



MDE Online Learning Provider Application

ISD191 Burnsville-Eagan-Savage Public Schools: February 2021

DRAFT 13JAN21



New State-approved Online Learning Providers Application

- I. Applicant Information
 - A. Program Name:
One91 Virtual Academy
 - B. Organization Type: Independent District
 - C. District or Charter Number: 191
 - D. Street Address
 - ISD191
 - 200 W Burnsville Parkway
 - Burnsville, MN 55337
 - E. Contact Name:
 - Brian Gersich
 - Assistant Superintendent
 - bgersich@isd191.org



II. Program Information

A. Program Type: Comprehensive & Supplemental

B. Grade Levels: K-12

C. Enrollment Type: Fixed Terms

We will encourage students to align changes to the beginning and end of quarter or semester terms. We will, however, allow for mid-term changes to and from our online school in consultation with students, families, and district staff.

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

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	X			
IT Infrastructure (LMS)	X Management and Support		X LMS Application (currently Schoology)	
Student Technical Support	X			
Curriculum Assembly & Course Content	X		Online programs for specific grades / courses will be used in conjunction with district-created curriculum	
Hiring Teachers	X		Substitute teachers may be utilized through our existing contract with Teachers on Call	
Marketing	X			
Teacher Evaluation/ Training/ Professional	X			

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.

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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.

What is your program mission statement?

ISD191's mission statement is *Each Student. Future Ready. Community Strong*. This mission lives in our equity work as we ensure our district, programs, classes, and support services are highly personalized for each student and every student sees opportunities and paths for their future. We embrace equity as a continuous inner journey and that without boldly engaging in action needed to dismantle racist policies and practices, we cannot serve each of our students. Equity work will be a foundation of our online school as it is with our in-person courses, programs, and supports.

Our students graduate Future Ready. We have developed a nationally recognized Career and College Pathways program that allows our extraordinary learners to explore and live at the intersection of passion and purpose. Through our pathway programs, students discover more about what they love to do (and often what they don't want to do!) earlier in life. We are confident in our pathway model for our in-person schools and are excited to expand those opportunities to our online school. Our online school will align with our pathways for elementary, middle, and high school through SPARK, FUEL, and BLAZE.



Grades PreK-5

Elementary pathways light a spark for learning in each child and instill



Grades 6-8

Middle School pathways fuel the interests and passions of each



Grades 9-12

High School pathways fan the flame to help each student blaze a new

a sense of excitement and creativity as their learning journey progresses.

student to explore the world around them.

trail and discover all that is possible.

Elementary students have opportunities to explore a variety of themes and topics aligned to our pathways.

Middle school students have opportunities to discover their strengths in learning, leadership, and building culture.

High school students have opportunities to explore over a dozen strategic pathways that lead to industry certifications, early college credit, and career preparation.

Our students are community strong. Through our pathways program, we are continuously developing partnerships with our local, state, and national communities. These partnerships provide our students with the opportunities and experiences to learn about careers, knowledge and skills, and authentic engagement with experts.

Explain how the organization will work to ensure the mission statement is understood and drives all of the work.

Our mission of *Each Student. Future Ready. Community Strong* is embedded throughout our district. It is evident through the learning activities in our courses, the professional learning of our staff, the programs we provide to our students and families, and our outreach and connections to our community. We are an equity-driven organization that addresses inequalities that are detrimental to our students and staff. We strive to partner with businesses and organizations that partner to provide opportunities for our students to grow and thrive.

What outcome data will you collect to inform you about the effectiveness of your mission statement?

We will collect outcome data on the effectiveness of our mission statement through the presence of our mission in coursework and school programming: personalization, strong academics, and social/emotional support tied to community. We will provide opportunities for our students and families to engage in conversations around equity. We will provide informal and formal opportunities to hear from our students, families, staff, and community partners on what is helping us achieve our goals and more importantly, how we can continue to improve. We will expand our existing comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with the World's Best Workforce (WBWF) to ensure we are meeting our mission for our online school.

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.

Provide an organizational chart listing all key positions and people in those positions (include any roles filled by external contractors):

The One91 Virtual Academy will be created and supported by ISD191 staff. We will utilize our existing principals, teachers, and support staff for the online school. This will be possible due to our current declining enrollment.

Staffing will be aligned to our existing practices and staff will be allocated accordingly. We acknowledge that starting an online school will require additional resources and are prepared to adjust existing resources to accommodate the unique needs. When enrollment shifts in our physical schools, we adjust staffing accordingly. We will dedicate staff--principal, coordinator, clerical--as needed for the success of the One91 Virtual Academy. The experiences gained through necessary changes from the COVID-19 pandemic have positioned us well to deliver a robust online school that does not fully stand in isolation from our traditional system. Our organization chart and the inclusion of the One91 Virtual Academy reflects this inclusive approach to offering in-person and online opportunities.

[ISD191 Org Chart](#)

[ISD191 Board of Education](#)

List the responsibilities for each role in the organization.

Elementary / Secondary Principal

- The elementary principal for our online school will be a percent of an existing principal position.
- The secondary principal for our online school will be a percent of an existing principal or AP position.
- If/when our online school enrollment would warrant a dedicated principal, we will review assignments.

Online Coordinator

- We will utilize existing Systems Improvement and Student Achievement (SISA) Coordinator staff to lead the preparation and launch of our online school.
- Our existing SISA Coordinators know and lead the work in our district around mission and will work to expand that mission to our online school.

Teachers

- Elementary Classroom teachers will be dedicated to the online school.
- Elementary specialists will teach a percent of their day in the online school.
- Middle school and high school teachers may be either 100% online or teach a percent of their day depending on student enrollment.

