of the community, and especially the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change. Online best practices will be evident in the program's instructional strategies. The instructors/facilitators will utilize the instructional best practices while providing instruction and assistance through Schools PLP (Learning Management System – LMS) and Google Meets/Zoom.*

Summary of Instructional Program: *Courses offered in the FHVA provide alignment to the Arizona Standards through our partnership with Beyond Textbooks. Beyond Textbooks provides FHUSD with vertical and horizontal alignment of standards in grades K-12 with assessments aligned and administered through Performance Matters. Instructors will ensure alignment of curriculum resources to the Beyond Textbook pacing calendar, standards alignment, and assessment calendar. All instructional resources will be housed on the LMS – Schools PLP. The LMS includes electives for K-12 students as well as all core courses that are delivered synchronously or asynchronously. The course description guide for FH High School and Schools PLP are attached as appendices and on the FH Online website.*

Implementation: *The AOI school offers FHUSD flexibility in providing educational content that will best meet students' needs. It serves as the home for both digital and hybrid learning opportunities. In grades K-12, students enrolled in the online school will*

have access to all the benefits of online learning at their pace with courses being tailored to their academic achievement levels. These include personalized scheduling and independent study, along with regular assessment. The focus is on goals-driven development, where students actively take ownership of their learning. We have staff dedicated to continuous monitoring of student progress and provision of instructional support. Students have the option to schedule time to work on the main school campus, where they can meet face-to-face with a certified teacher for reinforcement and clarification of online course material. Teachers also keep in contact with students through digital tools such as Schools PLP and Google Classroom and Meet, as well as email. Students will follow the curriculum schedule of our main schools in terms of course content. Curriculum will be delivered via online elements with the option for face-to-face instruction.

Governance and Leadership:

- *Kelly Glass is the superintendent of FHUSD. As a 23-year educator, holds degrees in Elementary Education (Pk-8), K-12 Special Education, Early Childhood Education, Master's degrees in Curriculum and Instruction and Educational Leadership and a Doctoral degree in Leadership and Management. The role of the Superintendent will be to provide coaching support for the principals and director of Instructional Support in the implementation of FHVA, assisting with problem solving, and ensuring through implementation processes that the program is working effectively for all stakeholders.*
- *Allison Barbor graduated from the University of Arizona with a Bachelor of Science in Speech and Hearing Sciences and a minor in Special Education. In 1998, she earned a Master's in Education from Chapman University in Curriculum and Instruction. Allison obtained her Superintendent Certificate, Principal's Certificate, as well as a Reading Endorsement, Early Childhood Endorsement, ESL and SEI Endorsements. She has been in education for 21 years. Allison was an elementary school teacher, Assistant Principal, and Principal. For the past two and a half years, Allison has been the Director of Instructional Support in the Fountain Hills Unified School District. The director will monitor, through accountability protocols, the effectiveness of the program to include parent/student feedback, participation checklists, and will meet regularly with the principals to determine issues and garner feedback. As the district's assessment coordinator, the Director will ensure that all students are properly assessed in all local, state, and federal assessments as required.*
- *Valerie Dehombreux holds a Master of Education in Educational Technology as well as additional Educational Leadership coursework and a Bachelor of Science in Elementary Education from Northern Arizona University. She is Arizona-certified as a Standard Professional Principal, PreK-12 and a Standard Elementary Education Teacher, K-8 with endorsements in Early Childhood Education and English as a Second Language.*
- *Jeff Markle is in his 20th year of education. Fountain Hills Middle School is Jeff's first principals job. Prior to coming to Fountain Hills, Jeff spend the first 10 years of his career as a high school Social Studies teacher and head Softball/Baseball coach. The last 10 years Jeff was an Assistant Principal and Athletic Director in Colorado.*
- *Kris Alexander has served in education for 16 years. In that time, he's served as a social studies teacher and coach for 9 years. Kris entered in to educational administration as an assistant principal and athletic director at Desert Mountain High School in the Scottsdale Unified School District. He then went on to serve as a school principal at Pathways in Education, a small online charter school in inner city Phoenix. Kris currently serves as the principal for Fountain Hills High School.*

- *The roles of the building principal will be to ensure that courses offered are representative of the standards, graduation requirements, and developmental needs of the students. Each building will follow the FHVA operations guide that includes attendance and enrollment processes, monitoring of student progress, assessment schedules and processes for proctoring, and regular monitoring of the staff and students participating in the program.*

