Distance Learning Plan
Humanities and Sciences Academy of the United States
4337

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 Prioritizing Kids and Schools During COVID-19 regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	David Curd	Charter Holder Entity ID	4337
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Michael Curd	
Representative Telephone Number		480 317 5900	
Representative E-Mail Address		mcurd@humsci.org	

School Information

*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.

School Name	Entity ID	CTDS
International Commerce High School-Tempe	79042	078713003
NA	NA	NA
NA	NA	NA
NA	NA	NA

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Distance Learning Plan Template 2020-2021

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	200	Start Date for Distance Learning	July 27, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	200
Please choose the option that indicates your proposed duration/plan for distance learning:	☐ 1. We intend to operate distance learning for the full year for all students. ☐ 2. We intend to operate distance learning until _____ for all students. ☐ 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒ 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐ 5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			
The mission of the International Commerce High School is to prepare adult learners academically for occupational education, postsecondary education, social responsibility, employability, and life-long learning through distance education. The International Commerce High School also provides Adult Basic Education, Adult Secondary Education, Literacy, and English Language			

Acquisition for Adults.

The majority of adult learners enrolled are under-served adult student populations that need educational resources.

The International Commerce High School is open twelve months per year, nine hours per day; all adult learners may access the curriculum 24 hours a day, 7 days a week, 365 days a year. New individualized classes begin daily, and enrollment for these classes remains open July through June.

The International Commerce High School will operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).

Per Executive Order 2020-41, the International Commerce High School will offer free onsite learning for students who need a place to go during the day. This option shall be made available for the same number of days per week and shall be open during the same hours offered during the prior school year before the COVID-19 closure took effect.

All courses are taught by certified instructors using inquiry based discussion, cooperative learning, and technology. Instruction takes place in small groups and one-to-one. Study guides are developed for all courses.

Adult learners complete computer course work and study guide course work remotely. Individuals can receive one-to-one help for curriculum over the phone or in-person. Individuals can schedule inquiry based discussions to be conducted over the phone (7am-7pm Monday – Thursday, 8am-12pm Friday and Saturday), or in person on campus (7am- 4pm Monday- Thursday, 8am-12pm Friday).

Upon completion of a course, individuals are invited on campus to pick up curriculum for the next course.

Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. §36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.

Attendance Tracking (1.a.i, 1.i)

a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.
The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments competed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: https://www.azed.gov/finance/school-finance-guidance-for-covid-19/

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The specific measures that will be used to determine whether a student participating in Distance Learning will be reported as present or absent on days when instruction does not take place in person. Attendance tracking for individual instruction includes: 1. Communication with their teachers via telephone and other digital meeting software. 2. Student participation in individualized telephone meetings. 3. Daily assignments competed and submitted by the student which include: American Heart Association Basic Life Support study guide; completion of online curriculum modules and e-sims skills check scenarios.	1. Lead Instructors Faculty 2. Lead Instructors Faculty 3. Lead Instructors Faculty	1. Daily 2. Daily 3. Daily	1. call logs of telephone outreach faculty have conducted to students/families daily faculty/student discussion schedules daily administrator/faculty communications regarding faculty/student discussions daily logs of students/families picking up education materials curbside New enrollment applications Cox Business App records documenting student outreach/discussions Swift Reach K-12 email, text and telephone communications logs 2. call logs of telephone outreach faculty have conducted to students/families daily faculty/student discussion schedules

Study guide units from Reading Foundations courses (Merriam -Webster's Collegiate Dictionary; Algebra To Go; Writers INC; Geometry to Go; The New Dictionary of Cultural Literacy; Civics) Naiku End of course assessments for Reading Foundation courses (Merriam -Webster's Collegiate Dictionary; Algebra To Go; Writers INC; Geometry to Go; The New Dictionary of Cultural Literacy; Civics) Lessons and units from Steck-Vaughn Reasoning Through Language Arts Work Book; Steck-Vaughn Reasoning Through Language Arts Student Book; Steck-Vaughn Mathematical Reasoning Work Book; Steck-Vaughn Mathematical Reasoning Student Book; Steck-Vaughn Science Work Book; Steck-Vaughn Science Student Book; Steck-Vaughn Social Studies Work Book; Steck-Vaughn Social Studies Student Book; Lessons and units from Rosetta Stone Language Learning study guides for Level I, Level II, Level III, Level IV, and Level V. Lessons and units from Rosetta Stone Language: Core Lesson, Pronunciation, Vocabulary, Grammar, Writing, Speaking, Listening assessments learning online curriculum for Level I, Level II, Level III, Level IV, and Level V. Pretests, lessons and post-tests for the Gradpoint Language Arts, Mathematics, Science, and Social Studies online curriculum. Study guide units for Gradpoint Language Arts			daily administrator/faculty communications regarding faculty/student discussions daily logs of students/families picking up education materials curbside New enrollment applications Cox Business App records documenting student outreach/discussions Swift Reach K-12 email, text and telephone communications logs 3.Study guide sign-off logs End of program completion logs (graduates) GED Ready student activity logs CLEP examinations Rosetta Stone student activity logs American Heart Association student activity logs Naiku student activity logs Gradpoint student activity logs ACT WorkKeys Curriculum student activity logs Encycoplaedia Britannica student activity logs

Reading Part A study guide
Reading Part B study Guide
Language Part C study guide
Writing Projects Part D study guide
Gradpoint Mathematics
Quantitative Problem Solving Part A study guide
Quantitative Problem Solving Part B study guide
Algebraic Problem Solving Part C study guide
Algebraic Problem Solving Part D study guide
Gradpoint Science
Life Science Part A study guide
Physical Science Part B study guide
Earth and Space Science Part C study guide
Gradpoint Social Studies
Civics and Government Part A study guide
Civics and Government Part B study guide
United States History Part C study guide
United States History Part D study guide
Economics Part E study guide
Geography Part F study guide
 	
Study guide units, skills review and programs from
Workplace Essential Skills:
    Employment study guide
    Communication & Writing study guide
    Reading study guide
    Mathematics study guide
 	
Pretests, lessons and posttests from the ACT WorkKeys
National Career Readiness Certification curriculum:
    Workplace Documents, Graphic Literacy, Applied
    Mathematics.			

b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
International Commerce High School lead instructors, faculty and staff have worked to insure that adult student learning and instruction is happening and will continue to happen while maintaining high expectations. 1. TELPHONE OUTREACH • New enrollments are being accepted and inquiry-based discussions can be scheduled **Monday to Thursday 8am-7pm, Friday 8am-12pm, and Saturday 8am-12pm.** • Staff members are expected to answer incoming calls during office hours 8am-4pm Monday to Thursday, 8am-12pm Friday. • Staff members are expected to monitor answering service calls. • Staff members are expected to respond promptly to answering service calls. • Staff members are expected to conduct daily student outreach efforts by telephone which include: ✓ keeping in touch with families and students, ✓ helping students complete course study guide packet materials, ✓ schedule inquiry-based learning discussions for students,	1. Lead Instructors Faculty 2. Lead Instructor Business Manager 3. Lead Instructor Business Manager	1. Daily 2. Daily 3. as needed	1,2,3: • call logs of telephone outreach faculty have conducted to students/families • daily faculty/student discussion schedules • daily administrator/faculty communications regarding faculty/student discussions • daily logs of students/families picking up education materials curbside • New enrollment applications • End of program completion logs (graduates) • Cox Business App records documenting student outreach/discussions • Swift Reach K-12 email, text and telephone communications logs • GED Ready student activity logs • Study guide sign off logs • Rosetta Stone student activity logs • American Heart Association student activity logs • Naiku student activity logs • Gradpoint student activity logs • ACT WorkKeys Curriculum student activity logs • Encycoplaedia Britannica student activity logs

✓ assign/reset online curriculum exams,
✓ conduct inquiry-based discussions,
✓ provide information on non-academic resources (food bank, mental health, etc).

Staff members are expected to conduct inquiry-based discussions with students. The inquiry-based learning method used by all instructors at the International Commerce High School allows for monitoring the integration of standards at the course level.

2. CALL, TEXTS, EMAILS through Swift Reach Swift K12:
    • The Swift Reach Swift K12 application through Powerschool is used to communicate with families and students through calls, texts and emails.

3. MAILINGS
    • The International Commerce High School sends mailings to all families and adult students regarding important notices.