Student Support Services

- We will utilize existing Student Support Services staff for Special Education, English Learners, Intervention, and Enrichment services.
- We will assign existing counselors, deans, social workers, and cultural liaisons to work with students and families in our online school.

Clerical

- We will utilize existing SISA clerical staff to handle the clerical responsibilities of the online school.

Human Resources (HR)

- Hiring of online teachers will be incorporated into HR functions.
- Online teachers will be existing or new ISD191 teachers

Other Key Areas:

- Enrollment will be embedded into enrollment practices and procedures.
- Technology equipment and support will be embedded into technology practices and procedures.
- Communications and marketing will provide information to engage our online students and families.

Online Academy Advisory Committee

- Members will include parents, students, and staff. The purpose of the advisory committee will be to provide feedback for continuous improvement

What outcome data will you collect to inform you about the effectiveness of your governance structure?

In preparation for Fall 2020, we evaluated our spring online program--created due to COVID-19--and our very successful summer online program. We made improvements based on this evaluation. The 2020-2021 school year has already provided invaluable experience and direction as we prepare a permanent online school option. We

will also continue to use established continuous improvement practices. Those practices include critical feedback from our students, families, and teachers on what is working and what needs improvement, and evaluating new research and information. Especially as we emerge from the pandemic, the societal changes that impact education will be considered. We will employ formal surveys to collect data and take action on feedback, as well as informal feedback mechanisms such as conversations and parent-teacher conferences.

We will also create a One91 Virtual Academy Advisory Committee made up of parents, staff, students, and community partners. Our goal is to work in partnership with families participating in our online school.

Attach official documents as evidence of approval to the application: (only those that apply to your organization type e.g School Board approval, Joint Powers of Authority approval, Consortia approval, Charter School Authorizer approval)

[To School Board as Draft Plan January 14th, anticipated Approval on January 28th]

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).

Describe the processes in place for stakeholder feedback and continuous program improvement, including roles and responsibilities for those involved.

Opportunities for stakeholder feedback and continuous program improvement occur at multiple levels throughout ISD191. Ensuring diverse, comprehensive, and quality stakeholder feedback requires multiple strategies and a deep knowledge and connection to our various stakeholder groups. The School Board works closely with the Superintendent and her cabinet. Administrators apply district policies promoting continuous feedback and district improvement. At the school board level, the public has opportunities to share their input during board meetings as well as at listening sessions. Furthermore, feedback from the public is gathered through a district perception survey administered in multiple languages and formats. Administrators at the school level gather input through the school's parent-teacher organizations (PTO) as part of their continuous improvement processes. The schools also gather perception data from parents through district surveys, as well as perception survey data from their staff and students to inform the continuous improvement process. Throughout our application, we will reference numerous ways we partner with our stakeholders to evaluate, gain feedback and perspective, and use stakeholder feedback for continuous improvement.

List any enrollment policies or guidelines that are in place. NOTE: Fees and policies that may be discriminatory are not allowed.

The Enrollment Center is the beginning step for welcoming families into our district and exists as both a physical location in our district office as well as in an online environment. While many of our families prefer to come into our Enrollment Center to fill out enrollment forms, we also successfully serve families who prefer to enroll online.

Our enrollment process is supported by a team of multilingual staff. With the addition of our online school, we will continue to evaluate and adapt our practices to provide a welcoming and clear processes to ensure documentation and logistics are complete. More importantly, we strive to welcome and celebrate their start in our district. We are honored to have their family join our fantastic district and will ensure they are welcomed and supported through the beginning steps and into the future.

[Enrollment Process](#)

What outcome data will you collect to inform you about the effectiveness of your leadership and planning?

To inform our effectiveness as leaders and our systemic planning, we use a variety of data points throughout the year including our District Perception Survey. The data gathered is used to inform and develop district and school improvement plans as a part of the continuous improvement process. Public input collected during school board listening hours is used to inform the School Board and Superintendent of areas to improve upon and add to district-wide goal development. Student achievement data, demographic data, and internal assessment data is also used to guide the development of school improvement planning. As a system, we work continuously to improve our district programming, to support our students and families, and to ensure a more equitable future for our students and ourselves.

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.

Describe accountability systems in place and how they will function to assure program integrity and accountability.

ISD191 will utilize both district and state-level assessments to measure student achievement. These include formative, summative, and standardized testing, such as FASTbridge, ACCESS and MCAs. We also utilize our Minnesota Common Course Catalog and MARSS submissions for alignment and accountability.

ISD191 is a Q-Comp district and will implement all current Q-Comp practices in our online school as well. We believe that the practices of peer coaching and continuous improvement provide opportunities for growth and development for our staff. Our experience with distance learning has provided us opportunities to develop “look-fors” and coaching strategies for quality online teaching and learning. We will continue to use the Danielson framework and employ the vast resources we have developed for online teaching and learning.

[Danielson Group Remote Teaching Guide](#). This document was created by The Danielson Group and has provided a crucial bridge for our teachers during distance learning. This document, along with the Danielson Framework led to the creation of the following document: [Danielson Domain 2 & 3 Virtual Observation Guide](#). We will continue to use the Danielson Framework as a foundation for instructional review and accountability in our online school.

For more information regarding our Q-Comp practices, reference our [2020-2021 ISD191 QComp MOU](#).

Assurance of program integrity and accountability will be reported using the World's Best Workforce district report and submission process. Additionally, the One91 Virtual Academy Advisory Committee will review the report data annually.