Accessibility: *All FHUSD (Fountain Hills Unified School District) AOI courses are cloud-based and accessed via Chrome Web Browser. Each student is given their own Chromebook, a Google for Education User ID and password, plus internet connectivity. Internet connectivity is provided by students using either their own private connection or by FHUSD at a reduced cost with participating cable providers or for free depending on eligibility.*

If students elect to use their own computer at home, they will need to have the latest version of Chrome browser installed and use their FHUSD provided Google for Education username and password provided at the time of student enrollment. The following OS and hardware for using students computing device:

- *Microsoft Windows OS, Windows 8, Windows 8.1, Windows 10 or later*
- *An Intel Pentium 4 processor or later that's SSE2 capable*
- *Apple Mac*
- *OS X Yosemite 10.10 or later*
- *Linux*
- *64-bit Ubuntu 14.04+, Debian 8+, openSUSE 13.3+, or Fedora Linux 24+*
- *An Intel Pentium 4 processor or later that's SSE2 capable*

After the student logs into the FHUSD provided device for the first time, FHUSD technology department will be alerted via the Google Device Management console, and the device will be vetted to see if the device meets FHUSD security requirements. If the private device does not meet requirements, the student will need to use the district provided device.

Enrollment: *The FHUSD Enrollment packet mandates that families complete the Arizona Residency Documentation Form. They must provide the school with one piece of documentation, noted on the Arizona Residency form, indicating their current residence. This documentation is kept in the students' cumulative file at the school site. Parents will also be required to complete the FTE certification document as well as documenting their students hours of engagement outside and inside the Learning Management System (LMS). Enrollment packet with policies and documents are in the appendices.*

Students, with their parent or legal guardian, must also complete an FTE Determination form at the time of enrollment in the AOI school, stating the intended number of classes for which they will participate. This form is used to determine full or part-time equivalency for state reporting purposes. School site counselors and registrars are responsible to monitor student enrollments. Instructional time is reported to ADE in the form of minutes of attendance through the district SIS, PowerSchool. After 10 consecutive days of non-participation by the student, the schools will initiate steps to determine if the student should be withdrawn from active enrollment in the AOI school, and withdraw the student if necessary.

3.

Describe the depth and breadth of curriculum choices.

The extent to which:

- The AOI High 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. (e.g.: Course Catalog)

See appendix for Course Catalog

- The AOI School/Program offers a variety of comprehensive courses to meet State Board of Education Academic Standards for the identified student population.

See appendix for Course Catalog

- The AOI School/Program offer concurrent, dual, Honors, or AP credit. (Secondary Schools only)

See appendix for Course Catalog. The LMS, Schools PLP, offers Honors and AP credit for our high school. Concurrent and dual enrollment is offered through Scottsdale Community College (SCC) as well as students can take college courses on their own and receive high school credit.

- The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. (Secondary Schools only)

Students will have access to CTE courses through Schools PLP as well as onsite CTE courses at the high school campus. Courses such as AP Capstone and AVID will be offered online and in-person for students wishing to take the courses. As part of the graduation requirement for seniors, students must complete community service and this will also be part of the requirements for FHVA students.

4.

Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.

- 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 and non-computer based activities performed under the direction of a certificated teacher.

FHUSD uses Google for Education and Schools PLP to provide virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions, and will include non-computer based activities. Schools PLP provides the computer assisted learning system that houses the Arizona standards, units, lessons, assignments, and all other student work. Google for Education, along with Schools PLP, provides a format for laboratories, chat sessions, student collaboration rooms, and help desk assistance. Content in Schools PLP and Google YouTube will be utilized for electronic field trips. All YouTube videos must be approved by principals. The help desk link is at https://www.fountainhillsschools.org/Student_Services and will be completed by the student/family and directed to the assigned teacher who will provide assistance within 24 hours.

- Various learning styles are addressed in the delivery methods.

The core content courses offered in the proposed model are inclusive of a variety of instructional strategies and online tools, ensuring various learning styles are addressed.

- Modifications to content delivery by course or by lesson can be made.

The courses offered in the proposed model can be modified for the needs of the AZ Standards, students learning needs in acceleration or remediation, and reading levels. The instructor can change the reading level, provide additional resources/assignments from the bank of curriculum resources on Schools PLP.

- Methods provide synchronous and asynchronous support to AOI students.