Teacher and Staff Expectations and Support (1.a.ii)
a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The International Commerce High School has responded to the new learning environment with a continued focus to provide stability to school communities and take care of current students and students interested in enrolling to earn the high school diploma. The International Commerce High School is making every effort possible to provide continued education opportunities for current	1. Lead Instructors Faculty 2. Lead Instructors Faculty 3. Lead Instructors Faculty 4. Lead Instructors Business Manager	Daily	Action steps 1-9: • Staff Schedule • Study guide completion • call logs of telephone outreach faculty have conducted to students/families

students and students who are enrolling. International Commerce High School lead instructors, faculty and staff have worked to insure that adult student learning and instruction is happening and will continue to happen while maintaining high expectations. New enrollments are being accepted and inquiry-based discussions can be scheduled **Monday to Thursday 7am-7pm, Friday 8am-12pm, and Saturday 8am-12pm.** Staff members use kindness, patience, compassion and goodwill when communicating with families and students. Staff members are trained to be professional, knowledgeable, positive and helpful in communicating with families and students. **Staff expectations:** 1. Staff complete 45 days of professional development prior to working with students. In addition, staff completes all core content as if he/she were a student prior to engaging students. 2. Staff members are expected to work remotely. Staff has been provided tools to work remotely through the Cox Business App. 3. Staff members are expected to be available during shift hours: Monday through Thursday, 7am-1pm (morning shift) 1pm -7pm (afternoon shift), Friday 7am-3pm, and Saturday 8am-12pm. 4. Staff members are expected to participate in weekly organization and planning meetings. 5. Staff members are expected to answer incoming calls during	Faculty Office Staff 5. Lead Instructors Business Manager Faculty Office Staff 6. Lead Instructors Business Manager 7. Lead Instructors Business Manager Faculty Office Staff 8. Lead Instructors Business Manager Faculty Office Staff 9. Lead Instructors Faculty		• daily faculty/student discussion schedules • daily administrator/faculty communications regarding faculty/student discussions • daily logs of students/families picking up education materials curbside • New enrollment applications • End of program completion logs (graduates) • Cox Business App records documenting student outreach/discussions • Swift Reach K-12 email, text and telephone communications logs • GED Ready student activity logs • Rosetta Stone student activity logs • American Heart Association student activity logs • Naiku student activity logs • Gradpoint student activity logs • ACT WorkKeys Curriculum student activity logs • Encycoplaedia Britannica student activity logs

office hours 8am-2pm Monday to Thursday, 8am-12pm Friday.			
6. Staff members are expected to monitor answering service calls.			
7. Staff members are expected to respond promptly to answering service calls.			
8. Staff members are expected to conduct daily student outreach efforts by telephone which include: 　　keeping in touch with families and students, 　　helping students complete course study guide packet materials, 　　schedule inquiry-based learning discussions for students, 　　assign/reset online curriculum exams, 　　conduct inquiry-based discussions, 　　provide information on non academic resources (food bank, mental health, etc).			
9. Staff members are expected to conduct inquiry-based discussions with students. Inquiry-based learning.			

b. Describe commitments on delivery of employee support services including but not limited to:
  o Human resource policies and support for employees; and
  o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Human resource policies and support for employees 2. Regular communication from the administration.	1.Lead Instructor Business Manager 2.Lead Instructor Business Manager	1. July 20, 2020 2. daily	1.In-service training schedule 　Employee Handbook Technology use notification 　International Commerce High School Roadmap 2. In-service training schedule

			Friday in-service/professional development trainings

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Professional development is provided to employees starting July 20-24, 2020, 7pm-3pm with a full week of in-service/ professional development training
2. Weekly Friday in-service/professional development
	1. Lead Instructors Business Manager
	2. Lead Instructors Business Manager
		1.Daily
		2. Weekly
			1.In-service training schedule Employee Handbook Technology use notification Building Entry Protocol 2020-2021 Orientation MWCD study guide Remote procedures Outlook Calendar Training Thermometer training Emergency Flip Chart Emergency Guidelines for Schools Remote Procedures; Script for remote procedures The Family Educational Rights and Privacy Act training certificates
			        For Local Education Agencies
			        For Colleges and Universities ACT WorkKeys Review/ certification CLEP Review/ certification American Heart Association CPR instructor renewal certifications Updated study guides for Curriculum Projects Pearson VUE re-certification AZELLA certification 2.Inquiry based discussion texts for Friday in-service educational methodologies

List Specific Professional Development Topics That Will Be Covered

The mission of the International Commerce High School is to prepare adult (16 years of age to 21 years of age) high school students academically for occupational education, postsecondary education, social responsibility, employability, and life-long learning.

 The International Commerce High School also provides Adult Basic Education, Adult Secondary Education, Literacy, and English Language Acquisition for Adults.

Specific Professional Development topics Covered include:

    Employee Handbook
    Technology use notification
    Overview 2020-2021 Educational Landscape
    Governor Ducey's Executive orders 2020-41; 2020-44
    AOI application update
    International Commerce High School Roadmap
    Building Entry Protocol 2020-2021
        Facility modifications:
            Dedicated Entry
            Personal Protective Equipment (Face Masks, face shields, sanitizer)
            Registrar sneeze guards
            Student spacing
            Restroom no touch upgrades
            Dedicated exit
            Facility reconfigured; Designated areas for specific functions
            Arizona Adult Education Curriculum Standards
    Azella/ Rosetta Stone
    July 27 schedules; After Labor Day-Saturdays 8-12 discussions only
    Student scheduling onsite after August 17.
    Distance Learning Program application; HSAA brochure
    Updated Orientation MWCD study guide

Remote procedures Outlook Calendar Training

On site procedures

   Staging

   Thermometer training

   Hand sanitizing

   Facility cleaning

   Attendance training

Emergency Flip Chart

Emergency Guidelines for Schools

Remote Procedures; Script for remote procedures

The Family Educational Rights and Privacy Act training https://studentprivacy.ed.gov/content/online-training-modules

   For Local Education Agencies

   For Colleges and Universities

ACT WorkKeys Review/ certification

CLEP Review/ certification

Preparing documents for outreach mailings

Adult Basic Education, Adult Secondary Education Standards

   http://www.azed.gov/adultedservices/educators/

American Heart Association CPR instructor renewal

Curriculum Projects

Pearson VUE re-certification

AZELLA certification

Inquiry based discussion texts for Friday in-service educational methodologies

The professional development conducted every Friday is designed for the teachers to complete a minimum of 12 graduate credit hours annually.

The International Commerce High School's academic goal is to develop students to their maximum potential by encouraging:

Knowledgeable and Responsible Students/Citizens: Producing knowledgeable and responsible participants in the American democracy as part of the global society with abroad based knowledge of history, cultures, geography, sciences and mathematics.

Employability in the Workplace: Improving employability in the workplace with the development of basic skills (reading, writing, speaking and thinking in English, numeracy, problem solving and higher order thinking skills).
Productivity in the Workplace: Developing habits, attitudes, and values that are necessary for productivity in the workplace.
Lifelong Learning Citizens: Developing the ability to learn about and adapt to the changes that will occur throughout life after the completion of initial formal education.

The International Commerce Secondary Schools, Inc. provides a rigorous professional development program that trains faculty in teaching methods, curriculum content and development, improving teaching methodologies, and professional growth with the focus on implementing updated curriculum and monitoring student achievement.

International Commerce Secondary Schools, Inc. hires teachers who have minimum double majors and have course work in a language other than English. After being hired, all teachers complete 45 days of in-service prior to working with students. Additionally, each teacher completes all core content as if he/she were a student prior to engaging students.

Professional development focused on curriculum development is based on utilizing various assessments, standards, state board rules and legislation including: state board adopted curriculum and assessments (Essential Skills, Arizona's Instrument to Measure Standards, Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics (AZMERIT) College and Career Readiness Standards), high school graduation requirements, Adult Basic Education curriculum and assessments, General Educational Development assessments and curriculum, Advanced Placement assessments and curriculum, American College Testing (ACT) and Scholastic Assessment Test (SAT) assessments and curriculum, and National Council for Teaching Mathematics standards.

Professional development focused on curriculum revision is developed by the lead instructor and faculty with specific content area expertise. Curriculum changes are approved by the Charter Holder and adopted accordingly. Mechanisms for creating change to curriculum include: analysis of assessment results and course completion data, recommendations from faculty through Friday Staff Development meetings, change in state board rules, change in assessment instruments, and changes in state laws. All course study guides are updated in December and in May, June, and July upon receipt of the Arizona's Instrument to Measure Standards results and Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics (AZMERIT) results and continue to be aligned to the college and career ready standards. The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards. Revision is completed on a consistent basis.

Professional development related to methodology is achieved through extensive staff training and in-service. The charter holder and lead instructors ensure all teachers are prepared to implement curriculum in a consistent and effective manner. Faculty complete 45 days of training, prior to working with students, to include: Inquiry based Leader Training I, completion of the entire same curriculum that students complete, Completion of placement assessments that students complete, shadow experienced teachers, American Red Cross Sports Safety Training,

Arizona English Language Learner Assessment test administration training, and working with Adults with Learning Disabilities and Teach an Adult to Read. Further training includes staff discussions of publications from Oxford University Press, Penguin Modern and Nonfiction Classics, W.W. Norton and Company, and readings from the College and Career Ready text selections.

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	YES	YES	YES
Personal Contact and Discussion	YES	YES	YES
Needs Assessment-Available data	YES	YES	YES
Other:	NA	NA	NA
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	NA	YES	YES
WIFI Hot Spot	NA	NA	NA
Supplemental Utility Support (Internet)	NA	NA	NA
Other:	Telephone discussions to confirm completion of the study guide course work and mastery of the material	NA	NA
When will stakeholders have access to IT Support Availability?			

