



New State-approved Online Learning Providers Application

I. Applicant Information

A. Program Name: Goodhue County Education District (GCED)

B. Organization Type (check one)

Independent District

Charter School

Intermediate District

Consortium of Districts under a Joint Powers Agreement

(list districts)

Cannon Falls School District, Goodhue School District, Kenyon-Wanamingo School District, Lake City School District, Red Wing School District, Zumbrota-Mazeppa School District

C. District or Charter Number: #6051

D. Street Address:

395 Guernsey Lane
Red Wing, MN 55066

E. Contact Name:

Brian Cashman
Coordinator of Alternative Programs
651-388-4441
bcashman@gced.k12.mn.us

II. Program Information

A. Program Type: (check one)

Comprehensive

Supplemental

Comprehensive & Supplemental

B. Grade Levels: Grade 4 – Grade 12

C. Enrollment Type: (check one)

fixed terms

flexible or rolling enrollment (supplemental only)

Potential students* are able to complete an enrollment form at any point in the calendar year. Actual enrollment will occur at each quarter of the school year. These dates will be established pending the approval of the GCED member school district calendars. The enrollment steps are as follows:

1. Parent/Guardian completes and submits Google enrollment form.
2. Parent/Guardian supplies required enrollment documents.
3. The GCED-Online Intake Team reviews the enrollment request.
4. If approved, a representative of GCED-Online will contact the parent/guardian and agree upon a start date.
5. The GCED-Online Intake Team provides the family with the applicable information needed to start in the course(s). This includes a detailed and individualized learning plan.

* Student must be a student in a Goodhue County Education Member School District, be under the age of 21, and be in Grades 4-12.

Below is a chart to help decide if online learning is appropriate for the student:

| Level of Support | Low Support | Moderate Support | Strong Support | Superior Support |
|--|---|---|--|---|
| Technology Infrastructure | No computer and Internet. | Computer and Internet available sometimes. | Computer and Internet available consistently and reliably. | Computer and Internet available consistently and reliably and student has a dedicated study space. |
| Daily Schedule | Limited time during the day for school. | Time available during the day for school but is not always consistent and routine. | Time available during the day for school in a predictable and routine format. | Time available during the day for school in a predictable and routine format and have access to an adult to help if issues come up. |
| Learning Style | Hands-on, visual, in-person conversation and learning. Self-pacing options not helpful. | Hands-on and/or visual, open to connecting to others online. Difficulty with self-pacing. | Open to working online independently and with others. Can self-pace appropriately. | Prefers online schooling, can work well on their own and with others in a virtual environment. Prefers self-paced learning opportunities. |
| Reason for Interest in Online Learning | Wanting easier, less rigorous curriculum for the student. | Wanting differentiation of the core curriculum to better meet the needs of the student. | Academic and social-emotional health is increased in an online learning environment. | Has demonstrated previous success in on-line learning. |

D. Management & Operations – indicate how services are delivered in the program.

| Service | Local District | Contract (non-profit) | Contract (for-profit) | Notes |
|--------------------------------------|----------------|-----------------------|-----------------------|--|
| Program Management | X | | | <p>GCED will manage the program in partnership with it's' member districts. Please see the chart under "Institutional Standards" and "Leadership and Planning" for a detailed lay-out of program management. Please also see Appendix A for the GCED Organizational Chart.</p> |
| IT Infrastructure (LMS) | | | X | <p>Edgenuity's Learning Management System manages program and specific courses, individual student and group progress, and customized courses to meet specific student, class, school, and district needs.</p> |
| Student Technical Support | X | | X | <p>The Coordinator of Alternative Programs will partner with students, GCED Online staff, and Edgenuity personnel when technical support needs are present.</p> |
| Curriculum Assembly & Course Content | X | | X | <p><u>Standards Alignment</u> Please see Appendix B for a Standards Alignment Chart and Appendix C for a description of the Standards Alignment process. Details of the initial standards alignment can be found here.</p> <p><u>Course Syllabi</u> Please see the following link for course syllabi: https://www.edgenuity.com/syllabi/</p> <p><u>Systems Lens</u> From a system lens GCED is committed to continuous improvement through a Multi-Tiered System of Support or MTSS. It is imperative to understand that MTSS is not an initiative or a quick, easy layer to our service work in public</p> |

| | | | |
|--|--|--|---|
| | | | <p>education. MTSS is the framework of all we do in our educational organization. There are three essential elements of MTSS: Multi-tiered supports, <i>beginning with a viable core curriculum</i>; assessment framework; and system-wide problem solving.</p> <p>Within our MTSS we have protocols or processes to guide our work, all focused on the essential questions in education:</p> <ol style="list-style-type: none">1. What do we want our students to know or be able to do?2. How will we know if our students know it or are able to do?3. What will we do if our students do not know it or are able to do it?4. What will we do if our students already know it or already are able to do it? <p>While state and national standards are our response to #1, but within those standards are needs of prioritization. Then within those prioritized standards there are instructional delivery decisions that impact students' mastery of those standards. For example from a language arts perspective, time needs to be spent mastering sentence construction in order to master paragraph construction. We use Professional Learning Communities for our teachers to assess our students' learning and further problem solving. When our students are not learning what we expect them to learn, it is important that we focus on problem solving our process includes problem solving using the ICEL/RIOT Matrix.</p> <p>This process then focuses on the key domains of learning: I = instruction, <i>how something is presented to our students</i>; C = curriculum, <i>what is being taught and includes the scope and sequence and rigor of what is being taught</i>; E = environment, <i>which</i></p> |
|--|--|--|---|

in the case of this application is an online environment; and L = learner, which includes specific characteristics unique to this individual learner. This sequence of domains is important in problem solving in order to identify systematic concerns that may impact more than just one learner.