Schools PLP is designed to provide synchronous and asynchronous support for students. Through the LMS, instructors and students can share screens in presentation modes, discuss and answer questions either through live interaction or through the chat feature. The LMS provides breakout rooms for students to collaborate through small groups on projects with the instructor having direct access to each room for monitoring. Students have access to assignments, videos, and learning opportunities (labs, field trips) in an asynchronous environment to work at their pace in assigned classroom work. The instructors also have office hours to provide additional

support to students either in person or virtually throughout the week.

- Learner support systems with methods of communication are included.

Instructors have office hours at various times throughout the week, as do counselors, to provide additional support and communication with students. This information will be communicated through in-person learning as well as on the LMS. Students are given a variety of communication platforms, both electronic and in-person, where discussion and feedback may be obtained promptly and in real-time. Staff utilize both Gmail and Schools PLP for communication with students. The LMS provides an area for staff to communicate expectations, course syllabus, and other information. Each school has a reteach and enrichment time in which students will participate. This will give them additional assistance with learning the content standards.

- Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.

FHVA's program is inclusive of methodologies aligned to current online delivery best practices. Engaging lessons and videos are integrated with the courses to create educational experiences for students that are both challenging and enriching. Students engage in academic activities in which they are required to apply real-world connections to lesson objectives. Course objectives, assignments, and expectations are made clear to the students at the start of the course at orientation and are in alignment with embedded assessments, as well as state standards. Synchronous, asynchronous, and in-person support systems are in place for students to obtain assistance with academic and/or technical difficulties.

5.

Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.

Evaluation Criteria:

The extent to which:

- The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.

Learning Management Systems (LMS) systems used at FHUSD includes Schools PLP (K-12) and Google Classroom. The LMS ensures user security through password protected access. The FHUSD Directory Access Protocol is generated through Active Directory. Only students listed in the Active Directory and are hosted on an internal server have access to the LMS.

FHUSD uses 2 layers of security:

1) Secure Socket Layer protocol (SSL Certificates) for data encryption.

2) As an additional layer of security FHUSD uses iBoss for cloud-based firewall and Web filtering/Web blocking technology.

- 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. (Include specific criteria for evaluating external links and/or content.)

When students login to their FHUSD Google for Education account they are provided a list of Bookmarks created by FHUSD to ensure students arrive at the proper web address. In addition, FHUSD uses the cloud-based iBoss firewall and web blocking/filtering system to ensure that students arrive at the proper web address. iBoss web blocking/filtering ensures the content is safe. In addition, FHUSD has implemented Google for Education built in security measures to also enforce that students access sites that have been pre-approved and that no other applications can be downloaded and installed. If external links are required as part of the content delivery and student learning process, links are chosen (teacher), screened (building administrator), and updated (director of technology) to ensure adequate protection. Students have access to preapproved sites and programs through a district link on Google.

- A means for students to identify and report problems with external links.

*If students experience technology related problems with external links, they will have access to the **Technology Help Desk** link located within the FHVA site*

https://www.fountainhillsschools.org/Student_Services. The link will be shared by the instructor and through the LMS and will be in the form of a Google Form with questions to clarify particular questions and needs. The LMS, Schools PLP, has a technology assistance section for students to solve LMS technology issues. A response and/or solution to the problem will be

provided to the student within 24 hours.

6.

Describe the availability of filtered research access to the Internet.

Evaluation Criteria:

The extent to which:

- The AOI school/program identifies safe research practices for the student.
- The AOI school/program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.

All students will participate in a FHVA orientation and digital citizenship class k-12 grade in SchoolsPLP. Students in grade k-6 will be required to participate in SchoolsPLP orientation class which includes digital citizenship content that will prepare students to think critically, behave safely, and participate responsibly in the digital world.

Students will learn digital citizenship through instruction by FHUSD staff during on-site orientation prior to online learning. Students in grades 7-12 will be required to participate in the SchoolsPLP elective course, Learning in the Digital World for Success, during the first semester in FHVA. This course will cover the following content: Digital Citizenship; Online Safety; Communication and Collaboration; Digital Literacy; Study Skills; Content and Copyright; Your Learning Process; Digital Well-being.

Students will utilize an FHUSD device to research to utilize proper security software (content filter's, iBoss filtering) to protect students. Instructors will provide students with links, when appropriate, that have been vetted to further the work of the students on safe educational sites. FHUSD teachers will provide instruction to students for the appropriate level of research for their classroom. The district's IT team will provide additional support for the teacher and principals for each grade level using web and content filtering by iBoss and Google for Education web content filtering services.