Traditional School Hours	YES	YES	YES
Extended Weekday Hours	YES	YES	YES
24/7 Support	YES	YES	YES
Other:	On Demand	On Demand	On Demand

Instructional Methods and Monitoring Learning (1.a.iii)

a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	NA	NA	NA	NA
7-8	NA	NA	NA	NA
9-12	Educational methodology includes: • Computer assisted learning system • Virtual classrooms Individualized classrooms • Virtual laboratories • Electronic field trips Smithsonian and Encyclopedia Britannica Online • Electronic mail	**Gradpoint (Pearson)** Gradpoint Quantitative Problem Solving >01: Decimals: Operations and Applications Gradpoint Quantitative Problem Solving >02: Integers: Operations and Applications Gradpoint Quantitative Problem Solving >03: Fractions: Operations and Applications Gradpoint Quantitative Problem Solving >04: Introduction to Exponents Gradpoint Quantitative Problem Solving >05: Properties of	Gradpoint pre-test Gradpoint lesson module quizzes Gradpoint post-test Naiku end of course exams Inquiry based learning discussions	GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) ACT WorkKeys NCRC exam College Level Exam Program

	PowerSchool application K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook. • Virtual tutoring K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook • Online helpdesk • Non-computer based activities performed under the direction of a certified teacher inquiry-based learning discussions	Exponents Gradpoint Quantitative Problem Solving > 06: Roots Gradpoint Quantitative Problem Solving > 07: Ratios, Rates, and Proportions Gradpoint Quantitative Problem Solving > 08: Percents Gradpoint Quantitative Problem Solving > 09: Perimeter, Circumference, and Area Gradpoint Quantitative Problem Solving > 10: Surface Area and Volume Gradpoint Quantitative Problem Solving > 11: Measurement Gradpoint Quantitative Problem Solving > 12: Data Displays Gradpoint Quantitative Problem Solving > 13: Statistics and Probability Gradpoint Algebraic Problem Solving > 01: Expressions Gradpoint Algebraic Problem Solving > 02: Solving Linear Equations Gradpoint Algebraic Problem Solving > 03: Slope and The Coordinate Plane Gradpoint Algebraic Problem Solving > 04: Graphing Linear Equations and Functions Gradpoint Algebraic Problem Solving > 05: Systems of Linear		

	ALL COURSES ARE TAUGHT BY CERTIFIED INSTRUCTORS USING INQUIRY BASED DISCUSSION, COOPERATIVE LEARNING, AND TECHNOLOGY. INSTRUCTION TAKES PLACE IN SMALL GROUPS AND ONE TO ONE. STUDY GUIDES ARE DEVELOPED FOR ALL COURSES. Inquiry based learning discussions: Pre-reading question First reading(taking notes) Second reading (directed notes) Textual analysis Answering an interpretive question about the text Inquiry based discussion with an instructor.(phone) Evaluative writing assignment	Equations Gradpoint Algebraic Problem Solving >06: Solving and Graphing Linear Inequalities Gradpoint Algebraic Problem Solving >07: Operations on Polynomials Gradpoint Algebraic Problem Solving >08: Factoring Polynomials Gradpoint Algebraic Problem Solving >09: Quadratic Equations and Functions Gradpoint Algebraic Problem Solving >10: Solving Quadratic Equations Gradpoint Algebraic Problem Solving >11: Rational Expressions **Gradpoint Mathematics** Quantitative Problem Solving Part A study guide Quantitative Problem Solving Part B study guide Algebraic Problem Solving Part C study guide Algebraic Problem Solving Part D study guide **Foundations Reading** Merriam Webster's Collegiate Dictionary Part A study guide Algebra to Go Part B study guide Writers INC. Part C study guide Geometry to Go Part D study guide Dictionary of Cultural Literacy Part E study guide		

		Workplace Essential Skills: Mathematics study guide **PAXEN Focus Mathematics Steck-Vaughn Mathematical Reasoning** Work Book; **S**teck-Vaughn Mathematical **Reasoning** Student Book; **ACT WorkKeys Applied Mathematics CLEP College Mathematics CLEP College Algebra**		

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	NA	NA	NA	NA
7-8	NA	NA	NA	NA
9-12	Educational methodology includes: • Computer assisted learning system • Virtual classrooms Individualized classrooms • Virtual laboratories • Electronic field trips Smithsonian and Encyclopedia Britannica Online • Electronic mail	**Rosetta Stone** English Level 1 Rosetta Stone English Level 2 Rosetta Stone English Level 3 Rosetta Stone English Level 4 Rosetta Stone English Level 5 **Gradpoint (Pearson)** Gradpoint Reading 01: Effective Reading Strategies Gradpoint Reading > 02: Methods for Reading Gradpoint Reading > 03: Characteristics of Literature Gradpoint Reading > 04: Understanding and Responding to	Rosetta Stone Core Lesson, Pronunciation, Vocabulary, Grammar, Writing, Speaking, Listening assessments Gradpoint pre-test Gradpoint lesson module quizzes Gradpoint post-test Naiku end of course exams Inquiry based learning discussions	AZELLA GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) Civics Naturalization exam ACT WorkKeys National Career Readiness Certification exam College Level Exam Program American Heart Association Basic Life Support certification

	PowerSchool application K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook. • Virtual tutoring K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook • Online helpdesk • Non-computer based activities performed under the direction of a certified teacher inquiry-based learning discussions	Literature Gradpoint Reading > 05: Types of Literature Gradpoint Reading > 06: Early American Literature Gradpoint Reading > 07: American Renaissance Literature Gradpoint Reading > 08: Civil War and Frontier Literature Gradpoint Reading > 09: Literature of the Modern Age Gradpoint Reading > 10: Contemporary Literature Gradpoint Language > 01: Vocabulary, Spelling, and Capitalization Gradpoint Language > 02: Commas, Semicolons, and Colons Gradpoint Language > 03: Mechanics Gradpoint Language > 04: Nouns and Pronouns Gradpoint Writing > 01: Writing Effective Sentences Gradpoint Writing > 02: The Writing Process Gradpoint Writing > 03: Writing for Different Purposes Gradpoint Writing > 04: Research and Persuasion **Gradpoint Language Arts** Reading Part A study guide Reading Part B study Guide Language Part C study guide		

	ALL COURSES ARE TAUGHT BY CERTIFIED INSTRUCTORS USING INQUIRY BASED DISCUSSION, COOPERATIVE LEARNING, AND TECHNOLOGY. INSTRUCTION TAKES PLACE IN SMALL GROUPS AND ONE TO ONE. STUDY GUIDES ARE DEVELOPED FOR ALL COURSES. Inquiry based learning discussions: Pre-reading question First reading(taking notes) Second reading (directed notes) Textual analysis Answering an interpretive question about the text Inquiry based discussion with an instructor.(phone) Evaluative writing assignment	Writing Projects Part D study guide **Foundations Reading** Merriam Webster's Collegiate Dictionary Part A study guide Algebra to Go Part B study guide Writers INC. Part C study guide Geometry to Go Part D study guide Dictionary of Cultural Literacy Part E study guide Civics and Naturalization Part F study guide **Workplace Essential Skills:** Employment study guide Communication & Writing study guide Reading study guide **PAXEN Focus Language Arts** **Steck-Vaughn Reasoning Through Language Arts** Work Book**; Steck-Vaughn Reasoning Through Language Arts** Student Book **ACT WorkKeys Graphic Literacy** **ACT WorkKeys Workplace Documents** **CLEP College Composition** **CLEP Analyzing and Interpreting Literature** **American Heart Association Basic Life Support study guide.**		

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	NA	NA	NA	NA
7-8	NA	NA	NA	NA
9-12	Educational methodology includes: • Computer assisted learning system • Virtual classrooms Individualized classrooms • Virtual laboratories • Electronic field trips Smithsonian and Encyclopedia Britannica Online • Electronic mail PowerSchool application K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook. • Virtual tutoring K-	**American Heart Association Basic Life Support study guide.** **Gradpoint (Pearson)** Gradpoint Life Science >01: Cellular Structure and Function Gradpoint Life Science >02: Life Functions and Energy Intake Gradpoint Life Science >03: Cell Cycle and Cellular Reproduction Gradpoint Life Science >04: Genetics Gradpoint Life Science >05: Molecular Basis of Heredity Gradpoint Life Science >06: Evolution and Natural Selection Gradpoint Life Science >07: Species Formation and Survival Gradpoint Life Science >08: Ecology Gradpoint Life Science >09: Human Body and Health I Gradpoint Life Science >10: Human Body and Health II Gradpoint Physical Science >01: Matter Gradpoint Physical Science >02: Energy and Chemical Reactions Gradpoint Physical Science >03:	Gradpoint pre-test Gradpoint lesson module quizzes Gradpoint post-test Naiku end of course exams Inquiry based learning discussions	GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) ACT WorkKeys National Career Readiness Certification exam College Level Exam Program American Heart Association Basic Life Support certification AIMS Science