Provide the official attendance policy for calculating membership hours and determining truancy.

We acknowledge that COVID-19 and our distance learning experiences have created questions. We will continue to investigate the best options around the definition of attendance and how seat time (or screen time) relates to academic learning, participation, and growth. As we move beyond this pandemic, these questions and discussions will likely drive changes in state and district policy.

[Student Attendance Policy 503](#)

Provide a draft fiscal budget.

The COVID-19 pandemic has challenged and inspired us to envision educational changes. When we shifted to distance learning due to COVID-19, our online school was chosen by 40% of our families and has provided us with the crucial experience needed to launch our permanent online school. It also provides us with uncertainty in the numbers of our families who will continue to choose an online option and for those outside our district currently who will be looking for a continued online opportunity.

Our budget will be dependent on enrollment, aligned to existing salaries, and will be a reallocation of our existing budget. Due to our current situation of declining enrollment, we will not be adding positions for the online school but have the capacity to ensure our existing positions and resources are reallocated to fully support and ensure we thrive as we launch.

We will be using our existing ratios and allocations to provide equitable resources for our online school as we do for our physical schools. We also acknowledge that an online school will utilize some resources in different ways than our physical schools. Classrooms, classroom technology, custodial and maintenance will not be part of the funding needs. However, staff who teach and support our online school will continue to utilize our facilities. We will continue to adjust and fine-tune our budgets to support the unique programming of our online school.

Existing Allocations

Capital Fund: Elementary \$3.80/student MS=\$4.60/student HS=\$6.40/student (enrollment)

- Curriculum: 25% of fund
- Equipment: 75% of fund

General Fund: K-5: \$47.20/student MS: \$57.60/student HS: \$58.40/student

- Instructional Supports: 100%

Personnel:

- Teaching staff will be either dedicated for online or prorated for the percent of online instruction they provide.
- All online costs will be integrated into the system and will be a reallocation based on student enrollment and percentages.
- Class sizes will be comparable to and within the district established norms. We do not plan to create large online classes that are outside of the district's established norms.

- Cultural Liaisons, Social Workers, and other support staff will be prorated based on the students served in the online school.

Elementary

- Elementary classroom teachers will be dedicated to the online school.
- Elementary SPED, English Learner, Intervention, Enrichment teachers will be prorated based on the students served in the online school.

Secondary

- When possible and when enrollment allows, we will dedicate secondary teachers to the online school.
- Secondary teachers may teach a percent of their sections online. In that situation (for example, a geometry teacher who accepts an online section), 1 of their 5 sections would be prorated in the online school while the remaining will be from Burnsville High School.

The online school will assume staffing costs aligned to existing costs.

Average teacher cost: \$100,000 sal/ben

Clerical: \$72,000 sal/ben

Principal: \$ 197,000 sal/ben

Current Class Ratios: Ratios for our online school will be aligned to our in-person schools.

Kindergarten 25:1	1st Grade 29:1	2nd Grade 30:1
3rd Grade 31:1	4th Grade 32:1	5th Grade 33:1
6th - 8th Grades 35:1		
9th -12th Grades 38:1		

Curriculum Development and Professional Development

- January - August 2021: Teams of teachers will continue the development of the online curriculum.
- Summer 2021: Professional Development for online teachers and support staff and onboarding online teachers.
- September 2021 - May 2021: Year 1 continued curriculum development and professional development throughout the year.
- Summer 2022: Curriculum analysis and refinement and onboarding potentially new online teachers.

Technology

- Online students will receive a technology package similar to our in-person students which will include a Chromebook, charger, stylus, and case. (approx. \$350/student)
- Internet support through a hotspot or a district-sponsored internet package will be provided to qualifying students. (approx \$240/family/year)
- Technology equipment will be shipped to online students who live outside the geographic area.

Program Start-Up Costs

- Online principals and the SISA Coordinator(s) will evaluate all components of the online school and identify.

Additional Costs

- Specialized field trips: We envision potential specialized field trips as part of our online school. Due to COVID-19, we do not anticipate a start before 2022-2023.
- Travel and associated costs for Online Teachers/Staff to visit and/or administer assessments to students outside our geographic location.
- Industry-standard certification test costs. Our pathways provide students the opportunity to earn industry-standard certifications and credentials. Additional costs may be incurred for online students to earn those credentials.

What outcome data will you collect to inform you about the level of integrity and accountability of your program?

Outcome data is currently and will continue to be gathered from student achievement systems such as MCA, ACCESS and Fastbridge suites, as well as other student metrics such as attendance, discipline, and graduation rates. As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

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 subsets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

Describe how your online program offers something unique and value-added to the students it serves. What sets this program apart from other online learning programs? Include information about course offerings, structure of learning program, support, etc.

One91 Virtual Academy will further develop our nationally-recognized Pathways program and will align with our model of SPARK, FUEL, and BLAZE for K-12 grade levels. While our pathway options continue to grow, for 2021-2022, we will offer 14 Pathways in 4 Career Fields. Our online school will start with a focus on the Arts, Global Communications, and Information Systems Career Field. This Career Field was chosen as a launching point because of the previous development of online curriculum, expertise of teaching staff, and ability to fully engage students in the pathway content in a fully online school.






Arts, Global Communications and Information Systems -
online options for 2021-2022

- Visual and Performing Arts
- Journalism and Broadcasting
- Information Technology
- Cybersecurity (2022-2023)

[Arts, Communication, Information Technology Course List](#)

We will continue to develop our online pathways both aligned to in-person pathways and also explore unique online-only pathway options.