7.

Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.

Evaluation Criteria:

The extent to which:

- 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.
- Any communications between staff, student, and parents is logged and secure.

All FHUSD Google G-mail for both students and staff use the Google production domain name @FHAcademics.org. All communications between staff, student, and parents is logged and secure and is routed through two layers of security: Level 1 is the use of the archiving, SPAM, spoofing and content filtering protections provided by Google for Education. Level 2 is that all email is routed again to FHUSD's Barracuda email archive system, SPAM and spoofing system, which also filters for harmful content and attachments. After email is archived on our on premise, email Barracuda archival system, it is then backed-up daily and stored off premise in a separate secure backup system. All suspicious emails, either internal or external, are flagged and do not read the individual student but administrators are alerted directly to include building administrators and the technology director.

8.

Describe the selection and training for online teachers.

Evaluation Criteria:

The extent to which:

- The AOI School/Program has established, or plans to establish a system of *initial* and *ongoing* professional development and monitoring for teachers in an online environment.

The FHUSD committee worked to develop a comprehensive and robust plan for professional development. Professional learning will be made available to a collective group of staff working with FHVA's online program, including teachers, academic coaches, and administrators. A copy of the professional development plan for online instruction can be located at https://www.fountainhillsschools.org/Student_Services. Instructors of online courses will have a dedicated webpage inclusive of professional development timelines, topics, and various support resources.

- Faculty members are, or will be 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.

To ensure staff members exhibit competency in the use of the LMS, PD focused on building and delivering courses within Schools PLP are to be completed by instructors during initial training. To complete this course, instructors will be required to demonstrate their competency in navigating the LMS. This assessment will seek to ensure instructors are able to effectively create and assign learning tasks, navigate synchronous and asynchronous communication platforms, accurately utilize the grade book, and troubleshoot technical difficulties that might arise during instruction.

- The extent to which instructors will be appropriately certified as defined by Arizona certification rules.

All course instructors will be appropriately certified in the subject areas and grade levels they teach. FHUSD continuously ensures the district is in compliance with state certification requirements when staffing teaching positions.

Fountain Hills Virtual Academy
Professional Development
2021-2022

Fountain Hills Unified School District (FHUSD) will train teachers at the end of the school year for the subsequent school year. New teachers hired prior to the start of the school year will be trained during the new teacher orientation days. All new teachers will report to work two days prior to all returning staff. All staff members will receive two days of professional development

prior to the students returning to school. All staff members will receive professional development throughout the school year.

Implemented Previously

- Beyond Textbooks: The essential standards that students must learn in each content area.
- Schools PLP: A platform where digital content is housed in a virtual setting where student learning takes place.
- Safe Schools Training: Annual training for all staff members

First year of Implementation

- Performance Matters: Benchmark Assessments
- PowerTeacher Pro: A platform where the students’ grades are kept in PowerSchool.

Date of Training Session	Training Session Title	Who will receive the training
April 2021	Performance Matters	Teachers
April 2021	PowerTeacher Pro (new gradebook)	Teachers
August 2021	New Teacher Schools PLP	New Staff Members
August 2021	Performance Matters	New Teachers
August 2021	Beyond Textbooks	New Teachers
August 2021	PowerTeacher Pro (new gradebook)	New Teachers
August 2021	Refresher Schools PLP	Former Staff Members
August 2021	Safe Schools Training	All Staff
August 2021	How to Navigate SchoolsPLP K-3rd grade session 6th-8th grade session 9th-12th grade session	Parents/guardians and students
August 2021	Google Site for Virtual Instruction best practices	All Teachers
Early Release Days	A survey will be completed by the staff to figure out what additional training session are needed throughout the school year	All Staff
August 2020- May 2021	FHVA Coach	Teachers who request/need additional support

9.

Describe the school's current partnerships with universities, community colleges and private businesses.

Evaluation Criteria:

The extent to which:

- Community partnerships that encompass the goals of post-secondary transition (e.g.: partnerships with universities, community colleges, and vocational/technical schools.) (Secondary Schools only).

FHHS students have opportunities to engage in the post-secondary educational process through Scottsdale Community College and EVIT. Both provide either dual and concurrent enrollment. Several foundations in the town of Fountain Hills provides support for students to take courses such as AVID and AP Capstone. These programs are funded through the Vern C Johnson Family Foundation. Our students participate in Kiwanas, Rotary International to improve their academic and leadership skills. All students must complete community service hours for graduation. Many of our foundations and community organizations support our students in completing their service.