Standards Alignment

Please see [Appendix B](#) for a Standards Alignment Chart and [Appendix C](#) for a description of the Standards Alignment process. Details of the initial standards alignment can be found [here](#).

Course Syllabi

Please see the following link for course syllabi:

<https://www.edgenuity.com/syllabi/>

Systems Lens

From a system lens GCED is committed to continuous improvement through a Multi-Tiered System of Support or MTSS. It is imperative to understand that MTSS is not an initiative or a quick, easy layer to our service work in public education. MTSS is the framework of all we do in our educational organization. There are three essential elements of MTSS: Multi-tiered supports, *beginning with a viable core curriculum*; assessment framework; and system-wide problem solving.

Within our [MTSS](#) we have protocols or processes to guide our work, all focused on the essential questions in education:

1. What do we want our students to know or be able to do?

| | | | | |
|--|--|--|--|--|
| | | | | <ol style="list-style-type: none">2. How will we know if our students know it or are able to do?3. What will we do if our students do not know it or are able to do it?4. What will we do if our students already know it or already are able to do it? <p>While state and national standards are our response to #1, but within those standards are needs of prioritization. Then within those prioritized standards there are instructional delivery decisions that impact students' mastery of those standards. For example from a language arts perspective, time needs to be spent mastering sentence construction in order to master paragraph construction. We use Professional Learning Communities for our teachers to assess our students' learning and further problem solving. When our students are not learning what we expect them to learn, it is important that we focus on problem solving. This process includes problem solving using the ICEL/RIOT Matrix.</p> <p>This process then focuses on the key domains of learning: I = instruction, <i>how something is presented to our students</i>; C = curriculum, <i>what is being taught and includes the scope and sequence and rigor of what is being taught</i>; E = environment, <i>which in the case of this application is an online environment</i>; and L = learner, <i>which includes specific characteristics unique to this individual learner</i>. This sequence of domains is important in problem solving in order to identify</p> |
|--|--|--|--|--|

| | | | | |
|---|---|--|--|---|
| | | | | <p>systematic concerns that may impact more than just one learner.</p> <p>This ongoing problem solving process will need to be addressed in the context of our online school. We acknowledge that this is under development, but have vehicles to draw from. For example, GCED hires an instructional coach for each of our member districts. These staff members could serve on an online school advisory committee and act as liaison between GCED and their assigned member districts. Depending on the grade range for each coach, additional members may need to be added for 4-12 representation. Other cohorts can be utilized for reflection and implementation adjustments. We will need to determine our process to incorporate our PLC process for those in the online school.</p> |
| Hiring Teachers | X | | | Member districts retain FTE and costs are billed by GCED to its member school districts. |
| Marketing | X | | | Website, paper-based informational content, social media, presentations, etc. |
| Teacher Evaluation/ Training/ Professional | X | | | The GCED Assistant Director of System Development will facilitate the evaluation process and professional development in the same manner that is currently done with Instructional Coaches and other shared personnel across Goodhue County. |

III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review [Minnesota Statutes, Section 124D.095](#) and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

124D.095 ONLINE LEARNING OPTION.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

(a) "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

(b) "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

(c) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

(e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.

(f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

Subd. 3. Authorization; notice; limitations on enrollment.

(a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by the department to notify the enrolling district of the student's application to enroll in online learning.

(b) The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph

available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

(b) An online learning student may: (1) enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license. Unless the commissioner grants a waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent

with subdivision 3, paragraph (a). Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

Subd. 6. Information.

School districts and charter schools must make available information about online learning to all interested people.

Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district.

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

IV. Program Narrative

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from [iNACOL Quality Online Program Standards](#). These program standards are echoed in the three-year review process.

Institutional Standards

Mission Statement: A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

The mission of GCED-Online* is to provide innovative and personalized online learning programming leading to high levels of student engagement, student learning, and student success.

We will ensure that this mission statement is understood by our stakeholders through structured mechanisms - including our Goodhue County Education District Online Learning Task Force Team, our Principal Council, our Special Education Leadership Team, and our Superintendent Council and via communication loops - including in-person (when possible) presentations, virtual presentations, written communication, and 1:1 and small group/team discussions and messaging.

Outcome data that will be collected to inform us about the effectiveness of our mission statement include state and local standardized testing, student feedback, family feedback, staff feedback, and an on-going review of fidelity of implementation. Fidelity of implementation will be monitored by the Coordinator of Alternative Programs and include communication loops as described in the previous paragraph.

*Throughout this application, GCED-Online is used to identify the proposed school name. This name could change as feedback is gathered from various stakeholders.

Governance: Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

Please see [Appendix A](#) for our organizational chart listing the key positions and people in those positions.

Outcome data that will be collected to inform us about the effectiveness of our governance structure include state and local standardized testing, student feedback, family feedback, staff feedback, and an on-going review of fidelity of implementation. This outcome data will be synthesized, analyzed, and presented by the Coordinator of Alternative Programs to the GCED Executive Director, the GCED Superintendent Council, and the GCED School Board.

Leadership and Planning: Governance and leadership work hand-in-hand, developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long-range and operational planning along with annual goal setting including alignment with Minnesota Statute 120B.11 (World's Best Workforce).