Other existing pathways include:

		
<p>Health Science and Human Services</p> <ul style="list-style-type: none"> • Health Sciences • Education • Government and Community Services 	<p>Design, Engineering, and Manufacturing Technology</p> <ul style="list-style-type: none"> • Architecture and Construction • Manufacturing • Engineering, Design and Technology • Engine & Auto Technology 	<p>Business, Management, and Entrepreneurship</p> <ul style="list-style-type: none"> • Marketing • Business, Management and Administration • Finance • Hospitality and Tourism

While we will start our online school with a heavier emphasis on the Arts, Communication, and Information Technology pathways, all K-12 Online students will experience all of our pathways through age-appropriate activities and courses.

Student Experiences in Grades K-5: Spark Wonder

Online elementary students will have learning opportunities aligned with all of our pathways and will allow young scholars to explore a variety of themes and topics. Through embedded activities, events, and targeted exposure to all four pathways, our online elementary students will learn about the world through music, computer programming, virtual field trips to theaters and zoos, and project-based activities designed to spark new curiosities. Read more about our [Elementary Pathways](#).

Student Experiences in Grades 6-8: Fuel Passion

Our online middle school students are in a time of great discovery of who they are and of the world. We know middle school students thrive when their unique social-emotional needs and young adolescent culture is supported. Our middle school pathways alignment is designed around learning, leadership and culture, fueling the passions and interests of our students. Whether in person or through our online school, middle school students will engage in these areas to explore academic interests, develop leadership skills, and engage in strategic social-emotional growth and support. Read more about our [Middle School Pathways](#).

Student Experiences in Grades 9-12: Blaze Your Path

The high school pathway experience allows for flexibility for students as they engage and participate in high school courses. Students are not required to focus on a singular pathway but those students who have found an area of high interest can take a sequence of courses. Courses are scaffolded to provide students with the skill development needed to successfully earn the industry-recognized credentials. Students in the online school will have the opportunity to engage in the Arts, Communication, Information

Technology pathway courses for 2021-2022 and we look forward to continuing to develop online pathway options in the future. Read more about ISD191 [High School Pathways](#).

Explain how online courses are designed to be clear, accessible, and engaging and how teachers are able to adapt and modify their courses. (If contracted, third-party vendors provide the course content, explain how statutory requirements of curriculum being assembled by MN-licensed teachers are met (Subd. 4 e)).

Our distance learning experience has provided invaluable opportunities to explore, design, redesign, and expand successful online instruction. We will continue to utilize key frameworks already in use and expand our expertise and innovative spirit through our permanent online school.

Courses are designed using principles on blended learning lesson design incorporating the elements of Engage-Explore-Explain-Elaborate-Evaluate. Course content will tightly adhere to the essential and enduring content standards. Teachers will utilize instructional strategies from Adaptive Schools to make adjustments for online delivery. These strategies focus on interaction, inclusion, and collaboration.

Teachers will continue to apply the equity tools from Culturally Proficient School Systems (CPSS) in the design of lessons including content selection, student materials, activities, student voice, and assessment for learning. The CPSS tools are in place district-wide and provide teachers with the framework for more equitable and inclusive classroom instruction. Secondary teachers will also be able to apply their Advancement Via Individual Determination (AVID) training to build relationships and adapt instruction aligned to district curriculum maps for rigorous course exposure.

[Blended Learning IS Culturally Proficient](#). This document is an example of how we have combined our equity work with blended learning instruction to provide support and guidance for teachers. This is one of many resources we have developed and will continue to adapt for our online school.

Provide policies and procedures that ensure all courses meet standards, ensure student progress toward graduation and college and career readiness, address various learning styles, and meet copyright and accessibility requirements.

- [Policy 604: Instructional Curriculum](#)
- [Policy 613: Graduation Requirements](#)

In addition, high school Career and Technical Education (CTE) and Pathways courses meet either state, national, or industry standards. All courses prepare students for college and career readiness with early college credit and/or industry-recognized credentials. Most courses offer a variety of modalities, with project completion based on student interest and ability.

What outcome data will you collect to inform you about the effectiveness of curriculum and course design?

Regular review and analysis of our course and curriculum offerings will be a part of our online program review. We will integrate and adapt based on new MN Academic Standards and emerging online learning research. We are also excited to envision what online-only pathways may look like. Those may tap into emerging technology fields such as cybersecurity, GIS mapping, or other rapidly expanding career fields.

Outcome data will also include review of underrepresented student enrollment, number of college credits and industry credentials earned, and number of students who identify with the Pathway in which the course is housed.

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.

Provide a table listing all courses and which standards are covered.

The MN Academic Standards provide the foundation for our online learning courses. Each spreadsheet identifies the grade and course for the standard. ISD191 also has a protocol for powering, unpacking, and identifying formative assessments for all academic standards. This process has been used in K-12 with literacy and math and produces what we call Grade Level Guarantees (GLG).

- [ELA Standards](#)
- [Math Standards](#)
- [Science Standards](#)
- [Social Studies Standards](#)
- [Standards in the Arts](#)
- [PE Standards](#)

ISD191 teachers identified 10 power standards for each grade level, called “Grade Level Guarantees”. Teachers utilize these GLG templates as they plan instruction and assess their students. Grade Level Guarantees will continue to be utilized as we adapt and improve curriculum for the online school.

[Math Grade Level Guarantees](#)

Examples of Elementary GLG cards for teachers: [Kindergarten Math](#) and [Fourth Grade Math](#)

[Reading Grade Level Guarantees](#)

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.