	12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook • Online helpdesk • Non-computer based activities performed under the direction of a certified teacher inquiry-based learning discussions ALL COURSES ARE TAUGHT BY CERTIFIED INSTRUCTORS USING INQUIRY BASED DISCUSSION, COOPERATIVE LEARNING, AND TECHNOLOGY. INSTRUCTION TAKES PLACE IN SMALL GROUPS AND ONE TO ONE. STUDY GUIDES ARE DEVELOPED FOR ALL COURSES. Inquiry based learning	Solutions Gradpoint Physical Science >04: Forces and Motion Gradpoint Physical Science >05: Newton's Laws Gradpoint Physical Science >06: Work, Power, and Machines Gradpoint Physical Science >07: Waves Gradpoint Earth and Space Science > 01: Earth's Energy Resources Gradpoint Earth and Space Science > 02: Natural Hazards Gradpoint Earth and Space Science > 03: The Earth's Atmosphere and Climate Change Gradpoint Earth and Space Science > 04: Weathering and Winds Gradpoint Earth and Space Science > 05: Earth's Forces Gradpoint Earth and Space Science > 06: Geologic Time Gradpoint Earth and Space Science > 07: Oceans Gradpoint Earth and Space Science > 08: Our Solar System Gradpoint Earth and Space Science > 09: Beyond Our Solar System **Gradpoint Science** Life Science Part A study guide Physical Science Part B study guide Earth and Space Science Part C study guide **Foundations Reading**		

discussions: Pre-reading question First reading(taking notes) Second reading (directed notes) Textual analysis Answering an interpretive question about the text Inquiry based discussion with an instructor.(phone) Evaluative writing assignment	Merriam Webster's Collegiate Dictionary Part A study guide Algebra to Go Part B study guide Writers INC. Part C study guide Geometry to Go Part D study guide Dictionary of Cultural Literacy Part E study guide **PAXEN Focus Science** **Steck-Vaughn Science** Work Book**;** **Steck-Vaughn Science** Student Book **CLEP Biology**		

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	NA	NA	NA	NA
7-8	NA	NA	NA	NA
9-12	Educational methodology includes: • Computer assisted learning system • Virtual classrooms Individualized classrooms • Virtual laboratories • Electronic field trips Smithsonian	**Computer Usage and Applications 1** **Computer Usage and Applications 2** **Work Study** **Independent Study** **Rosetta Stone** English Level 1 Rosetta Stone English Level 2 Rosetta Stone English Level 3 Rosetta Stone English Level 4 Rosetta Stone English Level 5 **Gradpoint (Pearson)** Gradpoint Civics and Government >	Rosetta Stone Core Lesson, Pronunciation, Vocabulary, Grammar, Writing, Speaking, Listening assessments Gradpoint pre-test Gradpoint lesson module quizzes Gradpoint post-test Naiku end of course exams	GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) Civics Naturalization exam ACT WorkKeys National Career Readiness Certification exam College Level Exam Program American Heart Association Basic Life Support certification

	and Encyclopedia Britannica Online • Electronic mail PowerSchool application K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook. • Virtual tutoring K-12 Swift allows the teacher to email links, videos, messages, and images to the student. Teachers can communicate to the student through the PowerTeacher Pro Gradebook • Online helpdesk • Non-computer based activities performed under the direction of a certified teacher	01: Principles of Government Gradpoint Civics and Government > 02: The Constitution Gradpoint Civics and Government > 03: Federalism Gradpoint Civics and Government > 04: Political Parties and Interest Groups Gradpoint Civics and Government > 05: Congress Gradpoint Civics and Government > 06: The Presidency Gradpoint Civics and Government > 07: The Presidency at Work Gradpoint Civics and Government > 08: Foreign Policy and National Defense Gradpoint Civics and Government > 09: The Federal Court System Gradpoint Civics and Government > 10: Civil Liberties and Civil Rights Civics and Naturalization exam Gradpoint US History > 01: The American Revolution Gradpoint US History > 02: The Constitution Gradpoint US History > 03: A New Nation Gradpoint US History > 04: A Changing Nation Gradpoint US History > 05: The Union in Crisis Gradpoint US History > 06: The Civil War	Inquiry based learning discussions	

	inquiry-based learning discussions ALL COURSES ARE TAUGHT BY CERTIFIED INSTRUCTORS USING INQUIRY BASED DISCUSSION, COOPERATIVE LEARNING, AND TECHNOLOGY. INSTRUCTION TAKES PLACE IN SMALL GROUPS AND ONE TO ONE. STUDY GUIDES ARE DEVELOPED FOR ALL COURSES. Inquiry based learning discussions: Pre-reading question First reading(taking notes) Second reading (directed notes) Textual analysis Answering an interpretive question about the text Inquiry based discussion with an instructor.(phone) Evaluative writing assignment	Gradpoint US History > 07: Reconstruction Gradpoint US History > 08: Segregation and Discrimination Gradpoint US History > 09: An Emerging World Power Gradpoint US History > 10: World War I Gradpoint US History > 11: Boom Times to Hard Times Gradpoint US History > 12: Entering the War Gradpoint US History > 13: World War II Gradpoint US History > 14: The Cold War Gradpoint US History > 15: The Civil Rights Movement Gradpoint US History > 16: The Vietnam Era Forward Gradpoint Economics > 01: Economic Systems Gradpoint Economics > 02: Supply and Demand Gradpoint Economics > 03: Prices and Wages Gradpoint Economics > 04: Market Structures Gradpoint Economics > 05: Banking and Investing Gradpoint Economics > 06: Gross Domestic Product and Growth Gradpoint Economics > 07: Economic Challenges		

		Gradpoint Economics > 08: Taxes and Trade Gradpoint Geography > 01: Exploring Geography Gradpoint Geography > 02: The United States Gradpoint Geography > 03: Canada, Mexico, and Brazil Gradpoint Geography > 04: Europe and Eurasia Gradpoint Geography > 05: Egypt and India Gradpoint Geography > 06: China, Japan, and the Koreas Gradpoint Geography > 07: Australia and Antarctica Arizona History and Government **Gradpoint Social Studies** Civics and Government Part A study guide Civics and Government Part B study guide United States History Part C study guide United States History Part D study guide Economics Part E study guide Geography Part F study guide **Foundations Reading** Merriam Webster's Collegiate Dictionary Part A study guide Algebra to Go Part B study guide Writers INC. Part C study guide Geometry to Go Part D study guide		

		Dictionary of Cultural Literacy Part E study guide Civics and Naturalization Part F study guide **Workplace Essential Skills:** Employment study guide **PAXEN Focus social studies** **Steck-Vaughn Social Studies** Work Book**; Steck-Vaughn Social Studies** Student Book **CLEP American Government** **CLEP History of the United States I** **CLEP History of the United States II** **CLEP Economics** **American Heart Association Basic Life Support study guide.**		

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

The International Commerce High School provides a rigorous accelerated academic program in international languages, language arts, literature, social studies, mathematics, and natural sciences. These disciplines integrate the Arizona Academic Standards and are based on the College Board's College Level Examination Program curriculum as well as the Great Ideas of the Western World.

Upon enrollment at the International Commerce High School, adult learners take the American Council on Education Official 2014 General Development Practice Test PA form Language Arts Reading: Fiction, Nonfiction, Poetry and Drama; Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra.

Next, lead instructors evaluate the results of the PA test and other assessments that the student may have completed prior to enrolling such as Arizona's Instrument to Measure Standards results, Arizona English Language Learner Assessment, American College Testing (ACT) results, Scholastic Assessment Test (SAT) results, and use these exams to determine academic placement.

Then lead instructors evaluate student transcripts confirming that exam results are consistent with what adult learners have taken from previous schools.

Next, lead instructors develop an individualized course of study with the student that meets the graduation requirements for the State of Arizona, the college and career readiness standards, and the entrance requirements for the student's post-secondary goals (university, community college, military, and work force).

Adult learners participate in an orientation where the Lead Instructor introduces them to the rules and regulations, methodology, and process for earning the high school diploma and enrolls them in their first course.

Curriculum: To earn credit for a course, the student must complete 100% of the assignments correctly, which includes reading primary source documents and completing all textbook and computer assignments, participating in an inquiry based discussion of each assignment with an instructor and completing the appropriate exams or writing assignments.

General Format
- The inquiry-based learning method used by all instructors at the International Commerce High School allows for monitoring the integration of standards at the course level.
- Each course has six units.
- For each unit, a student must answer a pre-reading question getting them focused on the material that is designed help adult learners begin to think about ideas or situations they are about to encounter in their reading.
- Students read a primary source document taking notes on what is important or what they don't understand. Students will complete vocabulary assignments and reference assignments related to the selection.
- Students complete a second reading of the primary source document focusing on directed notes such as where an author discusses a specific idea. The value of a second reading helps adult learners rethink earlier opinions as well as notice details that escaped them at first.
- Students then participate in textual analysis where they break down line-by-line, word-by-word a section of the selection focusing on deeper understanding of the document. Textual analysis is a methodical way of looking closely at especially rich or challenging passages in a selection. Textual analysis adds depth to discussion and ensures that adult learners give full consideration to a selection's major interpretive issues.
- Inquiry based learning discussion is the culmination of work on a selection. Discussion gives adult learners the opportunity to express their ideas, listen to the perspectives presented by others and synthesize different viewpoints to reach a deeper, more informed understanding of the text. All the preceding activities help adult learners do their best in discussion: commenting specifically about the content and language of the selection, arranging details in logical order, supporting their ideas with evidence, listening thoughtfully, and respecting the opinions of others. Students explore the selection through a discussion with an instructor. The instructor asks questions that students answer and support with evidence from the text. This enables instructors to monitor the integration of standards into the curriculum.

- After successful completion of a discussion, students do a post discussion writing assignment analyzing the piece.
- Students are encouraged to seek out different instructors for proceeding assignments. Students work with a minimum of three instructors per course. This peer review also verifies that integration of standards is happening.
- All instruction is one-to-one or in small groups with a teacher.
- Additionally, curriculum must adhere to the College Board framework and for preparation for the College Level Examination Program examination, the American College Testing (American College Testing (ACT)), Scholastic Aptitude Test (Scholastic Assessment Test (SAT)).
- The International Commerce High School is a member of the College Board in an effort to keep abreast on the national trends in education.