The following outlines the key mechanisms supporting operational policies and practice that promote student success:

| Component | Timing | Participants | Purpose | Facilitator |
|---|-----------------------|---|--|---|
| GCED-Online Staff Meetings | 2x/Month | Online Learning Staff | Problem Solving | GCED Coordinator of Alternative Programs |
| GCED-Online Professional Learning Communities | 1x/Month | Online Learning Staff | Instructional Practice; Student Success | GCED Assistant Director of System Development |
| GCED-Online Professional Development | TBD | Online Learning Staff | Improve effectiveness | GCED Assistant Director of System Development |
| GCED-Online Curriculum Alignment | August, January, June | Online Learning Staff | Alignment of digital curriculum with state and local standards. | GCED Assistant Director of System Development |
| GCED-Online Intake Procedures and Enrollment | Rolling Applications | Online Learning Intake Team | To ensure optimum communication and efficiency. | GCED Coordinator of Alternative Programs |
| Online Learning Advisory Team (formerly Online Learning Task Force) | 1x/Month | Member District Personnel | To continually improve and meet school district need. | GCED Coordinator of Alternative Programs |
| Special Education Leadership Team | 1x/Month | Member District Special Education Coordinators | To both strategically plan programming and problem-solve challenges. | GCED Executive Director |
| GCED Principal Council | Quarterly | Member District Site and District Administrators | To partner on strategic directions and decisions impacting county-wide operations. | GCED Assistant Director of System Development |
| GCED Superintendent Council | 1x/Month | Member District Superintendents | To partner on strategic direction and decisions impacting county-wide operations. | GCED Executive Director |
| GCED School Board | 1x/Month | (One) School Board Member from each Member District | Governance of the Goodhue County Education District | School Board Chair GCED Executive Director |

Enrollment Policies and Guidelines

General Information

Student Enrollment Information and Process

Note: As a result of the U.S. Supreme Court Ruling, school personnel may not deny admission to a student during initial enrollment or any other time on the basis of undocumented status; or require parents or students to disclose their immigration status or social security numbers, which may expose undocumented status (458 U.S. 1131 {1982})

GCED-Online Enrollment Process

To be considered for enrollment the student must meet the following:

1. Must hold residency in Minnesota,
2. Must be a student in a GCED-member district, and
3. Students must be in grades 4-12 and under the age of 21.

Enrollment steps are as follows:

1. Parent/Guardian completes and submits Google enrollment form.
2. Parent/Guardian supplies required enrollment documents.
3. The GCED-Online Intake Team reviews the enrollment request.
4. If approved, a representative of GCED-Online will contact the parent/guardian and agree upon a start date.
5. The GCED-Online Intake Team provides the student and family with the applicable information needed to start in the course(s). This includes a detailed and individualized learning plan.

To begin an enrollment review, a series of documentation is needed. These documents are listed below:

Enrollment packet includes:

- * Registration Forms
- * Emergency Contact Information
- * Attendance Agreement
- * Permission to release educational records

Required documents are:

- * Proof of residency
- * Student birth certificate

Requested documents include:

- * Transcript or academic record
- * Standardized test scores
- * Immunization records
- * Special education records
- * Application for Educational Benefits (Free and Reduced Lunch Form)

Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

Like other school districts across Minnesota, the Goodhue County Education district is accountable to stakeholders in a variety of ways, including:

School Board – The Goodhue County Education District is governed by a school board which consists of one school board member from each of the Goodhue County Education District’s member districts. The School Board meets on a regular basis and like the member districts, reviews and approves of applicable school district policies and procedures. The meeting schedule and related agendas and minutes can be found at:

<http://gced.k12.mn.us/> (“About Us” < “Governance”)

Superintendent Council – The Executive Director of the Goodhue County Education District meets regularly with the member district Superintendents to review operations. In many cases, information is vetted at the Superintendent Council prior to it proceeding to the School Board.

Principal Council – The Executive Director and the Assistant Director of System Development for the Goodhue County Education District plan and facilitate Principal meetings for site administrators in the member school districts.

Leadership Team – The Executive Director of the Goodhue County Education District meets regularly with the Special Education leaders in the member districts to review operations, procedures, and related topics.

Online Learning Task Force – The Coordinator of Alternative Programs for the Goodhue County Education District facilitates the meetings of the Online Learning Task Force. Composed of a representative of each member district, this Task Force is involved in monitoring the implementation of digital learning as well as the State-Approved Online Learning Program. Towards this end, this group will transition from a Task Force to an Advisory Team.

It is important to note that each one of these bodies are composed of representatives from each member school district and each body serves as accountability on Goodhue County Education District operations.

In addition to local level accountability, GCED-Online is accountable to the Minnesota Department of Education in the following manner:

Online Learning Program Approval – The process for becoming a State-Approved Online Learning Provider ensures that all the various facets of programming are considered and refined. This process also ensures that there is a written record of the programming that can be referenced when looking at fidelity of implementation.

Annual Public Report – The completion of an annual report on GCED-Online will serve as accountability to the mission and tenets of the program as laid out in the Program Approval application.

Annual Audit – Each year, the Goodhue County Education District goes through an audit of the previous financial year.

Standards and Assessment – GCED-Online is subject to and accountable for implementing state academic standards and its students are required to take all mandated state tests and assessments.

It is important to note that the Goodhue County Education District is subject to applicable federal and state laws and policies.

