



# Idaho Public Charter School Commission

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## **PUBLIC CHARTER SCHOOL COMMISSION MEETING**

July 24, 2012  
700 W. State Street, Boise, Idaho  
JRW West Conference Room

**Tuesday, July 24, 2012 – 700 W. State Street, JRW West, 9:00 a.m.**

1. Commission Work
2. Commission Education: Certification and Provisional Authorization
3. Commission Discussion: Consideration of Hearing Officer's Recommendation Regarding Summit Public Charter School Petition Denial
4. American Heritage Charter School New Charter Petition
5. Heritage Community Charter School Corrective Action Plan and High School Pilot Update
6. DaVinci Charter School Fiscal Status and Special Education Report
7. Falcon Ridge Public Charter School Academic Status Report
8. North Idaho STEM Pre-Opening Update
9. Another Choice Virtual School Annual Update
10. Idaho Virtual Academy Annual Update
11. Taylor's Crossing Public Charter School Annual Update
12. Wings Charter School Annual Update

### **OTHER / NEW BUSINESS**

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

2. Minutes Approval

COMMISSION ACTION

**To approve the meeting minutes from May 31, 2012, as submitted.**



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**DRAFT MEETING MINUTES  
PUBLIC CHARTER SCHOOL COMMISSION MEETING  
THURSDAY, MAY 31, 2012  
700 W. STATE STREET, BOISE, IDAHO  
JRW WEST CONFERENCE ROOM**

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, May 31, 2012, at 700 W. State Street, Boise, ID, in the JRW West Conference Room. Chairman Alan Reed presided.

The following members were in attendance:

Brad Corkill  
Gayle O'Donahue

Gayann DeMordaunt  
Wanda Quinn

Nick Hallett  
Esther Van Wart

Chairman Reed called the meeting to order at 9:00 a.m.

**1. Commission Work**

**M/S (Hallett/DeMordaunt): To approve the agenda as published. *The motion passed unanimously.***

The PCSC has approved the following dates and Boise, Idaho as the location for its regularly scheduled meetings to follow the May 2012 meeting.

- July 24, 2012
- September 20, 2012
- December 4, 2012
- February 14, 2013

Commissioner Van Wart may not be able to attend the July 24, 2012 meeting.

**M/S (Van Wart/Corkill): To approve April 11, 2013; June 13, 2013, August 8, 2013; October 10, 2013; and December 12, 2013 as the dates and Boise, Idaho as the location for the following regularly scheduled PCSC meetings. *The motion passed unanimously.***

**M/S (DeMordaunt/Van Wart): To approve the meeting minutes from April 5, 2012, as submitted. *The motion passed unanimously.***

**2. Commission Education: Office of Performance Evaluations (OPE) Comparison Study**

Hannah Crumrine, Rakesh Mohan, and Maureen Brewer from OPE presented a

comparison study that Senator Shawn Keough of the Joint Legislative Oversight Committee (JLOC) requested they prepare. The scope of the study should be finalized with the next two weeks.

Commissioner DeMordaunt asked whether OPE would be contacting any outside organizations regarding programmatic audits or financial reviews for input or definition of how Idaho statutes are being implemented.

OPE said they were not planning to, but it may be beneficial to do some research in this area.

Commissioner Corkill asked into what aspects of charter school program OPE will be looking.

OPE stated they will be researching operational differences, including funding, and how charter schools operate differently from traditional schools. Student achievement and other aspects of academic performance will not be included. Toward the end of the project, a draft report will be shared with the commission for factual accuracy. As part of the final report, OPE will ask the commission to submit a formal response to their report and whether the commission agrees or disagrees with OPE's findings. Superintendent Tom Luna, the Board of Education, and Governor Otter will also include responses.

Commission DeMordaunt wants to be sure that Diane Demarest, from the Idaho Charter School Network, and Michelle Clement Taylor, State Department of Education, are included in the study. She encouraged OPE to understand the role of the charter document in the operations of a charter school and how thoroughly the schools are scrutinized prior to approval.