Provide policies and procedures related to online instruction including communication expectations for teachers and participation guidelines for students and parents (i.e. students must participate in daily live-lesson webinars).

Since March 2020, districts have been challenged to provide the best learning environments for their students, teachers, and families. ISD191 experiences, although not ideal by any measure, have given us practice and expertise in developing and delivering outstanding online learning. Based on feedback from stakeholders in early summer, we revisited our summer online programming. The addition of synchronous learning and hands-on activity kits proved to be excellent adjustments. We have asked, listened, and adjusted our programming to ensure we are providing the best education possible. This fall we launched Distance Learning 2.0 that we will utilize as our foundational learnings for our permanent online school.

Explore more: [Distance Learning 2.0 Expectations and Guidance](#)

The online school will be designed for flexibility and we believe that synchronous learning time is a critical component for many classes. This will be especially true for the students participating in the comprehensive online school. Scheduled synchronous class times will be combined with asynchronous learning activities and project-based learning. Our experience and feedback from students and parents highlighted the importance of synchronous sessions to build relationships, community, and ensure success.

We have learned a lot about how, what, and when to communicate with students and families in an online environment. While not all of our pandemic-induced learning will be applicable, much of them will. We will use existing resources and practices to establish clear communication channels with our stakeholders and employ a continuous improvement model for further development.

Explore More: [K-5 Distance Learning Guide for Parents](#)

[Policy 624: Online Learning Options](#)

Describe how teachers incorporate research-based practices, including developing strong student-teacher relationships, using multiple modalities to engage students, and how the organization makes this a priority.

As an organization, we recognize that our students learn in different ways and our distance learning experience has provided us with new opportunities to implement research-based practices, build strong student-teacher relationships, and find new ways for students to engage in their work. Culturally responsive teaching is at the forefront of our decision making and implementation process.

During distance learning, teachers demonstrated flexibility and responsiveness when it came to the needs of their students through daily morning and afternoon meetings with their students, along with office hours to connect with their students and for students to connect with one another. Teachers rely on frequent and timely communication with families, recognizing that high family engagement correlates with high student engagement.

Evidence of K-5 implementation and adaptation:

[Distance Learning Guide](#) - Spring of 2020

[Distance Learning Guide 2.0](#) - Fall/Winter 2020

During distance learning teachers supported student learning through a variety of different instructional modalities, reflecting frequently on the Culturally Proficient School Systems Lesson "Look Fors". These lesson look-fors ensure that students have opportunities to utilize new media tools to build on their thinking, to dialogue

about their thinking, and use a variety of creation tools to share their thinking. Throughout these opportunities teachers frequently worked to provide students time to engage both independently and collaboratively with the curriculum, making accommodations to ensure success.

Evidence of implementation:

[CPSS \(Culturally Proficient School System\) Lesson Look Fors](#)

[Blended Learning is Culturally Proficient](#)

ISD191 prioritizes teacher best practices by providing frequent, personalized professional development to teachers that is rooted in research-based, culturally responsive teaching practices, along with providing teachers opportunities to collaborate with building and district grade-level teams.

We have extensive online programs and resources for students and teachers. Professional Development is focused on how to utilize these tools to reach academic and social goals and is provided in a variety of methods, including on-demand opportunities, live sessions, colleague panels and share outs, and individual training sessions.

[Elementary Tech Tools for Learning](#)

[Secondary Tech Tools for Learning](#)

What outcome data will you collect to inform you about the effectiveness of instructional practices?

The collection of outcome data will continue to follow current practices. Along with teacher participation in their Collaborative Teams, they also participate in a formal observation process that takes place three times per year in which they receive specific feedback on their implementation from a trained Continuous Improvement Coach or Administrator and reflect on the implementation of Culturally Proficient teaching practices.

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.

Provide policies and procedures that are in place regarding assessment of student learning, feedback, adapting instruction to meet the needs of learners.

[Policy 614: School District Assessment Program](#)

[Policy 615: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and EL Students](#)

[District Data & Assessment Information Site](#)

Students enrolled in the One91 Virtual Academy comprehensive online program will participate in the K-12 assessment program including universal screening, progress monitoring, English language screening, and all accountability testing. The locally determined assessments have remote administration available. Current state assessments will be administered in person if remote administration is not available.

Describe how timely, relevant feedback is communicated to students, parents, and student support/intervention team members.

Assessments used for universal screening in literacy and math provide individual student skill profiles with specific interventions identified. These reports are utilized by teachers and intervention teams to provide individual reports for all state accountability tests to parents at parent conferences. Families are also able to access student information through Schoology (the district's learning management system) and the parent portal of the student information system.

What outcome data will you collect to inform you about the effectiveness of assessment practices?

The student assessment data for local and state assessments will be compared to see if there is alignment. Data for students in the online school will be analyzed with trend data. Other outcome data considered will be student participation in assessments, and relationships of assessment data with classroom performance.

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.

Explain how teachers with MN licenses and experience/training in online teaching are hired, trained, reviewed, and developed as professionals. If teachers are hired through a third-party contractor, explain how quality teaching practices will be monitored and ensured by a licensed administrator in the state-approved program.

In ISD191, we're committed to removing barriers and forging unique pathways to create a future-ready community. We believe that when each individual contributor is free to be their whole self and bring their whole self, we are collectively more radiant.

We are committed to supporting the success of all students through attracting, hiring, and retaining high-quality teachers, leaders, and support staff. Every day, we support a district community that respects the rich diversity of backgrounds, values, and expertise of our employees.