Methodology of Instruction: In addition to hard work and attendance, student success is based on inquiry based learning. Inquiry based learning is a program that involves adult learners in an active search for meaning in a text, and in creative, critical reflection on questions of enduring significance. The goal is to encourage the reading and interpretation of literature. Work develops out of adult learners own thoughts about a selection, and stresses their active personal involvement in the process of interpretation. As they experience the rewards of reading and discussing great works of the intellect and the imagination, adult learners lay the groundwork for a lifetime of independent learning. The inquiry based learning process includes the following:

- **No one may take part in the discussion without first reading the selection**. If adult learners have not read the selection, they cannot contribute to the discussion because they are unprepared to offer opinions and to support them with evidence from the selection.
- **Discuss only the selection that everyone has read**. If other essays or stories are referred to, the participants who have not read them will be denied a chance to contribute to the discussion. This rule also enables the group to check the validity of what is said by referring to the assigned selection
- **Do not introduce outside opinions unless the opinions can be backed up with evidence from the selection.** If an idea about the meaning of a selection comes from an outside source – for example, the opinion of someone known or an insight from another book – these may be used n discussion only if it can be expressed in participants own words and support it with evidence from the selection.
- **Leaders may only ask questions – they may not answer them**. If leaders stated their own opinions about the meaning of a selection, adult learners might feel less inclined to think for themselves. They might also be less likely to believe that other equally good answers were possible. Participants are not limited to offering answers; they may ask questions, too.

The inquiry based learning process helps adult learners at every stage of the reading process. Adult learners learn to engage with a text, to respond thoughtfully to the ideas of others, and to develop well-reasoned interpretations and points of view. Throughout the program writing is stressed as an integral part of the student's ongoing personal interaction with the text, and is not reserved for formal essays. Through written work and discussion, adult learners have many opportunities to ask questions and exchange ideas.

The inquiry based learning method is used in language arts, literature, social studies, mathematics, natural sciences and world language courses.

When a student completes a course, they are given the appropriate American Council on Education Official General Development Practice Test PB form. Lead instructors use the results to determine the student's grade for the course. The exams are course specific and include: Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics. The scores can range from 100 to 200. For a student:

- A score of **135-154** means the student has demonstrated proficiency of a high school senior who has taken the course and will earn a grade of "C".
- A score of **155-164** means the student has scored in the upper half of the population who has taken the exam and has met the high school graduation requirements for that subject and will earn a grade of "B".
- A score of **165-200** means the student has met general academic university entrance requirements for that subject and will earn a grade of "A".

Adult learners must earn a minimum of **135** to earn credit for a course and can retake exams on demand.

Lead instructors enroll the student into the next course in their individualized course of study and repeat the process.

When a student has completed the entire course of study to meet the requirements for graduation, the student takes the American Council on Education Official General Development Practice Test PC form. Lead instructors use the results to verify that the student has demonstrated proficiency in all subjects at a post-secondary level (145) before the student is eligible to graduate.

Finally, the Lead instructor uses the transcript, course of study, and assessment results to process adult learners for graduation.

The curriculum materials, assessments, and other course elements used meet the needs of a diverse learning audience. This ensures that courses are not only is accessible, but also meets the learning preferences of adult learners, including visual, auditory, and kinesthetic learners.

Visual learners prefer using pictures, images, and spatial understanding and learn best when information is presented visually and in a written form. Visual learners are encouraged to take notes, make outlines, draw visual representations while listening to or reading on-line course instruction, reading primary source documents and to listing the essential points mentioned.

The needs of visual learning styles will be met by reading primary source documents. Each course starts with a pre-reading question that is designed to help adult learners begin to think about ideas or situations they are about to encounter in their reading. Adult learners read twice

and take notes. The value of a second reading helps adult learners rethink earlier opinions as well as notice details that escaped them at first. Textual analysis is a methodical way of looking closely at especially rich or challenging passages in a selection. Textual analysis adds depth to discussion and ensures that adult learners give full consideration to a selection's major interpretive issues. A specific example is the American Heart Association Basic Life Support curriculum. Adult learners complete curriculum through the computer assisted learning system by reading the required materials through virtual individualized classrooms, then participating in virtual laboratories where life-saving scenarios are simulated.

Auditory learners often crave direct contact with information through conversation, oral instruction, and listening. Aural learners tend to be quite social or extroverted. Verbal instructions are often quickly absorbed and recalled by aural learners.

The needs of auditory learning styles will be met by inquiry based discussions over the telephone and the read-aloud component of the Content Delivery System. Inquiry based learning is a program that involves adult learners in an active search for meaning in a text, and in creative, critical reflection on questions of enduring significance. The goal is to encourage the reading and interpretation of literature. Work develops out of adult learners own thoughts about a selection, and stresses their active personal involvement in the process of interpretation. As they experience the rewards of reading and discussing great works of the intellect and the imagination, adult learners lay the groundwork for a lifetime of independent learning.

The inquiry-based learning process helps adult learners at every stage of the reading process. Adult learners learn to engage with a text, to respond thoughtfully to the ideas of others, and to develop well-reasoned interpretations and points of view. A specific example is the American Heart Association Basic Life Support curriculum. After adult learners complete the curriculum through the computer assisted learning system, they participate in a practical skills examination with the instructor. The student must listen to the directions and the scenario prompt given by the instructor and then respond appropriately.

Kinesthetic learners benefit from material that they can connect to emotionally and that helps them visualize the real-life applications of abstract concepts. Replicated real-life experiences through role-playing activities and case studies are used. Kinesthetic learners retain information best when they are able to associate a movement with it. Instructors encourage adult learners to take notes in a way that makes sense to them, drawing sketches or diagrams of what adult learners are learning, or to stand up and physically act out a concept if they can. On-line instruction lets adult learners explore resources on their own terms and assemble the information in a way that makes sense to them so they can exercise critical thinking and be hands on in their learning.

The needs of kinesthetic learning styles will be met by writing, hands-on experiences, real-life simulations, and interactive videos. Throughout the program writing is stressed as an integral part of the student's ongoing personal interaction with the text, and is not reserved for formal essays. Through written work and discussion, adult learners have many opportunities to ask questions and exchange ideas. In addition to

writing, a specific example of kinesthetic learning style is the American Heart Association Basic Life Support curriculum. Adult learners must demonstrate proper Cardiopulmonary resuscitation techniques and rescue breathing techniques to an instructor. This includes chest compressions, operating a ventilator bag, placing Automatic Electronic Defibulator electrodes on a mannequin, etc. Kinesthetic learners benefit from material that they can connect to emotionally and that helps them visualize the real-life applications of abstract concepts. Replicated real-life experiences through role-playing activities and case studies are used. Kinesthetic learners retain information best when they are able to associate a movement with it. Instructors encourage adult learners to take notes in a way that makes sense to them, drawing sketches or diagrams of what adult learners are learning, or to stand up and physically act out a concept if they can. On-line instruction lets adult learners explore resources on their own terms and assemble the information in a way that makes sense to them so they can exercise critical thinking and be hands on in their learning.

The inquiry based learning method is used in language arts, literature, social studies, mathematics, natural sciences and world language courses.

Synchronous support is available to adult learners:
- Lead Instructors are available to answer and return student phone calls seven days a week, 365 days a year.
- Instructors are available via telephone from 8:00 AM to 8:00 PM, Monday through Thursday, and 8:00 AM to 12:00 PM, Friday and Saturday to answer questions.
- Adult learners and instructors participate in scheduled inquiry based discussions over the telephone.

Asynchronous support is available to adult learners:
- The answering service routes each student message to the entire administrative staff. Messages left with the answering service will be returned within a business day, and most often will be responded to immediately.
- Adult learners may also send questions via email to questions@humsci.org. Messages sent to this email address will be responded to within a business day.
- The SwiftReach SwiftK12 system is used to send informational messages to adult learners via email, text, and voicemail.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.Open enrollment 2.Individual Education Plan Strengths and	1. Adult Learner 2. Special Education	1. On demand	2. IEP Strengths and Needs interview notes

Needs Interview 3.Career Interest Survey 4.Individual Education Plan	Coordinator 3. Adult Learner 4. Special Education Coordinator Lead Instructor	2. On Demand 3. On Demand 4. On Demand	3. Career Interest Survey 4. Updated Individual Education Plan • Study guide completion • call logs of telephone outreach faculty have conducted to students/families • daily faculty/student discussion schedules • daily administrator/faculty communications regarding faculty/student discussions • daily logs of students/families picking up education materials curbside • New enrollment applications • End of program completion logs (graduates) • Cox Business App records documenting student outreach/discussions • Swift Reach K-12 email, text and telephone communications logs • GED Ready student activity logs • Rosetta Stone student activity logs • American Heart Association student activity logs • Naiku student activity logs • Gradpoint student activity logs • ACT WorkKeys Curriculum student

			activity logs • Encycoplaedia Britannica student activity logs

Process for Implementing Action Step

Almost all adult learners who are eligible for Individual Education Plans enroll with expired paper work. The International Commerce High School does not discriminate against individuals with disabilities in its policies or practices. It is the responsibility of the International Commerce High School to identify and evaluate adult learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need or are believed to need special education or related services because of a disability.