Commissioner Quinn asked how OPE will calculate the added value of charter schools without looking at student achievement. She noted that it is possible for operations to be efficient without producing improved results.

OPE said they will attempt to determine how much flexibility charter schools have, and how any such flexibility benefits them. OPE is only approved to focus on the operational side at this point in time, but may be asked to expand this study to include student outcomes in the future.

Commissioner Corkill asked if the analysis will include a financial/budgetary analysis and comparison of virtual and traditional charter schools.

OPE indicated the focus is on charter schools (both brick-and-mortar and virtual) versus traditional schools. Those details have not been determined yet.

Commissioner Hallett said some of the charter schools are chartered through the

school districts and some are authorized by the PCSC. He asked if OPE will be looking at the differences in oversight.

OPE said this will most likely be part of the study.

Commissioner DeMordaunt said the letter from Senator Keough states the study looks at the “betterment” and “added value” of charter schools to the entire system. If the definition of system is students and the education of students, then she feels this is not possible by looking only at operations and not achievement.

Commissioner O’Donahue agreed that the bottom line is whether students are achieving and wonders how that cannot be included.

OPE said there have been several attempts to perform a study of charter schools. The challenge has been there was not enough outcome data. Part of the recommendations may be to include achievement outcomes.

Chairman Reed expressed interest in seeing the report without the student achievement data, after the achievement data is layered on top.

OPE indicated their report will be completed the first week of December in time for the Legislative Session. The technical draft will be ready sometime in late October 2012.

### **3. Odyssey Public Charter School New Charter Petition (2<sup>nd</sup> Hearing)**

Board members Karl Peterson, Chairman; Lisa Nolan, Finance; Monica Couch, Transportation and Charter Editing; Chris Peterson, Marketing, represented Odyssey.

Mr. Peterson said that much of the budget information in the petition was redone. However, it was not completed in time for inclusion in the meeting materials.

Commissioner Corkill asked how marketing is proceeding.

Ms. Peterson said it is going well and there are 81 students interested.

Ms. Couch said they are actively doing outreach to the Hispanic community.

Commissioner Corkill noted that, according to the petition, Odyssey needs 140 students to open.

Commissioner Hallett said it would be a better use of time if the Commission had thorough meeting materials prior to having Odyssey on a future agenda.

Ms. Baysinger said that PCSC staff was hoping to see more progress from Odyssey. The law is changing effective July 1<sup>st</sup> such that further delays are permissible by agreement of both parties. Beginning in July, petitioners will be advised to present only when their petitions show significant development.

Ms. Peterson said the changes have been submitted and a PowerPoint was prepared. However, these were not accepted because they missed the deadlines in PCSC policy.

Commissioner Hallett is concerned that the professional development budget is inadequate.

Ms. Couch said the petitioners have applied for \$600,000 in Federal Grant funds. Odyssey is planning on using a substantial amount of that grant for teacher training and technical equipment.

Commissioner Hallett is concerned because project-based learning requires extensive training, collaboration, and teacher development. Odyssey will have difficulty covering this expense if the grant is not awarded.

Odyssey said they also intend to use the grant funds for robotics and music labs.

Commissioner Hallett said a plan needs to be made for the next several years not dependent on grant funds.

Commissioner O'Donahue asked if the mission of the school is fluctuating.

Ms. Couch said the mission statement had changed several times. Odyssey has been refining its goals as a project-based school in all areas, rather than just STEM.

Commissioner O'Donahue cautioned that many schools have struggled because their mission was not clear in everyone's minds. A mission statement is key to keeping the school's focus and funding in line.

Commissioner DeMordaunt advised the petitioners to consider the wisdom of making charter commitments to stringent assessment schedules, which may prove impractical.

Commissioner Quinn asked what Odyssey's facility options are.

Mr. Peterson said the first facility option is a building that is a shell and was not completed. The challenge is there are no vacant schools to occupy. Several other light industrial facilities are being investigated. There is an LDS church in the historical area, which would need to be remodeled for a long-term tenant. A former Albertson's facility is also looking for a long-term tenant; the pillars in this building

could be problematic.