Teachers in our online school will be part of our diverse community. We will follow our standard practices for hiring, training, and reviewing online teachers and support staff. We will provide professional learning opportunities for online teachers that allow them to grow as educators and as online educators. The online

principal and our Continuous Improvement Coaches will support and develop online teachers with the same processes as they support and develop teachers in our in-person schools.

Explain how appropriate workloads for staff will be maintained.

One91 Virtual Academy will follow established practices and guidelines for teacher workloads and schedules when possible. Online staff will be ISD191 employees and will be subject to district established employment contracts.

Unique Online Considerations

- Online learning will be a combination of synchronous and asynchronous instruction.
- Online “student contact time” will include both synchronous and asynchronous time to ensure equitable prep time for teachers. The current model is based on minutes per day and we would maintain a similar daily expectation for online teachers.
- For Online teachers teaching secondary courses, we would limit the number of singleton courses taught
- We will employ strategies from our Alternative Learning Center model of licensing and prep
- One91 Virtual Academy will align with the district’s in-person school for calendar and schedule

What outcome data will you collect to inform you about the effectiveness of your faculty support?

We provide opportunities for our educators to learn, grow, and challenge themselves--evident through informal methods such as professional development class, cohort surveys, formal feedback, and coaching conversations. More importantly, evidence of effectiveness is witnessed in the classroom when new or expanded strategies are employed, student barriers to learning are identified and removed, and academic standards and curriculum are implemented. This evidence is collected through observations and student outcome data which, in turn drive, our professional learning opportunities. This continuous improvement cycle provides effectiveness support to all teachers.

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.

List the roles and responsibilities for supporting all learners.

One91 Virtual Academy will provide the same services to our students and families as our students attending our physical schools. Using our ALC as a model, we may combine roles of support staff for our online school where appropriate.

These supports include:

- Special Education Teachers (K-12)
- Student Family Advocates: School Social Workers (K-12), School Counselors (6-12)
- Cultural Liaisons (K-12)
- English Learner Teachers (K-12)

- School Psychologists (K-12)
- Deans (6-12)
- Related Services: Speech and Language, OT, PT, DAPE (K-12)
- Educational Tutors (K-12)
- Learning Specialists/Advanced Learning Specialists
- College and Career Center Specialist (9-12)

Describe the student support services provided by the program and the procedures in place to ensure that all students are successful including enrollment, onboarding, and during the learning process.

Marketing, Communication, and District Awareness

Information and marketing for our online school will be aligned to our District’s equity mission and our pathway approach which guides students to explore and identify their interests for further learning. We will create online and printed materials that highlight the opportunities in the online school and provide guidance on making informed choices by families and students. We will hold virtual sessions for prospective online students and families to share the strengths of our online school and work with interested students and families to explore this option for their students. We know that online school works well for many students, but we also want to engage students and parents in the differences and the necessary components that ensure a successful learning experience.

Student and family activities and engagements are embedded in our online program. Through COVID-19, we have become more creative and innovative in how we build community both within our classes but also for building community with families. Our online school will include student clubs and groups such as virtual PROUD, Black Student Council, and others. We will also hold online school events and functions throughout the year. Some of those events may be connected to traditional physical school events and others will be unique to the online school. We will also utilize our One91 Virtual Academy Advisory Committee to connect, build community, and provide ongoing feedback for continuous improvement.

Our marketing and information for prospective students will also provide an overview of student support services including mental health resources and contacts. ISD191 has a strong mental health support structure that will be a key component of our online school.

Enrollment

Enrollment in the online school begins with our enrollment center either physically or online. Our existing Enrollment Center will help guide parents and students through the process of enrollment and answer any questions. New One91 Virtual Academy families will receive an Online Student Welcome Packet which includes important information for support services, contacts, language support, and connections to our online cultural liaisons.

Once enrollment is completed, our new online student will be contacted by our Online Coordinator or Secondary School Counselor to welcome them to our district (or to the online school if they are already an ISD191 student). They will provide a personal connection to the online school, provide information on logistical items such as course registration, student groups, and upcoming events, technology equipment logistics, and answer any questions. The Online Coordinator will be a continued contact for the family and student as they enter the online school.

Getting Started

Students and families will meet virtually with the principal and/or teacher(s) for introductions and to walk through the student's online schedule. This is a critical step to make connections and establish a partnership with the family and school.

The Online Coordinator will provide training and information on how to navigate the Schoology and other online programs to ensure the student has access and skills to fully engage and participate in learning and social activities.

If problems arise with the technology equipment, technology support will be available for students through the Tech Help ticketing system. Processes are in place to provide remote tech support that doesn't require the need to bring the device to the school for repair. If physical repairs are needed, tech support will work with the student and family to ship replacement equipment as quickly as possible.

Launching Learning

The Principal, Online Coordinator or other designated staff will check in with the new student and family at set intervals for the first two months to ensure a successful start. Attendance data and work completion will be reviewed regularly during the first two months to ensure a successful beginning and to address any concerns. Our goal is to resolve issues, eliminate barriers, and ensure full participation for success.

In The Groove

After the first two months, teachers will be the primary support for students. Any concerns and considerations will be brought to the principal through regular student support teams which include social workers, deans, counselors, cultural liaisons, and others. Interventions will align with our established Multi-tier System of Supports (MTSS) system

Explain how students receiving special education services will be assessed and evaluated, supported by appropriate interventions and accommodations, and monitored. Specifically address supports in place for students with autism spectrum disorders.

One91 Virtual Academy will have virtual MTSS teams designed to provide services both online as well as in-person, when possible. If in-person testing is warranted, we would ask the student/family to come to a central location for in-person testing. If the student is inaccessible due to location or other reasons, we would contract with local evaluators to complete assessments.