- Within 45 days of enrollment all adult learners' vision, social behaviors, psychomotor skills, academic/cognitive progress, adaptive development, communication skills, and hearing are evaluated with the Student Screening Report Form.
- Grades reporting achievement of special education adult learners not taking regular education classes shall be given on a basis commensurate with the adult learners' abilities and based on their individual progress according to the approved Individualized Education Program rather than in competition with classmates.
- Parents of special education adult learners shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.
- Adult learners may be eligible for services under the provisions of Section 504 even thought they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). The Charter has developed procedural safeguards for actions related to the identification, evaluation, and placement of adult learners entitled to Section 504 protections. The Charter has also established a grievance procedure for disability discrimination complaints. For further questions regarding the Charter's grievance procedure, or any other information, contact the Charter's Section 504/ADA Coordinator.

The International Commerce High School's academic goal is to develop students to their maximum potential by encouraging:

- Knowledgeable and Responsible Students/Citizens: Producing knowledgeable and responsible participants in the American democracy as part of the global society with a broad based knowledge of history, cultures, geography, sciences and mathematics.
- Employability in the Workplace: Improving employability in the workplace with the development of basic skills (reading, writing, speaking and thinking in English, numeracy, problem solving and higher order thinking skills).
- Productivity in the Workplace: Developing habits, attitudes, and values that are necessary for productivity in the workplace.
- Lifelong Learning Citizens: Developing the ability to learn about and adapt to the changes that will occur throughout life after the completion of initial formal education.

All of the curriculum is integrated and is important to the development of the student. The physical, emotional, social, aesthetic, and cognitive development of the student are all elements of importance within the school program.

The International Commerce High School will provide basic communication and computational skills, an experience-based curriculum, and exploration of different disciplines and decision-making techniques to enable the student to choose between alternatives.

Specifically, the International Commerce High School instructional program is designed and implemented to provide for developing:
- Skills in communication - to include reading, writing, speaking, listening, and composition.
- Skills in computation.
- Appreciation of the world of work.
- Pride of workmanship and skills for economic survival.
- Research and problem-solving skills.
- Ability to think analytically, critically, and independently.
- Civic responsibility.
- Understanding and respect for our cultural heritage.
- Appreciation for the intrinsic value of education.
- Appreciation of the fine arts.
- Skills in technology.

The use of tests is one indication of the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, can provide an indication of student achievement.

The Charter Holder authorizes:
- A testing program as outlined in A.R.S. 15-741 and 15-755.
- A Charter testing program that will be subject to regular review and evaluation.
- In-service education given to teachers and other staff members on the use of tests and interpretation of test results.

The International Commerce High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations and essays at all levels of the curriculum, the high school administers the American Council on Education Official 2014 General Educational Development Practice Test in Language Arts Reading: Fiction, Nonfiction, Poetry and Drama; Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra (Test forms PA, PB, PC, PD, PF, and PG each form containing different test questions) to all students as a competency examination. Each form of the test contains different questions, but encompasses the same standards. The American Council on Education Official 2014 General Educational Development Practice Tests assesses the student's ability to read and process information in these five subject areas. The test is first

used as a course placement device when a student enters the high school. Then, at the end of each subject, the student must take the pertinent section of the American Council on Education Official 2014 General Educational Development Practice Test. These tests are used as standardized assessment tools at various phases of the student's academic progress to assure competency and academic improvement.

The American Council on Education Official 2014 General Educational Development Practice Test(s) competency examination test score scale is used to analyze and interpret results of testing. The results of the assessments are expressed on a scale ranging from 100 to 200. This same scale is used for the full-length of the American Council on Education Official 2014 General Educational Development Practice Test(s). The standard score is derived from the performance of approximately 15,000 graduating high school seniors. By testing graduating high school seniors, the competency examinations ensure that the knowledge and skills represented by the traditional diploma and the American Council on Education Official 2014 General Educational Development Practice Test(s) credential were comparable. The passing standard for the 2002 series, as in previous generations of the test, has been set higher than that for graduation from high school. Nationally, approximately 42% of graduating all high school seniors would be unable to pass the American Council on Education Official 2014 General Educational Development Practice Test(s).

PROCEDURE
Step 1:
Upon enrollment at the International Commerce High School, Students take the American Council on Education Official 2014 General Development Practice Test PA form Language Arts Reading: Fiction, Nonfiction, Poetry and Drama; Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra.

Step 2:
Lead instructors evaluate the results of the PA test and other assessments that the student may have completed prior to enrolling such as Arizona's Instrument to Measure Standards results, Arizona English Language Learner Assessment, American College Testing (ACT) results, Scholastic Assessment Test (SAT) results, and use these exams to determine academic placement.

Step 3:
Lead instructors evaluate student transcripts confirming that exam results are consistent with what students have taken from previous schools.

Step 4:
Individuals complete Career Interest Survey and participate in Individual Education Program Strengths and Needs interview with the Special Education Coordinator. The Individual Education Program is updated. Lead instructors develop an individualized course of study with the student that meets the graduation requirements for the State of Arizona, the college and career readiness standards, and the entrance requirements for the student's post-secondary goals (university, community college, military, work force).

Step 5:
Students participate in an orientation where the Lead Instructor introduces them to the rules and regulations, methodology, and process for earning the high school diploma and enrolls them in their first course.

Step 6:
To earn credit for a course the student must complete 100% of the assignments correctly, discuss each assignment with an instructor and complete the appropriate exams or writing assignments. Inquiry based learning discussion method is used by all instructors at the International Commerce High School allows for monitoring the integration of standards at the course level.

- For each unit, a student must answer a pre-reading question getting them focused on the material.
- Students read a primary source document taking notes on what is important or what they don't understand.
- Students will complete vocabulary assignments and reference assignments related to the selection.
- Students complete a second reading of the primary source document focusing on directed notes such as where an author discusses a specific idea.
- Students then participate in textual analysis where they break down line by line word by word a section of the selection focusing on a deeper understanding of the document.
- Students then explore the selection through a discussion with an instructor. The instructor asks questions that students answer and support with evidence from the text. This enables instructors to monitor the integration of standards into the curriculum.
- After successful completion of a discussion, students do a post discussion writing assignment analyzing the piece. Students are encouraged to seek out different instructors for proceeding assignments.
- Students work with a minimum of three instructors per course. This peer review also verifies that integration of standards is happening.

Step 7:
When a student completes a course, they are given the appropriate American Council on Education Official General Development Practice Test PB form. Lead instructors use the results to determine the student's grade for the course.

Step 8:
Lead instructors enroll the student into the next course in their individualized course of study and repeat the process.

Step 9:
When a student has completed the entire course of study to meet the requirements for graduation, the student takes the American Council on Education Official General Development Practice Test PC form. Lead instructors use the results to verify that the student has demonstrated proficiency in all subjects at a post-secondary level before the student is eligible to graduate.

Step 10:
The Lead instructor uses the transcript, course of study, and assessment results (General Educational Development Ready, Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT) to process students for graduation.

Monitoring
Instructional programs are monitored several ways by lead instructors and faculty to insure standards are implemented in the classroom including:
- •   Curriculum
- •   Methodology: Inquiry based discussion
- •   End-of-course examinations
- •   Standardized test results Arizona's Instrument to Measure Standards, American College Testing (ACT), Scholastic Assessment Te st (SAT), General Educational Development , Arizona English Language Learner Assessment
- •   Lead Instructor evaluation

PROCEDURE
Step 1:
Teachers take all competency examinations.

Step 2:
All teachers complete 45 days of professional development prior to working with students. Additionally, each teacher completes all core content as if he/she were a student prior to engaging students.

Step 3:
All instruction is one-to-one with a teacher. Each student is encouraged to work with multiple teachers for each course. Effectiveness is demonstrated primarily on student success, marked improvement on standardized tests, course completion, and graduation. Lead instructors monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when Arizona's Instrument to Measure Standards results and Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT) results are reported to verify integration of standards at the classroom l evel.

Step 4:
All course study guides are updated in December and in May, June, and July upon receipt of the Arizona's Instrument to Measure Stan dards results results and continue to be aligned to Arizona's High Academic Standards for Students. The teachers and staff create, select, and evaluate instructional programs and materials based on alignment with Arizona's High Academic Standards for Students. Revision is comp leted on a

consistent basis.

Step 5:
Effective instructional strategies and curriculum are discussed, practiced, and perfected at the Friday Professional Development meetings: competency exams, one-to-one discussions with the student, and evaluations at the end of each course identify gaps in the curriculum

The school's professional development plan ensures that teachers receive the type of training required to meet the needs of adult learners with special education adult learners, adult learners with limited English proficiency, and those in the bottom 25% of non profici ent adult learners. Teachers are required to complete the following training:
- Teachers participate in continuous training in inquiry-based learning.
- Teachers complete Arizona English Language Learner Assessment test grading certification.
- Teachers complete training in Working with Adults with Learning Disabilities.
- Teachers complete training in Teach an Adult to Read.
- Teachers complete Level 1, 2, 3, 4, and 5 of the Rosetta Stone English program.

The materials used in instruction are researched and are intervention curriculum and materials that specifically target deficits in one or more area of instruction.