Ms. Couch said new materials provided to PCSC staff include three facility plans and each is included in budgets.

Commissioner Quinn expressed concern because project-based, place-based, and STEAM (which adds Art to STEM) are expensive programs that can be hard to staff. All of these subjects require significant facilities and equipment, and professional development is going to be quite expensive.

Mr. Peterson said Odyssey is looking for a larger student base so they can have more teachers and can cover all subjects. He said Odyssey's goal is to hire teachers before the other schools do their hiring contracts, because there is a teacher shortage in the area.

Chairman Reed cautioned Odyssey to heed the warnings of Commissioners regarding clarification of the school's mission, plan, and scope.

Commissioner DeMordaunt appreciates the efforts in the meet-and-greets and said public demand is difficult to gauge. She noted that a 6-12 school is difficult to fill. Most charter schools grow their middle and high school students from lower grades.

Mr. Peterson said the focus in other schools is not on middle and high schools, which will be an advantage for Odyssey. However, it will take a long time to meet enrollment caps and Odyssey understands that the high school program will take time to develop.

Commissioner DeMordaunt said that growing high school programs often results in the transfer of many alternative students from traditional schools. These students tend to need more remediation or special education, and are generally more expensive to educate. These possibilities should be reflected in budgets and achievement standards.

Commissioner O'Donahue concurred with Commissioner DeMordaunt. She commended Odyssey for having several facility options but cautioned the school that opening with enrollment of only 140 will create a very tight budget situation.

Ms. Couch said the school will focus on the reputation of the school in the first few years and will build on that foundation.

#### **4. Idaho STEM Academy (ISA) New Charter Petition (2<sup>nd</sup> Hearing)**

Greg Sigerson, Board Vice Chairman; Brian Thelin, Board Chairman; Madge Thelin, Board Member; and Pat Kolbet, Board Member, represented ISA.

Mr. Sigerson presented for ISA. He said ISA is looking for Commission input and expertise. Surveys were done with 186 written responses of interest, some of which listed multiple family members.

Commissioner DeMordaunt spent much time reading through the materials and the PCSC staff comments. She has confidence that ISA is being guided well by the comments of PCSC staff. She encouraged the school to continue working on the issues identified.

Chairman Reed said ISA needs to follow through on those issues already identified until all items have been addressed.

Ms. Kolbet said the petitioners' focus is on curriculum development, building strong relationships with the local high schools, and obtaining and maintaining ADA.

Mr. Sigerson said ISA has a new board member who is a land developer and is investigating another possible facility option. The learning curve is steep and he appreciates all the help given by the commission and the PCSC staff.

Commissioner DeMordaunt appreciated the board members in attendance and encouraged board members to attend future PCSC meetings to increase their knowledge of what is expected of charter schools.

#### **5. Blackfoot Charter Community Learning Center (BCCLC) Proposed Charter Amendment, Revised Corrective Action Plan (CAP), and Fiscal Update**

John Heintzelman, Board Chairman; Fred Ball, Administrator; Joselyn Hayes, Teacher; and Stacey Lilya, Vice Chairman, represented BCCLC.

Mr. Heintzelman said that BCCLC is 2% ahead of current budget projections and expect to continue this trend through the end of the fiscal year. Loan paperwork was submitted to PCSC staff yesterday regarding a \$48,000 bank loan.

Mr. Ball said he has reflected on BCCLC's relationship with Commission and his understanding of the Commission's accountability requirements has expanded. He said initial budget projections for FY12 did include the \$48,000 loan. BCCLC could have gotten by without the loan, but it was taken out in order to cover a \$24,000 deficit at year end and avoid a carryover of a deficit from year-to-year. Fiscal policies have been modified and every month monies will be put aside into a reserve account going forward. Academics are going well and 100% of students met IRI targets, AYP will be met this year, 5<sup>th</sup> grade science scores are at 90% advanced or proficient (well above the state average of 67% and the district average of 58%).

Chairman Reed said that a loan does not erase a deficit, nor should it be considered income.