English Language Teachers, Special Education Teachers, and General Education Teachers will collaborate to modify and accommodate work.

Students with autism spectrum disorders will have small group socialization, skill-building, practice, and support. Student Individualized Education Plans (IEP), specifically accommodations and modifications will focus on the unique needs of students with an Autism Spectrum Disorder. Behavioral goals will focus both on students' needs when in-person, and on skill-building in an online environment. IEP teams will measure progress and meet frequently if the student's attendance, behavior, or academics indicates a need for revision. Case managers will provide information to all staff regarding "look-fors" and other indicators of student distress while interacting with students virtually.

What outcome data will you collect to inform you about the effectiveness of your student support?

Outcome data will be collected to ensure we are effectively meeting the needs of our students and families. Data reviews and action steps will be identified from attendance and coursework completion to ensure students are successfully receiving and completing the learning activities. We will monitor engagement through participation, individual interactions with teachers and staff, and student group participation to ensure each student is connected and supported.

We will utilize progress reports through project-based activities for evidence of academic growth.

ACCESS scores (for English Learners) and standardized test data will also be used to holistically look at the student's growth to ensure support needs are being met.

We value our student and parent perspectives and will employ surveys, informational and social events, and our Advisory Committee to ensure we understand and act on feedback to continue to adapt our online student support.

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.

List the roles and responsibilities for providing guidance support services to students and/or collaborating with guidance personnel from enrolling districts.

Secondary online students in ISD191 will meet with a School Counselor who will provide guidance and support. For new students, the School Counselor will explain graduation information and provide information on pathways and course selection. They will work together to enroll in appropriate classes and create their schedule. The School Counselor will also go over behavior and academic expectations using our Positive Behavioral Interventions and Supports (PBIS) framework. They will provide resources and contacts for the student but will also be a resource and contact for the student.

The School Counselor will also work with the student to ensure they know how to access their courses through our Schoology, access video conferencing tools, and provide a general overview of the technology hardware and software resources. They will provide information on upcoming technology help sessions and ensure that the student knows how to access Tech Help if they run into any issues.

Describe the guidance support services provided by the program and the procedures in place to ensure that all students are healthy and ready for career and college pathways.

All secondary students have access to a School Counselor and the College and Career Center Specialist who is located at Burnsville High School and also supports online students. Students will receive information on College and Career Readiness through an Advisory Time. Advisory covers Social/Emotional Learning as well as College and Career readiness goals. Naviance is used to assist students in mapping their high school courses, taking personal inventories, and searching for college and career opportunities. Students also access ACT prep

materials through this program. School Counselors provide virtual resources such as videos explaining how to access Naviance, apply for colleges, and request transcripts. School Counselors also provide information about school events and sessions for live interactions, support, and questions.

School Counselors offer a virtual FAFSA night for students and families. They also offer help sessions on access to Schoology, Studentvue and Parentvue, along with General Help 101 sessions where students can get immediate answers to their questions. All school counselors are members of student support teams to collaborate on services provided to meet students' needs at each grade level.

School Counselors also provide a virtual calming room to students where there are a variety of resources to support students' mental health. We are proud of our holistic approach to supporting students' academic and social-emotional needs.

[BHS Student Support Resources During COVID](#)

[BHS Calming Room](#)

What outcome data will you collect to inform you about the effectiveness of your guidance support?

Counselors are part of student support teams that review and act on many forms of data collected throughout the year including attendance, grades, and participation for current students. They look at testing data, ACT scores, ASPIRE, PSAT, ACCESS, and other standardized testing indicators for insight on how to support individual students and how to continue to improve our academic system. Counselors specifically review data within Naviance such as the number of students who apply to college or enter the workforce. They collaborate with the administration and the College and Career Center to plan beneficial, Future Ready activities for students and families.

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.

List the roles and responsibilities for providing organizational support services.

One91 Virtual Academy is embedded into our district and provides a different mode to access our excellent programming. Our organizational support services that support our in-person schools will extend to supporting our online school including our district enrollment center, teaching and learning department, technology department, and HR services.

We will also have staff that provide support in a targeted approach for our online school. These include our online principal, online teachers, and online support services staff. FTE allocations for these positions will be aligned to online student enrollment. As our online school grows, FTEs will adjust with the enrollment.

Explain how students are supported with access to technology hardware software, and internet access.

All students in ISD191, including students who will enroll in the One91 Virtual Academy, will receive a district-issued student device, access to appropriate learning resources and programs, and access to technology support.

Internet support will be provided on a case-by-case basis which will align with our existing practices of ensuring all students have the resources needed to be successful learners.

Describe the organizational support services provided by the program. For support services provided by third-party contractors, explain how quality of the services will be ensured.

Our academic and social-emotional programming in ISD191 is excellent. We will continue to utilize our district experts for organizational support and services and will build on our pathway model for curriculum and instructional design. Our teachers and support staff will be ISD191 staff.

As with our physical schools, third-party contractors will be utilized when needed. These currently include instructional systems such as our Learning Management System (Schoology), Student Information System (Synergy), Naviance, Google, various online programs that provide resources and/or are designed for students to create and show their learning. We also utilize specific instructional programs aligned to courses, such as an online math, literacy, or music

The quality of educational programs is evaluated through our existing Curriculum Review Process and will be part of ongoing evaluation and review for effectiveness, accuracy, and alignment to equity mission and MN academic standards.

What outcome data will you collect to inform you about the effectiveness of your organizational support services?