Instruction:
- Is given in small groups (1:2, 1:3) or individually (1:1)
- Is explicit, intense, differentiated instruction targeting specific skill deficits
- Given multiple opportunities for review and practice

Instructors:
- Must be highly qualified
- Must be qualified to teach the adult learners who continue to struggle
- Must use the inquiry-based methodology

Assessment:
- As needed adult learners may retake assessment
- Student may receive weekly progress monitoring

Setting:
- Adult learners are given a learning environment similar to a library and may choose
- Optional seating
- Optional teachers

Support:
- The school provides inquiry-based learning practice for teachers during weekly Professional Development meetings
- The school provides encouragement of parent (when appropriate)-school partnership

The International Commerce High School is dedicated to the continuous development of each adult student.

Adult learners of varying disabilities receive onsite support as required by the individual education plan. The Learning Management Systems are monitored daily for student progress. Students who are not making satisfactory progress on course work are contacted by teachers to understand why the individual is not progressing. Instructors work with learners to address the immediate needs of the student. The instructor and the student determine to participate in onsite support. Adult learners are welcome onsite at any time to received support during regular business hours: Monday through Thursday 7am- 4pm, Fridays 7am-12pm.

b. Describe how the charter school will ensure access and meet the needs of English learners

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.Open Enrollment 2.PHLOTE forms 3.Scheduled assessment 4.Structured English Immersion Curriculum	1. Adult Learner 2. Registrar 3.Lead Instructor 4. Lead Instructor	1,2,3,4. Daily	1,2,3,4. AZELLA scores Staff Schedule Study guide completion • call logs of telephone outreach faculty have conducted to students/families • daily faculty/student discussion schedules • daily administrator/faculty communications regarding faculty/student discussions • daily logs of students/families picking up education materials curbside • New enrollment

			applications
			• End of program completion logs (graduates)
			• Cox Business App records documenting student outreach/discussions
			• Swift Reach K-12 email, text and telephone communications logs
			• GED Ready student activity logs
			• Rosetta Stone student activity logs
			• American Heart Association student activity logs
			• Naiku student activity logs
			• Gradpoint student activity logs
			• ACT WorkKeys Curriculum student activity logs
			• Encycoplaedia Britannica student activity logs

Process for Implementing Action Step

All students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one (1) year. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

B.   Student Identification

PROCEDURE
Step 1:
A home language survey form (format provided by Arizona Department of Education) will be completed at the time of enrollment of new or transfer students. If the primary language used in the home (the language most often spoken by the student or the language the student first acquired) is a language other than English the student shall be considered to have a primary or home language other than English (PHLOTE).
Step 2:
All PHLOTE students shall be administered English language assessments upon initial entry and prior to the end of the third quarter of the school year. New and continuing English Language Learners may be assessed at midpoint of the academic year, but no student may be assessed more than three (3) times per year. The midyear assessment (not a wholesale assessment of all students) will provide those who warrant assessment an opportunity to enter mainstream classroom as soon as possible.
Step 3:
The tests will be administered at the times indicated by trained personnel except when an individualized education program (Individual Education Plan) team for a qualified special education child finds the procedure inappropriate.

C.   Student Progress and Reassessment for Reclassification

POLICY
At least annually, parents shall receive a notice of student proficiency level and program placement.

PROCEDURE
Step 1:
English Language Learners not progressing as evidenced by failure to improve scores on the Arizona state standards tests or the nationally standardized test of A.R.S. 15-741 may be provided compensatory instruction to assist them in achieving those standards.
Step 2:
A written individualized compensatory plan that documents the scope and type of instructional services provided to an English Language Learners shall be kept in the student's file.
Step 3:
Reassessment of classification may take place following assessment testing but shall be considered at least once a year.
Step 4:
If appropriate, parents shall receive a reclassification notice with a copy of the notice to be placed in the student English Language Learners file.
Step 5:
When a student is reclassified as a fluent English language (FEL) student, the school shall monitor the student for two (2) years after the reclassification to determine if the student is performing satisfactorily. Step 6:
The two (2) year monitoring form shall be maintained in the student's file.

D.	Instructional Programs for English Language Learners

POLICY
The school has an open-entry, open-exit enrollment policy that allows any student to enroll in school on any day, at any time during the school year. The mission of the charter is to provide individualized instruction to each student. New student intake and orientation is used to determine each student's individualized course of study. The school ensures that English Language Learners are evaluated within the first 30 school days using the Arizona English Language Learners Assessment (AZELLA).
Faculty are trained and certified in administering the Arizona English Language Learner Assessment test and in grading Arizona English Language Learner Assessment writing samples.

PROCEDURE
Non-native English learners and those who test in the range of Pre-Emergent, Basic or Intermediate proficiency, are provided English language instruction through the Rosetta Stone English (U.S.) Levels 1- 5, writing, and discussion activities as supplemental support to the curriculum.

Step 1:
All teachers have completed courses in Teach an Adult to Read and Working with Adults with Learning Disabilities.
Step 2:
Teachers have also completed a minimum of 15 hours in Structured English Immersion training.
Step 3:
All teachers holding a Secondary Teaching Certificate must have proper Structured English Immersion certification noted on the certificate.

WORLD LANGUAGES

The Rosetta Stone Language program is a 5-level program that considers linguistic complexity for all levels of language learners. The program creates a full immersion environment using visual scaffolds, audio of native speakers, and interactive instruction. Each level contains 4 units, and each unit is structured with a core lesson, practice activities, and reviews. Students learn new language content in the core lesson, which is followed by a sequence of listening, speaking, vocabulary, pronunciation, grammar, reading, and writing practice activities to develop the skill. Rosetta Stone's speech recognition software assists students in pronunciation of syllables, words, and sentences by evaluating student speech patterns and providing immediate feedback. Writing includes practice using the alphabet and listening to a native speaker and typing the word, phrase, or sentence. In the end-of-unit Mile stone activity, students practice key skills learned in the unit in an interactive simulated conversation based on a real-life scenario. The Teacher's Guide (TG) provides interactive and multisensory lessons for the classroom to reinforce the software content. For example, students practice discussing, role-playing, journaling, and writing reports based on research. In addition, the Student Workbook (WB) includes writing practice for each lesson.

Rosetta Stone is a leveled program that differentiates its contents into 5 language levels. Level 1 builds a foundation of basic vocabulary and fundamental language structure. Students master basic conversational skills, including greetings and introductions, and simple questions and answers. Level 2 builds upon the language acquired in level 1 while students learn how to navigate within their surroundings. For example, students give and ask for directions, use transportation, tell time, dine out, and interact socially. Level 3 builds upon the language learned in levels 1 and 2 and connects it to the world. Students learn to share ideas and opinions, express feelings, and talk about everyday life, current events, interests, and work. Level 4 deepens the students' understanding of language as it builds upon what was achieved in levels 1-3. Students develop conversational skills to navigate the workplace, care for their health, arrange repairs, arrange moving abroad, and much more. In level 5, students develop a command of the world language and refine the communication skills acquired in levels 1-4. Students develop complex communication skills like handling emergency situations or discussing the government. Each level is developmentally and linguistically appropriate for the targeted proficiency level. As students move through the levels, they build upon previous vocabulary and language structures while adapting new material to more complex situations. Rosetta Stone includes one review per lesson that brings back material from the core lesson in a variety of interaction types (reading, listening, and speaking). Adaptive Recall tracks learner's progress and success on completed reviews, and determines when it would be best for them to repeat that activity.

Available languages are: Arabic, Chinese (Mandarin), Dutch, English (British), English (American), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Navajo, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin America), Spanish (Spain), Swedish, Turkish, and Vietnamese.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	NA	NA	NA	NA	YES
	Packet of Social and Emotional Topics	NA	NA	NA	NA	YES
	Online Social Emotional videos	NA	NA	NA	NA	NO
	Parent Training	NA	NA	NA	NA	NO
	Other:	NA	NA	NA	NA	NO

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	NA	NA	NA	NA	YES

	NA	NA	NA	NA	YES
Phone					
Webcast	NA	NA	NA	NA	NO
Email/IM	NA	NA	NA	NA	NO
Other:	NA	NA	NA	NA	NO

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Provide information on non-academic resources: International Commerce High School staff has information on non-academic resources including: **Arizona Department of Education** https://www.azed.gov/communications/2020/03/10/guidance-to-schools-on-covid-19/ **Arizona Department of Health Services** 602-542-1025 https://www.azdhs.gov/preparedness/epidemiology-disease-control/infectious-disease-epidemiology/index.php#novel-coronavirus-home includes: EMS and 9-1-1 services Local Health Resources Schools and Universities **Maricopa.Gov** 602-506-3011 https://www.maricopa.gov/5460/Coronavirus-Disease-2019 Includes: What to do if infected And other resources **St. Mary's Food Bank Network**	Lead Instructors Faculty	On demand	• call logs of telephone outreach faculty have conducted to students/families • daily faculty/student discussion schedules • daily administrator/faculty communications regarding faculty/student discussions • Cox Business App records documenting student outreach/discuss

602-528-3434 http://www.azfoodbanks.org/index.php/foodbank/index/ **Desert Mission Food Bank** 602-870-6062 https://www.desertmission.com/programs/food-bank/ **Untied Food Bank** 245 S. Nina Drive Mesa, AZ 85210 Phone: 480-926-4897 https://unitedfoodbank.org/ Food bank FREE AND CONFIDENTIAL CRISIS HOTLINES: Empact Crisis Hotline: (480) 784-1500 LaFrontera-Empact Crisis Hotline Mercy Maricopa Crisis Hotline: (602) 222-9444 Mercy Maricopa Crisis Hotline Teen Lifeline Hotline: (602) 248-8336 Teen Lifeline National Suicide Prevention Lifeline: (800) 273-8255 (TALK) National Institute of Mental Health City of Tempe Care 7 Crisis Response Unit: (480) 350-8004 City of Tempe Care 7 You should always call 9-1-1 in life-threatening situations.			ions • Swift Reach K-12 email, text and telephone communications logs

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Upon enrollment at the International Commerce High School, adult learners take the American Council on Education Official 2014 General Development Practice Test PA form Language Arts Reading: Fiction, Nonfiction, Poetry and Drama; Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra.
 	