Commissioner Hallett said he is also concerned with the school borrowing money to cover a deficit.

Mr. Ball said the deficit was incurred due to the land purchase. BCCLC did not feel, at the time the land was purchased, that the purchase would result in a deficit. However, state payments were lower than anticipated.

Commissioner Hallett said the school should carry a sufficient fund balance to keep the school from borrowing money. His concern is the school will keep getting deeper in debt.

Mr. Ball agrees and the board looked at all options and felt this was the best solution. BCCLC will be extremely careful and expects to turn around fiscally.

Commissioner Hallett cautioned BCCLC not to treat loan funds as revenue.

Commissioner O'Donahue asked for clarification on late payments from SDE.

Mr. Ball said he worked with Tim Hill in April of last year, and Mr. Hill indicated there had been an error in attendance figures and no payments would be made until May 15<sup>th</sup>.

Commissioner Corkill asked if the \$48,000 was secured by the real estate.

Mr. Ball said it is not. The bank recommended the use of four buses as collateral.

Commissioner Corkill said that a year ago there was a short-term loan of \$100,000. Please explain this loan further.

Mr. Ball said the loan was made in April and repaid in July when state funds were received.

Commissioner O'Donahue asked if PCSC staff has a signed copy of the \$48,000 loan agreement.

Ms. Baysinger said the only copy received is dated May 10<sup>th</sup> and it is not signed. She has requested a signed copy.

Mr. Ball is working on getting the signed document from the business manager. BCCLC will provide a signed copy of the loan documents to the PCSC office by Tuesday, June 5<sup>th</sup>.

Commissioner Corkill asked BCCLC to describe a note payable to USDA through 2025-2026.



Mr. Ball said that note is secured by BCCLC's facility, is included in budgets, and there is no balloon payment tied to that note.

Commissioner DeMordaunt asked for a breakdown of enrollment numbers per grade.

Ms. Hayes indicated that by 2016, there would be 63 students in each grade level. The plan is focused on slow and organic growth.

Commissioner Hallett complimented BCCLC for their improving academic performance, but cautioned that the short-term impact of the enrollment increase could be an increased budget deficit. He stated many schools feel increased enrollment equals increased revenue, but sometimes it works to the school's detriment in the short-term.

Mr. Lilya said the enrollment numbers were calculated in such a way as to maximize BCCLC's existing assets to serve increased enrollment.

Mr. Ball said BCCLC has space for two additional classrooms without any additional funds required, which will cause a short-term revenue gain.

Commissioner Van Wart asked if BCCLC has submitted a 5-year budget and what other reports are outstanding.

Ms. Baysinger said the 5-year budget was requested but not received. She said BCCLC has been more timely in its responses to staff questions and requests, but the responses are often difficult to interpret and require further clarification.

Mr. Ball said he did not have enough time to get the 5-year budget completed by the deadline.

Commissioner Van Wart asked about the other items that have not been received by PCSC staff. She said such submissions should be a priority for BCCLC.

Mr. Ball said the transition to PCSC levels of accountability has been difficult.

Commissioner Van Wart said she is concerned that the school is asking to increase enrollment, which will demand additional work, when it appears BCCLC is unable to keep up with its existing workload.

Ms. Hayes said the end of the school year is a busy time for schools with ISAT testing requirements. It does not leave much additional time for administrative work.

Commissioner Van Wart said there are many charter schools that are able to get these items done in addition to seeing to operations of their school. Perhaps reprioritizing and reorganizing to meet the expectations of the commission are in order. She does not see BCCLC taking responsibility for continuing to miss deadlines.

Chairman Reed asked when the 5-year budget can be submitted.

Mr. Ball said a 5-year budget will be submitted by June 14<sup>th</sup>.

Commissioner Van Wart remains concerned with BCCLC's fiscal soundness.

Commissioner Corkill would like to see the 5-year budget prior to making any decisions. He recognizes that a 5-year budget is a "best guess" scenario.