Finally, student attendance is an important part integrity and accountability. Regular school attendance – whether in a traditional setting or an on-line setting, is directly related to having a successful school experience. Attendance at GCED-Online is based on the student being actively engaged and making progress in each of their courses. Attendance will be tracked through system logins, system activity, and work submission.

Teaching & Learning Standards

Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The

standard and its sub-sets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

The Goodhue County Education District-Online (GCED-Online) program offers the opportunity for students and families to have an additional educational option in Goodhue County. Up until now, there has not been a Comprehensive Online Learning solution in Goodhue County. There are students in the county who would find their niche and expedite their growth in an on-line program. With approval, these students, and future students, will be able to benefit from this option.

GCED-Online courses will be aligned with the Minnesota State Academic Standards. Students are required to meet state standards as prescribed in the area of Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Health and Physical Education in order to ensure grade progression and graduation.

GCED-Online will be staffed by appropriately-licensed teachers. Teachers will be available during the school day and by appointment. Please note that the member school districts will either retain or produce FTE at the local school district level to then share across the county by content area. The Goodhue County Education District will bill for services.

The GCED-Online staff will work with the GCED-member school district school counselors in supporting appropriate class selection and provide academic counseling. The goal of this partnership is to ensure that students enrolled in GCED-Online have an excellent experience – including academic growth and social-emotional growth as well as digital skills and ethical decision-making.

All curriculum will be accessible via Edgenuity (third-party online vendor). Instruction and targeted student support will be the responsibility of the licensed local teacher of record.

The connection between GCED and its member districts will continue to strengthen as implementation of GCED-Online continues. For example, GCED-Online teachers are anticipated to also have teaching responsibilities in their member district. This connection point will serve to ensure that the student learning occurring online is standards and research-based and mirrors the learning outcomes being generated at the traditional/mainstream school. Another example of a connection point is that the student enrolling in GCED-Online will receive their high school diploma from their member district. The differentiation of planning to accomplish this is an example of the personalized learning that GCED-Online will emphasize.

There are a number of attributes that make the online courses clear, accessible, and engaging. Before diving into that, it is important to note that the GCED-Online teaching staff will have the opportunity to adapt and modify their courses to ensure alignment with Minnesota State Standards. Please see [Appendix B](#) and [Appendix C](#) for additional details. In addition to creating time and space for curriculum work, the GCED-Online teaching staff will have the opportunity to participate in professional development designed to bolster their skill set in delivering a high-quality virtual learning experience. This will come in the form of our third-party vendor (Edgenuity) training as well as with different online learning-related conferences and workshops.

In terms of the online course content and clarity, accessibility, and engagement, please see the following attributes of Edgenuity's digital curriculum:

- Course content is designed and created by cross-functional teams of experienced educators and instructional designers with degrees in curriculum development, instructional design, instructional technology, and content-area education.
- Course content is created using principals of backward design – including big ideas, essential questions, and learning objectives.
- Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.

- Lesson format typically includes: (1) Warm-Up, (2) Instruction, (3) Summary, (4) Assignment, and (5) Assessment.
- Text is accessible to all students at their reading level, including advanced vocabulary for accelerated students and reading assistance for remedial students.
- Courses teach and use active learning strategies to engage students and foster deep understanding, strengthening students' metacognition.
- Courses use a variety of media to give students multiple and varied experiences with a single concept or skill, inviting students to explore a concept or skill from angles.
- Media requires student engagement so that learners must actively participate in order to progress.
- Courses embed all levels of Marzano's taxonomy, including analysis and synthesis, critical thinking, and problem solving.
- Courses accommodate unique learning styles and various ability levels using scaffolding such as online support, audio assistance, note-taking, and study guides.

Within the Edgenuity courses, the following augments local refinement with features to accommodate individual student need:

- Policies and practices are in place that provide accommodations for students with disabilities. Please see [Appendix D](#) for further information.
- Instructional material is accurate, complete, and current. The curriculum is designed to be relevant for students in today's global society, and reflects multi-cultural education in the images and media, language and content, and selection of resources.
- Curriculum content is developed in accordance with state and national standards as well as in the quality standards from the Aurora Institute and is accredited, including by Cognia (formerly AdvancEdD). National and state standards correlation is verified by a third-party reviewer.
- The courses do not rely on external links that are not controlled or maintained by the publisher.

The evidence of continual improvement in the area of curriculum will be centered on work products, namely:

- Up-to-date and accurate alignment between the course content and state standards. This alignment will be accessible to both internal stakeholders and external stakeholders.
- Curriculum review session agendas, minutes, and products are recorded and retain as evidence of continuous improvement.
- Both standardized and local assessment data will be analyzed and reviewed to ensure that the curriculum and instructional practice is focused on state standards and prioritized standards within the broader state standards listing.

Minnesota K-12 Standards: Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

GCED-Online will utilize the Minnesota State Standards-aligned Edgenuity courses at the 4-12 level. Course offerings will also include courses that are aligned to national standards in the absence of state standards. Please see [Appendices B](#) and [C](#) for a synopsis of GCED Online state academic standards alignment and work plan.

Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its subsets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

Teacher responsibilities in the GCED-Online program include:

Responsibilities to the Student*

- Orient students to course and communicate course requirements
- Maintain office hours
- Conduct instructional sessions (regular class meetings, web meetings, tutoring)
- Check and respond to emails within 24 hours M-F
- Grade and provide feedback for instructor graded assignments within 72 hours (M-F)
- Provide individual and specific feedback on progress reports
- Maintain additional student communication requirements (i.e. one-to-one weekly contact)
- Set course completions deadlines for student work
- Individualize and differentiate instruction to help each student achieve curricular objectives
- Encourage student progress

* Teachers are responsible for using both formative and summative assessments to establish and monitor student learning outcomes as outlined in the Minnesota State Academic Standards. Especially in an online environment, it is critical that staff offer varied assessments that are based on different learning styles while also committing to regular and timely feedback on all assessments.

Responsibilities to the Parent/Guardian

- Provide individual and specific feedback on progress reports
- Support parents with student curricular and instructional issues
- Track student academic progress and attendance
- Conduct conferences with students and parents/guardians as requested
- Document and communicate discipline concerns (ex. plagiarism, cheating, absenteeism)
- Maintain regular contact with students, families, and other key stakeholders

Responsibilities to the Classroom

- Learn the curriculum in its entirety for assigned courses and grade levels
- Communicate expectations and demonstrate an active interest in student achievement
- Validate course grades and make recommendations for promotion and retention if necessary
- Use a variety of resources to appropriately respond to the needs of all learners
- Utilize asynchronous and synchronous tools to expand course content according to prescribed policies and procedures
- Collaborate with peers
- Travel to and participate in staff meetings and professional development sessions as needed

Parent involvement is critical to the success of a student in GCED-Online. This includes supporting their student as they work through the curriculum, complete assignments, and review test material. Parents are vital partners to GCED-Online, especially in the following areas:

- Maintaining contact with teachers and staff with updates to phone number and e-mail address changes.
- Participate in quarterly parent sessions.
- Participate in quarterly parent-teacher conferences.
- Log-in to the Edgenuity parent account to monitor their student's progress.
- Monitor and maintain academic integrity.

In regard to student responsibilities and expectations, the following are important to know:

- Attendance is defined as continuous active engagement with the learning process and making continuous progress in each course in which the student is enrolled.

- Students need to log-in to Edgenuity on each school day.
- Students need to make regular and continuous progress in each course. Continuous progress means that the student is progressing in a course at a rate that keeps him or her on track for passing.
- Students need to consistently turn in course assignments.
- Students need to consistently engage in non-course work activities offered as part of the course and/or school.
- Students need to consistently revise work as requested or required by the classroom teacher.
- Maintain regular communication with the classroom teachers and other applicable school personnel. This includes:
 - Responding to e-mail, text, and/or phone messages from GCED-Online staff
 - Updating the appropriate GCED-Online staff if contact information changes
 - Making sure your parent/guardian reports any absences.

In an online learning program, each student is responsible for doing their own work. It is expected that students enrolled in GCED-Online will exhibit academic honesty and never plagiarize and/or otherwise complete assignments and/or tests not of their own original work. If a student does not comply with these expectations, consequences may include:

- Reduction of assignment/assessment value to 50%.
- Reduction of assignment/assessment to 0%.
- Failing grade of the course(s).

From the teacher lens, GCED-Online supports the incorporation of research-based practices, including strong student-teacher relationships, and multiple modalities to engage students through a robust teacher evaluation system. What follows describe the teacher evaluation/improvement process:

To determine a component rating for the teacher practice component, the assigned summative evaluator should collect all evidence from the three-year professional review cycle activities including:

- The documentation from observations conducted by the summative evaluator
- The teacher's formative self-assessments
- The peer reviewer's summaries or PLC documentation supporting effective practice
- The teacher's portfolio (optional)

The assigned summative evaluator reviews the body of evidence for the teacher practice component of the GCED Teacher Development and Evaluation (TDE) Plan. The evaluator looks for patterns in performance and trends over time and compares evidence to the Performance Standards for Teacher Practice Rubric. The summative evaluator will also draw from the National Standards for Quality Online Teaching. The evaluator interprets the evidence within the context of these sources and benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, and professionalism and to then determine a component rating for the teacher practice component.

A holistic approach is used by an assigned summative evaluator to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating. The summative evaluator will participate in an evaluator professional development program focused on the National Standards for Quality Online Teaching with both the GCED Assistant Director of System Development and the Coordinator of Alternative Programs. GCED

administrators, previous to this, will engage in an analysis and synthesis between the National Standards for Quality Online Teaching with the GCED Teacher Development Evaluation systems.

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The use of student achievement data for the purposes of teacher evaluation is a new practice for many Minnesota teachers. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth.

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes:

- The student population or sample included in the goal.
- The standards with which the goal will align.
- The assessments that will be used to measure student progress and goal attainment.
- The period of time covered by the goal.
- The expected student growth (or outcomes).
- The rationale for the expected student growth.

The student learning goal process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be career- and college-ready. Teachers using best practices already follow an informal process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the student learning goal process provides teachers with ways to formalize their teaching practice, and give input on how student learning will be measured and how a teacher will be evaluated.

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned teacher group. During a summative evaluation, summative evaluators may have one to three years of student learning and achievement component ratings to synthesize into one component rating. Summative evaluators will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

All teachers identified as having student learners will complete the student engagement design question in iObservation.

Additional data gathered from evidence could include (but not be limited to) the samples listed below:

| Teacher | Student |
|---|--|
| <ul style="list-style-type: none"> • Levels of rigor in classroom instruction and assignments – including differentiation • Strategies for connecting content to students' lives • Online Community building with students • Level of student engagement and course progression • Modeling and teaching of digital citizenship • Responsiveness to student work and questions | <ul style="list-style-type: none"> • Student responses to teacher interactions • Student attention to learning activities • Assignment completion rates • Levels at which students express ideas and pose questions relevant to learning • Levels at which students initiate and complete tasks • Levels at which students contribute to a positive class/school online school community • Demonstration of digital citizenship |

It is also important to note that the Goodhue County Education District employs Instructional Coaches who are able to come alongside teaching staff to partner on implementing and refining high-quality research-based instructional practice.