- Community partnerships that enhance the school experience for AOI students. (e.g.: private business, career track organizations, community organizations, etc.)
- Partnerships do or will enhance the school experience for AOI students.

Students enrolled in the FHVA will have the same opportunities to engage with our partner businesses and organizations. The town of Fountain Hills has the following organizations that support our students through a variety of activities, opportunities, and growth potential:

Vern C Johnson Family Foundation, Conti Foundation, Kiwanas, Rotary, Fountain Hills Coalition (drug and alcohol prevention), Golden Eagle Foundation (mentoring, volunteer opportunities, grant/scholarship opportunities), Chamber of Commerce, PTO, and the Fountain Hills Leadership Academy.

10.

Describe the services offered to developmentally disabled populations.

Evaluation Criteria:

The extent to which:

- The AOI School/Program will identify students with exceptionalities accordance with the requirements of IDEA - 2004.

The process FHVA will utilize to identify students with special needs will be conducted in-person and in accordance with the requirements of IDEA (2004) as follows:

Step 1: For all new students enrolled in the school, the staff will complete the 45-day screener on the appropriate date from the start of school enrollment.

Step 2: 45-day screeners will be reviewed by the school's principal and counselor for any noted difficulties and will make recommendations to the student's case manager or student support team (SST) for intervention, modifications and accommodation's for each student requiring them in accordance with the students 504, IEP, or MTSS plan.

Step 3: If the student has not been previously identified as needing special education services, the SST will engage the parents in interventions to improve instruction and monitor according to the MTSS plan for the district. Following the prescribed interventions and time, if additional assessment/evaluation is needed, the SST will make recommendations for a review of existing data (RED). The team will make data based decisions on determining the need for further evaluation.

Step 4: The student's educational team will complete all assessments on campus and in-person. The student will proceed through the process of evaluation, discussion, and if needed, IEP/504 development.

- The content and the content delivery system can be adapted to meet the accommodation and modification requirements for students with exceptionalities.

During both ELA and mathematics instruction, students with special needs will receive accommodations and modifications to content through virtual in-person instruction provided by the resource teachers/related services providers. All FHUSD students use Chromebooks which have accessibility features build into their design. Schools PLP has built in assistive technologies. Schools PLP also has built methods to address special needs of students.

- Students with exceptionalities will receive onsite/in-person support when the need is identified. (e.g.: related services, tutoring, testing accommodations, etc.)

FHVA will provide students with special needs with on-site support from a school-based teacher of special education. This teacher will provide support and services as outlined in the student's IEP. Students will receive all their specialized instruction while they are in attendance at the school site to include related services, tutoring, testing, accommodations, modifications. Teachers and program administrators will ensure the program is in compliance with all regulations outlined in

State Board Website: <https://azsbe.az.gov/resources/arizona-online-instruction>

IDEA.

11.

Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.

Evaluation Criteria:

The extent to which:

- A process is in place for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI school/program. (Include a step-by-step process, with person(s) responsible for implementing the process.)

To address the root causes of declining academic achievement by students in FHVA, the Student Support Team (SST) will review the progress of students deemed needed and necessary by the counselor/teacher team monitoring the FHVA programming at each school. The SST will be utilized by the FHVA staff to ensure interventions and support have been provided to the students. Conferences and frequent communication with parents and students will take place during the student's enrollment in FHVA to ensure adequate progress in enrolled courses. Should a student continue to not make academic progress in FHVA, a conference will be held with the parent and FHVA staff to determine the best placement for academic progress.

- The extent to which the AOI school/program will ensure/monitor student progress for at least one year's growth annually. (Include a step-by-step process, with person(s) responsible for implementing the process.)

*All students enrolled in FHVA will participate in the FHUSD district wide comprehensive system of assessments. The system is inclusive of curriculum based measures, district benchmark assessments, and state-wide summative assessments. The system ensures monitoring of student progress for at least one year's growth annually. The Director of Instructional Support and site leaders are responsible for training staff on when to administer assessments, how to administer the assessments and district and school data analysis. Site leaders are also responsible for weekly logs being collected and filed appropriately, and coursework completion. Teachers are responsible for monitoring student weekly performance, coursework progress, weekly logs, administering assessments, and analyzing student data. **This would include pre-assessments, quarterly benchmarks, and EOY assessment, data analysis process, continual monitoring of progress, achievement.***