Next, lead instructors evaluate the results of the PA test and other assessments that the student may have completed prior to enrolling such as Arizona's Instrument to Measure Standards results, Arizona English Language Learner Assessment, American College Testing (ACT) results, Scholastic Assessment Test (SAT) results, and use these exams to determine academic placement.
 	
Then lead instructors evaluate student transcripts confirming that exam results are consistent with what adult learners have
	1. Lead Instructor Faculty	1. Daily	1. Staff Schedule
			    5. Study guide completion
			   • call logs of telephone outreach faculty have conducted to students/families
			   • daily faculty/student discussion schedules
			   • daily administrator/faculty communications regarding faculty/student discussions
			   • daily logs of students/families picking up education materials curbside
			   • New enrollment applications
			   • End of program completion logs (graduates)
			   • Cox Business App records documenting student outreach/discussions
			   • Swift Reach K-12 email, text and telephone communications logs
			   • GED Ready student activity logs
			   • Rosetta Stone student activity logs
			   • American Heart Association student activity logs
			   • Naiku student activity logs
			   • Gradpoint student activity logs
			   • ACT WorkKeys Curriculum student activity logs
			   • Encycoplaedia Britannica student activity

taken from previous schools. Next, lead instructors develop an individualized course of study with the student that meets the graduation requirements for the State of Arizona, the college and career readiness standards, and the entrance requirements for the student's post-secondary goals (university, community college, military, and work force). Adult learners participate in an orientation where the Lead Instructor introduces them to the rules and regulations, methodology, and process for earning the high school diploma and enrolls them in their first course. **Curriculum**: To earn credit for a course, the student must complete 100% of the assignments correctly, which includes reading primary source documents and completing all textbook and computer assignments, participating in an inquiry based discussion of each assignment with an instructor and completing the appropriate exams or writing assignments. **General Format** • The inquiry-based learning method used by all instructors at the International Commerce High School allows for monitoring the integration of standards at the course level. • Each course has six units. • For each unit, a student must answer a pre-			logs

reading question getting them focused on the material that is designed help adult learners begin to think about ideas or situations they are about to encounter in their reading. • Students read a primary source document taking notes on what is important or what they don't understand. Students will complete vocabulary assignments and reference assignments related to the selection. • Students complete a second reading of the primary source document focusing on directed notes such as where an author discusses a specific idea. The value of a second reading helps adult learners rethink earlier opinions as well as notice details that escaped them at first. • Students then participate in textual analysis where they break down line-by-line, word-by-word a section of the selection focusing on deeper understanding of the document. Textual analysis is a methodical way of looking closely at especially rich or challenging passages in a selection. Textual analysis adds depth to discussion and ensures that adult learners give full consideration to a selection's major interpretive issues. • Inquiry based learning discussion is the culmination of work on a selection. Discussion gives adult learners the			

opportunity to express their ideas, listen to the perspectives presented by others and synthesize different viewpoints to reach a deeper, more informed understanding of the text. All the preceding activities help adult learners do their best in discussion: commenting specifically about the content and language of the selection, arranging details in logical order, supporting their ideas with evidence, listening thoughtfully, and respecting the opinions of others. Students explore the selection through a discussion with an instructor. The instructor asks questions that students answer and support with evidence from the text. This enables instructors to monitor the integration of standards into the curriculum. • After successful completion of a discussion, students do a post discussion writing assignment analyzing the piece. • Students are encouraged to seek out different instructors for proceeding assignments. Students work with a minimum of three instructors per course. This peer review also verifies that integration of standards is happening. • All instruction is one-to-one or in small groups with a teacher. • Additionally, curriculum must adhere to the College Board framework and for preparation for the College Level			

Examination Program examination, the American College Testing (American College Testing (ACT)), Scholastic Aptitude Test (Scholastic Assessment Test (SAT)). • The International Commerce High School is a member of the College Board in an effort to keep abreast on the national trends in education. **Methodology of Instruction**: In addition to hard work and attendance, student success is based on inquiry based learning. Inquiry based learning is a program that involves adult learners in an active search for meaning in a text, and in creative, critical reflection on questions of enduring significance. The goal is to encourage the reading and interpretation of literature. Work develops out of adult learners own thoughts about a selection, and stresses their active personal involvement in the process of interpretation. As they experience the rewards of reading and discussing great works of the intellect and the imagination, adult learners lay the groundwork for a lifetime of independent learning. The inquiry based learning process includes the following: • **No one may take part in the discussion without first reading the selection**. If adult learners have not read the selection, they cannot contribute to the discussion because they are unprepared to offer opinions and to support them with evidence from the selection. • **Discuss only the selection that**			

everyone has read. If other essays or stories are referred to, the participants who have not read them will be denied a chance to contribute to the discussion. This rule also enables the group to check the validity of what is said by referring to the assigned selection • **Do not introduce outside opinions unless the opinions can be backed up with evidence from the selection.** If an idea about the meaning of a selection comes from an outside source – for example, the opinion of someone known or an insight from another book – these may be used n discussion only if it can be expressed in participants own words and support it with evidence from the selection. • **Leaders may only ask questions – they may not answer them**. If leaders stated their own opinions about the meaning of a selection, adult learners might feel less inclined to think for themselves. They might also be less likely to believe that other equally good answers were possible. Participants are not limited to offering answers; they may ask questions, too. The inquiry based learning process helps adult			

learners at every stage of the reading process. Adult learners learn to engage with a text, to respond thoughtfully to the ideas of others, and to develop well-reasoned interpretations and points of view. Throughout the program writing is stressed as an integral part of the student's ongoing personal interaction with the text, and is not reserved for formal essays. Through written work and discussion, adult learners have many opportunities to ask questions and exchange ideas.

The inquiry based learning method is used in language arts, literature, social studies, mathematics, natural sciences and world language courses.

When a student completes a course, they are given the appropriate American Council on Education Official General Development Practice Test PB form. Lead instructors use the results to determine the student's grade for the course. The exams are course specific and include: Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics. The scores can range from 100 to 200. For a student:

- A score of **135-154** means the student has demonstrated proficiency of a high school senior who has taken the course and will earn a grade of "C".
- A score of **155-164** means the student has scored in the upper half of the population who has taken the exam and has met the high school graduation requirements for that

subject and will earn a grade of "B". A score of **165-200** means the student has met general academic university entrance requirements for that subject and will earn a grade of "A". Adult learners must earn a minimum of **135** to earn credit for a course and can retake exams on demand. Lead instructors enroll the student into the next course in their individualized course of study and repeat the process. When a student has completed the entire course of study to meet the requirements for graduation, the student takes the American Council on Education Official General Development Practice Test PC form. Lead instructors use the results to verify that the student has demonstrated proficiency in all subjects at a post-secondary level (145) before the student is eligible to graduate. Finally, the Lead instructor uses the transcript, course of study, and assessment results to process adult learners for graduation.			

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	NA	NA	NA
1-3	NA	NA	NA
4-6	NA	NA	NA
7-8	NA	NA	NA
9-12	GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) Civics Naturalization exam ACT WorkKeys National Career Readiness Certification exam College Level Exam Program American Heart Association Basic Life Support certification	Online In-person	Individualized; scheduled on demand

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	NA	NA	NA
1-3	NA	NA	NA
4-6	NA	NA	NA
7-8	NA	NA	NA
9-12	GED Ready PA (enrollment) GED Ready PB (end of course) GED Ready PC (end of program) Civics Naturalization exam ACT WorkKeys National Career Readiness Certification exam College Level Exam Program	Online In-person	Individualized; scheduled on demand

	American Heart Association Basic Life Support certification		

Upon enrollment at the International Commerce High School, adult learners take the American Council on Education Official 2014 General Development Practice Test PA form Language Arts Reading: Fiction, Nonfiction, Poetry and Drama; Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra.

When a student completes a course, they are given the appropriate American Council on Education Official General Development Practice Test PB form. Lead instructors use the results to determine the student's grade for the course. The exams are course specific and include: Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics.

Students complete the American Heart Association Basic Life Support certification, Civics Naturalization exam, ACT WorkKeys National Career Readiness Certification exam, College Level Exam Program upon individual course completion.

When a student has completed the entire course of study to meet the requirements for graduation, the student takes the American Council on Education Official General Development Practice Test PC form. Lead instructors use the results to verify that the student has demonstrated proficiency in all subjects at a post-secondary level (145) before the student is eligible to graduate.

Additional Information (Optional)

None