In terms of outcome data, the teacher evaluation data is able to be aggregated and reviewed to identify areas of strength and opportunities for improvement.

Assessment: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.

The instructional design of the courses leverages the following practice to ensure timely and relevant feedback to the applicable stakeholders:

- Assessments are challenging, appropriate, and align to learning objectives.
- Assessments are designed to provide observable evidence of standards mastery.
- All assessment items are rigorously and tightly aligned with lesson objectives and instruction, which in turn are tightly aligned with state and national standards.
- The program uses multiple methods to assess the degree to what stated learning objectives are met. Methods include: (1) Diagnostic Assessment, (2) Formative Assessment, (3) Interim Assessments, and (4) Summative Assessments.
- A randomized test bank automatically provides a new test for each assessment attempt.
- Immediate, relevant, and varied feedback is embedded into interactive exercises and assessments.
- Students are provided formative “self-check” or practice assessments which include timely and relevant feedback and prepare the students for scored assessments.
- Student assessment is competency based, meaning that students must demonstrate proficiency in corresponding standards-based formative and summative assessments. In other words, course progression is only available when the student has demonstrated learning with the current standards at any one point in a course.
- Formative assessments are included that provide data for targeted remediation or intervention when needed.

The data inputs from the assessment practices will be reviewed, analyzed, and acted upon based on the GCED Multi-Tiered System of Support (MTSS) framework. This framework calls for continual review of student learning data to ensure that Tier 1 instruction is being effective and that, if needed, Tier 2 and Tier 3 intervention protocols are matching the correct intervention to the correct skill area. More information on the GCED MTSS framework can be found on our website at: <http://gced.k12.mn.us/> (go to the “MTSS” heading on the GCED home page).

Furthermore, in regard to differentiation, there are a number of components in place, including:

- The ability of students to self-pace through course material (within certain boundaries).
- Course accommodations to address unique learning styles and various ability levels using scaffolding such as online support, audio assistance, note-taking, and study guides.
- Courses are available in differentiated curricular pathways, including:
 - Core courses
 - Credit recovery courses
 - Honors courses
 - Advanced placement courses
- The option of using a mastery-based learning setting to help ensure that students master each learning objective before moving on.
- Courses provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.
- Courses include opportunities for both asynchronous and synchronous learning.
- Courses contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.

Support

Faculty Support: A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

For many reasons, supporting the growth of professional skills is critical to a high-quality online learning program. Towards this end, there are two main categories of professional learning with GCED-Online:

1. Training specific to the curriculum tool (Edgenuity) and
2. Training specific to professional standards outside of Edgenuity.

Specific to Edgenuity, educators are provided initial assistance and training to develop an implementation plan and ensure understanding of the program. A variety of delivery models is used for this, including:

- Onsite training
- Virtual (via webinar) training
- Coaching
- On-Demand training resources

Specific to professional standards, educators will have the opportunity to participate in GCED-provided professional development as well as participate in a cohort consisting exclusively of online learning educators.

Another component of professional growth is a teacher evaluation protocol that enables productive conversation and reflection on continuous improvement. What follows is an outline of the basic expectations of all GCED employees, followed by information on the GCED teacher evaluation protocol. More detailed information on the GCED teacher evaluation protocol can be found in the “Instruction” section of the application.

Expectations for Employee

1. Be a team player. Bring a positive attitude to work every day. Communicate effectively with students and the members of your team. Get to know the responsibilities of all your team members. Attempt to resolve problems closest to the source of the issue.
2. Serve as a role model in your dress, speech, and actions. Dress and act appropriately for your role and personal safety. Always use respectful language. Avoid jokes, off-color remarks or attempts at humor that could be considered rude, inappropriate, disruptive or unprofessional. Do not talk about students or employee in a disrespectful or discourteous way.
3. Teachers and their assistants are responsible for the education and supervision of students at all times.
4. Set high expectations for behavior. Know and enforce the requirements of the District's Student Handbook.
5. Maintain confidentiality at all times. Employees, students, and their families have a right to confidentiality and data privacy. You are accountable for what you say and for information you release. Do not speak about a student in front of another student or talk about a student to employee or others in or outside school except on a need to know basis. Respect other employee members' confidentiality.
6. You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.
7. Maintain your personal and professional boundaries at all times. Personal information about your life outside of school is not appropriate and may not be appreciated by students. You are part of the school program and your job is to provide education, support, and guidance to students. Establishing "friendships" with students may create unrealistic expectations and interfere with sustaining appropriate boundaries.
8. Maintain a respectful and safe workplace. Inappropriate comments about race, color, religion, age, sex, sexual orientation, marital status, national origin, or other tasteless or improper remarks will not be tolerated. The Education District also has a Harassment and Violence Policy that is on the district website. An important aspect of this policy is to report to your supervisor if you receive an unwelcome comment or feel threatened in any way. To the extent possible, we want you to feel safe and secure at all times.
9. Be dependable. You are responsible for maintaining good attendance. You are expected to report to work on time, adhere to the time periods established by the District for any breaks, and remain at the assigned work station throughout the scheduled work period or until properly relieved. Report any absences on Teachers on Call, our time and attendance reporting system.
10. In emergency situations, all employees are expected to follow the Crisis Plan. Review the plan for your location and know your role and responsibilities in each situation. First and foremost, you are responsible for your student's and your personal safety.
11. Only use Education District vehicles when it becomes necessary to transport students as part of your job assignment.
12. You are responsible for reading and following all Education District policies and procedures.