Much of the outcome data we will collect around organizational support is the same as other areas of data review and action. These include teacher and individual feedback loops, organized events, surveys, and Advisory Committee feedback to reviews of grades, attendance, and formative assessment data. We also review standardized testing, graduation rates, and the percentage of students earning a pathway certification. We review instructional program data for usage as well as academic progress. We will also routinely connect with parents and students through surveys and other feedback loops to ensure that we are meeting the needs of our online students and families.

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.

Describe how parents are actively engaged with:

We embrace our parents and guardians as partners in student success. This partnership often begins even before enrollment. Our local community engages with our district through a variety of preschool events and

opportunities as well as welcoming events for new families to our community. For the One91 Virtual Academy, we will employ a similar approach in meeting and learning about the goals and aspirations parents/guardians have for their children.

During the enrollment process, parents/guardians work with our enrollment center staff to complete the logistical paperwork and requirements but also begin to make connections with the district and their school(s). [Enrollment Center](#)

Our online school onboarding process is designed to welcome the whole family, provide a smooth transition, and build strong customer-service oriented partnerships. We are honored to welcome the family to our district and we want to ensure the family feels and lives this welcoming spirit. Our goal is to ensure that the parent/guardian receives general communications and event invitations such as virtual classroom tours, open house/Meet the Teacher, regular school newsletters, and event invitations.

We also will work with the parent/guardian for personal connections such as connecting the parent to Schoology, Seesaw, and other resources depending on the age of the student. We will confirm contact information to ensure that the parent/guardian's preferred contact methods are up to date and known. Teachers will have office hours each day and will be available for virtual meetings with students and parents for specific questions or concerns.

We also want our parents/guardians to know about our PBIS and MTSS frameworks so they can partner with us for their child's success. Our online school will follow our in-person school model and will have a parent outreach component of the school success team. This parent outreach will include support for families on how to monitor their child's progress through Synergy ParentVue, school-based, and/or Seesaw parent accounts.

Parents will also have opportunities through our Online Academic Advisory Committee to help improve and develop the program alongside staff, students, administration, and other stakeholders.

What outcome data will you collect to inform you about the effectiveness of your parent/guardian support?

We will utilize our current Parent Satisfaction Survey and add specific questions for the Online Academy. This survey will be deployed in fall and spring each year and provides ISD191 with critical information from our parents. We will actively review and act on this feedback to ensure we are meeting the expectations and goals of our community. Our Parent Satisfaction survey is provided in multiple languages.

We also ask parents to provide feedback during fall and spring conferences. This is another opportunity to hear from parents/guardians. Interpreters and Cultural Liaisons, who are part of conferences, are a critical resource for connecting with parents/guardians.

We will also continue our virtual Town Hall meetings. During COVID-19 driven distance learning, we created Town Hall Meetings every 6-8 weeks. These town hall meetings are chances for parents/guardians and our online staff to connect and ask questions, get information, and be connected. We have received positive feedback from our families and will continue to utilize these meetings for our online and in-person schools next year.

The Online Academy Advisory Committee will review the survey data twice per year and make recommendations to school administration to improve the program.

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.

Describe how outcome data will be utilized to evaluate the education program, services for various stakeholders, and operational planning.

Outcome data is gathered from student achievement systems (MCA, Access, Fastbridge suite) as well as other student metrics (attendance, discipline, graduation, failure rates) pulled from reporting (Read Well by 3rd Grade, DIRs, etc). As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

- School Improvement Plan (SIP)
- [SIP Template](#)
- SIP Goals
- Collaborative Team (CT) GOALS
- District Achievement Goals
- District Assessment Plan
- Professional Development
- Intervention Model MTSS K-12
- [MTSS framework](#) and [K-12 MTSS Assessment Matrix](#)
- What I Need Time (WIN) district schedule dedicated intervention time
- 6-12 MTSS plan
- [6 Phase Curriculum Development](#) [Phase 1](#), [Phase 2](#), [Phase 3](#), [Phase 4](#), [Phase 5](#), [Phase 6](#)
- Community Involvement / District Perception Survey

(all of the above bullet points build program improvement and inform the continuous improvement process.)

Program Improvement

A quality online program establishes a culture of continuous 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.

Describe the process in place for continuous program improvement connected to the education program, services for various stakeholders, and operational planning.

Continuous improvement occurs and is applied at multiple levels. At the district level data is used to inform the School Improvement Plan (SIP) process. The SIP process begins with analyzing a variety of data points at the district level by the cabinet, and is facilitated by the School Improvement and Student Achievement (SISA) Department. A district goal is developed and used to guide the SIP process within all district departments. At the program and building level administrators and supervisors analyze their program-specific data and develop SIP goals in collaboration with their Building Leadership Teams (BLTs) that align with supporting the district goals. The building SIP goals are used to develop teacher Collaborative Team goals to align with the building goal, which aligns with the district goals for PreK-12 alignment. The SIP's focus is student-centered, standards-aligned, engaging for students, relationship-based, and guided by data. The SIP is reviewed by the building leadership team both mid and end of year as a part of the Continuous Improvement Process (CIP) to determine progress toward developed goals, and teacher Collaborate Teams meet weekly to discuss progress toward student achievement goals.

- [SIP Template](#)
- [Five Areas of Educational Data](#)
- [2020-2021 ISD191 QComp MOU](#)

All Linked Documents are available in the [Supporting Resources Folder](#).

III. 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. **(Note: Conversations with the MDE Online Coordinator have been had regarding timelines)**
- ✓ 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.

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

Date