Director of Instructional Support

1. *Provide testing window dates to site Administrator*
2. *Attend state assessments' training sessions*
3. *Attend PowerSchools' Performance Matters training sessions*
4. *Train site Administrators on administering assessments*
5. *Analyze district assessment data*

Site Administrators

1. *Select testing dates for school site*
2. *Attend Director of Instructional Support's training sessions*
3. *Select Quarterly Benchmark assessment dates*
4. *Attend PowerSchools' Performance Matters training sessions*
5. *Train staff on administering assessments*
6. *Analyze site assessment data*
7. *Weekly logs being collected and filed appropriately*
8. *Coursework completion*

Teachers

1. *Attend assessments training sessions*
2. *Administer assessments*
3. *Analyze assessment data*
4. *Build a rapport with students to ensure success*
5. *Collection of weekly logs and filed appropriately*
6. *Monitor student's individual progress and performance in coursework on a weekly basis*
7. *Communicate any concerns with the student, parents/guardians, and administration*

- Courses offered exhibit a variety of formative and summative assessments of student competency.

ELA and Mathematics courses exhibit a variety of formative and summative assessment measures. Assessments are administered as a means of providing students and instructors with consistent measure of student competencies. Weekly formative assessment measures will be integrated into FHVA utilizing Beyond Textbook formative assessments as well as Performance Matters assessments.

- The AOI School/Program will ensure that course/grade outcomes are monitored for academic integrity. (e.g.: testing issues, plagiarism, etc.)

Assessments will be proctored by FHVA staff to ensure academic integrity. At the start of any FHUSD FHVA, students will engage in Digital Citizenship lessons, one of which will embed the topic of Academic Integrity. These courses are developed through Common Sense Media and will occur at the school site, facilitated in person along with an orientation of online learning expectations. Further information can be found at https://www.fountainhillsschools.org/Student_Services.

12.

Describe the goals of the AOI School/Program.

Pursuant to ARS § 15-808 (B), each new school that provides online instruction shall provide online instruction on a probationary basis. After a new school that provides online instruction has clearly demonstrated the academic integrity of its instruction through the actual improvement of the academic performance of its students, the school may apply to be removed from probationary status.

The State Board of Education shall remove authorization of an Arizona online instruction probationary school that fails to clearly demonstrate improvement in academic performance within three years, measured against goals in the approved application and the state's accountability system.

Evaluation Criteria:

The extent to which:

- Goals are set forth by the AOI School/Program to monitor the school/program's success. These goals should be set in accordance with the state's accountability system, the school/program's mission, course outcomes, industry certification requirements and/or graduation requirements.

The goals of the district begin with the Governing Board for district success. The Governing Board goals are:

- Goal I. Support and promote policies and practices that increase student achievement and inspire all students to reach their maximum potential.*
- Goal III. Build and sustain a collaborative pre-K through 12 learning environment that meets the needs of individual students, their families, and our community.*
- Goal V. Create and maintain an environment for students, staff and visitors that nurtures health, safety and security for all.*

The mission of the virtual academy is "to provide an environment which allows students to take ownership and responsibility of their education by being flexible with course selections in order to help them reach their desired goals."

The goals for the FHVA support the Governing Board goals:

Goal 1: Provide additional resources and programmatic settings to further meet the individualized needs of all learners.

Actions to implement the goals: Monitor fidelity of the online learning program implementation through effective professional learning, data analysis, and observational feedback to both students and instructors.

Goal 2: Ensure all students have access to rigorous and relevant learning opportunities. Online course catalog is directly aligned to district adopted curriculum to ensure a rigorous, guaranteed, viable curriculum.

Action to implement the goals: Use of Beyond Textbooks curriculum framework to drive the development of courses. BT is the district's curriculum framework for teaching the Arizona standards. The use of BT will provide consistency for students in courses and emphasis of the state assessment. This creates the guaranteed, viable curriculum for the LMS platform. The course catalog is directly aligned to the district curriculum.

Goal 3: Provide high-quality curricular programs (i.e. design, resources, assessment).

Action to implement the goals: The district utilizes the Beyond Textbooks Curriculum framework for alignment of the Arizona and national standards for particular course development. The district's grade level and content level teams work with the standards to ensure the identification of essential standards, alignment of resources, congruency of the state and district assessments take place regularly.

13.

Statement of Assurances:

See Attached.

Course Catalog for FHHS

See Attached

Course Catalog for Learning Management System

See Attached

Parent and Student Handbook

See Attached