In terms of professional review and growth, GCED uses the Teacher Development and Evaluation (TDE) protocol. TDE is based on the work of the Marzano Center for Learning Sciences International. One benefit of the TDE system is the fact that data is embedded into the evaluation process and can be packaged into a disaggregate level to pinpoint areas of strength and opportunities for improvement. Please see the narrative under "Instruction" for more detail on the GCED TDE system.

Staff and teacher workloads will be at the appropriate level based on the conditions of the most current Teacher Agreement/Contract as well as best practice in online learning.

Student Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. Within GCED-Online, enrolled students are provided a Student Advisor. The Student Advisor will stay assigned to the student through the duration of the student's time in the program in an effort to provide a continuum of personalized support. The Student Advisor will work in tandem with the School Counselor to promote academic and social-emotional growth, as well as post-high school planning. The Student Advisor will also be responsible for monitoring student progress in the program as a whole and walk with the student and/or their family as questions come up.

Student Support

| Support | Responsible Personnel | Notes |
|--------------------------|---|--|
| Student Advisor | Advisor; School Counselor | Collaborates with guidance personnel on promoting academic and social-emotional growth as well as post-high school planning. |
| English Learner Services | Classroom Teacher; English Learner Teacher | Student qualification dependent on state guidelines and procedures. |
| 504 Plans | Classroom Teacher; 504 Coordinator | Student qualification dependent on state guidelines and procedures. |
| Special Education | Classroom Teacher; IEP Case Manager | Student qualification dependent on state guidelines and procedures. |
| Wrap-Around Services | Guidance Personnel, School Social Workers, etc. | Point of Contact To Be Determined based on student need and staff availability match. |

Please see the links below for a detailed review of the GCED Multi-Tiered System of Support (MTSS).

<http://gced.k12.mn.us/assessments.html>

<http://gced.k12.mn.us/interventions.html>

Specific to Autism and as support within the MTSS framework, GCED employs an Autism Consultant. The Autism Consultant is a licensed autism teacher who supports teachers who work with individuals who meet educational criteria for autism. The consultant is available to assist with evaluations, individual education programs, program and family supports, strategies, behavior challenges, and general consultation.

Data is continuously being collected through our county-wide MTSS efforts. The same will hold true for GCED-Online. It is through this data collection and review that we can provide more intentional and effective support for students while also ensuring that our policies, procedures, and practices reinforce best practice in supporting student learning and growth.

Guidance Support: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

GCED-Online will collaborate with guidance personnel from the enrolling school districts. Particular focus of guidance support will be:

- Academic scheduling and planning
 - Regular one-on-one meetings with guidance personnel to review progress toward academic goals.
 - Regular one-on-one meetings with teacher and/or advisor to review progress toward academic goals.

- Personal and social development
 - Student Support Groups based on student interest and availability.
 - Regular one-on-one meetings with guidance personnel to review personal and social development.
- Career and college planning
 - Regular one-on-one meetings with guidance personnel to review post-high school plans.
 - Regular one-on-one meetings with teacher and/or advisor to review post-high school plans.

Data reviewed and reflected on in order to continually provide the best guidance services possible include:

- Student satisfaction surveys
- Parent satisfaction surveys
- Student exit interview
- Parent exit interview
- Alumni career and college transition

Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

In order to promote a positive student and family experience, the following outlines technical support responsibilities as well as needed materials and hardware and software recommendations:

Technical Support

| | |
|------------------------|---|
| Online Textbook Access | Classroom Teacher |
| Broken Link | Classroom Teacher |
| Username/Password | GCED Coordinator of Alternative Programs |
| Technical Help | GCED Technology Specialist |
| Getting Online | Internet Service Provider (please see notes, below) |

Students will need access to a computer system (including laptop computer, printer, and software). For students who do not have access to a computer system, GCED-Online will loan the computer system to the student. These computer systems are instructional property and must be returned at the end of each school or when the student leaves the school. Each family will need to secure their own Internet service provider. This access could be at the home or a public entity like the library. If Internet service is a barrier to enrollment and program success, students/families can work with GCED administration to problem-solve on a case-by-case basis.

Hardware and Software Recommendations

Desktop and Laptop Computers—for the most user-friendly experience

Operating System

- Windows 7 or later
- Mac OS 10.7 or later

Browsers—the latest versions of the following:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge (Windows 10 only)
- Safari (Mac only)

Plugins—the latest versions of the following:

- Adobe Flash Player
- Adobe Reader DC
- Adobe Air
- Adobe Connect
- Java
- VLC Media Player (Mac only)

Software

- Microsoft Office 2007 or newer
- Alternative: LibreOffice—a free productivity suite compatible with Microsoft Office file formats

Mobile Devices and Third-Party Curriculum

Many mobile devices may not be fully compatible with third-party curriculum platforms. These include: Chromebook, iPad, iPhone, iPod, Kindle, and Android phones & tablets.

Connectivity

Use the chart on the FCC Household Broadband Guide to assist in selecting the appropriate speed

- For one student, a minimum download speed of 8Mbps should be requested from your ISP.
- For two or more students, a minimum download speed of 25Mbps should be requested from your ISP.

NOTE: As you add more users/devices (e.g., computers, gaming consoles, streaming devices, etc.) the need for bandwidth increases. Therefore, if you use multiple devices, you should request a minimum download speed of 25Mbps.

NOTE: If you have a satellite connection, you may experience performance issues depending on outside weather conditions.

You can test your current Internet speeds at <http://www.speedtest.net>

Speeds less than those noted above may result in a less than optimum user experience

Data usage

The amount of data transferred over your Internet connection each month depends on what your student's courses and online activities are each day. Please contact your Internet Service Provider (ISP) to discuss the best option for your needs.

Data collected to inform our organizational support services will include:

- Number of loaned computer systems
- Number of technical assistance requests
- Parent feedback via survey
- Student feedback via survey

- Classroom teacher feedback via survey
- Technology Specialist feedback via regular conversations and communication with the Coordinator of Alternative Programs

Parent/Guardian Support: Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

When teachers and parents/guardians work together to help students take responsibility for learning, students are more likely to have a positive online learning experience and make progress towards graduation. Online learning can also be a vehicle for strengthening student organizational skills, planning skills, confidence and discipline. At GCED-Online, parents/guardians can expect the following support mechanisms:

1. Access to their student's course progression in real-time.
2. A response by a GCED-Online staff member within 24 hours to an e-mail or phone call.
3. Regular communication by GCED-Online to home regarding applicable technology, curriculum, teaching and learning, and online learning topics. This includes newsletters, e-mails, and other technology-based communication.
4. Opportunity to participate in a quarterly meeting at the start of each quarter.
5. Opportunity to participate in an on-line parent/guardian community.
6. Opportunity to arrange in-person meetings with GCED-Online staff, if applicable.

In regard to helping their student, parents/guardians can create time on a regular basis to:

- * Check in with your student on their computer organization. Are there desktop folders? Are they organized in a coherent manner?
- * Review and discuss your student's attendance/work submitted, progress, and grade in each course.
- * Review what they are learning, what's going well, and what could be going better.

The following data inputs will be used to gauge the effectiveness of our parent/guardian connection points:

- Attendance at quarterly parent/guardian sessions
- Attendance at quarterly parent/student conferences
- Parent/guardian feedback via survey

Please see the narrative in the "Instruction" section of the application for additional notes on parent/guardian responsibility.

Evaluation

Program Evaluation: Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

GCED-Online will be evaluated based on both quantitative and qualitative measurements. Quantitative measures will include:

- Standardized Test Performance
- Grade/Course Completion and/or Credits Earned
- Grade/Course Enrollment
- Student Drops
- Time On Learning

Qualitative measures will include:

- Student Feedback
- Parent/Guardian Feedback
- Teacher Feedback
- School Counselor Feedback
- Administrator Feedback

These data sources will be used in the continuous improvement/program improvement structure described below.

Program Improvement: A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

As mentioned in the Accountability narratives, there are a number of mechanisms that provide a feedback loop as a means to program improvement. Although each of these mechanisms is important, the main catalyst for program improvement will be come via the Online Learning Advisory Team. This team will be responsible for engaging in an intentional continuous improvement cycle using the primary tools laid out by the Minnesota Department of Education (<https://education.mn.gov/MDE/dse/cimp/>).

In particular, the Online Learning Advisory Team will engage in working through the following steps and answer the applicable questions at each step:

Step 1: Establish a Leadership Team

Who will be involved in the process? How will we engage them meaningfully?

Step 2: Assess Needs And Set Priorities

Where are we now? How did we get where we are? Where do we want to be?

Step 3: Select Strategies and Create a Plan

How are we going to get to where we want to be? How will we inform implementation?

Step 4: Implement the Plan and Get Better

How's it going, and what's next?

Step 5: Reassess Needs, Priorities and Strategies

Should we reassess our team, needs, and strategies?

Addendum:

Supplemental (Part-Time) Online Learning Enrollments

Students enrolled full-time in a GCED-member school district may elect to enroll in online courses not to exceed 50% of their total enrollments through an approved online learning provider.

Successful students in the supplemental online learning program at GCED-Online spend a portion of their time each school day to their online supplemental course(s). Students are expected to make adequate progress each week in order to ensure successful course completion and full-credit earning (when applicable). The Coordinator of Alternative Programs will submit progress reports to the member school contact person on a regular basis. Semester and final grades are submitted to the member school counselor within 10 days of the end of the term. Credit conversions and graduation requirements are in accordance with the member school policies.

V. Statement of Assurances

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.


- Submit annual program information in the requested format to the Minnesota Department of Education by July 15th.
- Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty and support staff prior to the start of the school year.
- Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.
- Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.
- Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education.
- Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science and Social Studies.
- Use only the approved enrollment forms provided by the Minnesota Department of Education.
- Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student’s enrolling district within 10 days of receiving the completed application for enrollment.

Supplemental Programs Only

- Identify enrolling district Online Learning Liaison and obtain his/her contact information.
- Submit supplemental online learning notice of registration to the enrolling district upon student application in the online learning program. Include the courses or program credits to be awarded, MN Standards met, and the start date of online enrollment.
- Provide a course syllabus and confirm that the course(s) will meet the student's graduation plan at the enrolling district. After acceptance, enrollment status and student grades are provided to the student home district in a timely manner.
- Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.
- Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.



Signature of Superintendent

November 23, 2020

Date