Commissioner DeMordaunt suggested that the commission wait for a 5-year budget, one with the amendment and one without the amendment, followed by a special telephone meeting to review the proposed amendment in light of the budgets.

Commissioner Hallett noted that although he is inclined to approve the amendment, he does not want to send the message that such approval indicates the Commission's other concerns regarding poor communication, failure to meeting deadlines, and fiscal issues are insignificant.

Commissioner Quinn asked PCSC staff how BCCLC is doing on their corrective action plan regarding fiscal soundness.

Ms. Baysinger said it appears the steps in the corrective action plan have been followed, but they have not been effective in alleviating the problem because the school anticipates ending the year in deficit.

**M/S (Hallett/DeMordaunt): To approve Blackfoot Charter Community Learning Center's proposed charter amendment related to the enrollment cap.**

Commissioner Corkill agrees with Commissioner Hallett that this sends the wrong message and is against approving this amendment on the grounds that the Commission does not have all the information necessary to make the decision. He would like a special meeting after complete information has been received.

Commissioner Hallett said the Commission doesn't have quite all the information necessary, but timing is a factor since the amendment deals with enrollment caps.

Commissioner DeMordaunt feels BCCLC has made a turnaround under the Commission's authorization. She requested revised corrective action plans and monthly fiscal updates throughout the enrollment growth period.

Commissioner Van Wart asked if PCSC staff has received any input from the school district regarding enrollment impacts.

Ms. Baysinger said PCSC staff has not received anything from the Blackfoot School District and they are not represented at today's meeting.

Chairman Reed suggested that PCSC staff provide BCCLC with specific due dates for all materials requested.

Commissioner Van Wart would like to see a very detailed list with items expected and specific due dates assigned.

Commissioner Corkill feels asking for an amendment for increased enrollment without corresponding budgets is totally unacceptable.

Commissioner Quinn said there are multiple priorities facing every school: compliance with the law, fiscal soundness, and academic achievement. Though BCCLC is achieving academically, they are not in compliance with the law and not fiscally sound.

Commissioner DeMordaunt suggested the school submit the 5-year budget earlier, so the commission can meet at their earliest opportunity.

Ms. Baysinger said it typically takes PCSC staff several weeks to perform a thorough review process of any BCCLC budget due to confusion about school responses. She further indicated the budget could be forwarded more quickly, without PCSC staff's full review, if Commission wishes.

Commissioner Hallett said there isn't any question we need the 5-year budget. There is a serious notice of defect on the school and there is no excuse for getting information submitted late. The Commission does not want to send a message that the way BCCLC has been operating is acceptable. He still feels time is of the essence for the interest of parents and students.

Commissioner Corkill feels it is his responsibility to parents to analyze all information necessary to make an informed decision. Without that 5-year budget, he does not feel he is being fair to parents. If the amendment is approved and the school fails, then accountability falls back on the Commission.

Chairman Reed said that even though a 5-year budget is a projection, it can be reviewed by the Commission and PCSC staff is able to provide highlights. Additional questions can be asked during a telephone conference.

*The motion failed, with Commissioners DeMordaunt, Hallett, Corkill, and Reed voting nay.*

**M/S (DeMordaunt/O'Donahue): To hold a special telephone conference meeting of the Public Charter School Commission at a future date yet to be determined to reconsider BCCLC's proposed charter amendment for an enrollment increase, pending the school's submission of a 5-year budget plan.**  
*The motion passed unanimously.*

## **6. Legacy Charter School Proposed Charter Amendments**

Commissioner O'Donahue recused herself due to her professional relationship with Legacy.

Emily Criddle, Board Secretary/Treasurer; Seth Stallcop, Co-administrator; and Niki Crow, Board Clerk, represented Legacy.

Mr. Stallcop introduced a proposed amendment to add a Harbor Room that would introduce the online opportunities and learning required for high school and college. Legacy is also requesting to increase enrollment by two students per grade in grades K-6 and fifteen students per grade in 7<sup>th</sup> and 8<sup>th</sup>, for a total enrollment of 325.

Mr. Stallcop said current waiting lists are at 562. He commended the PCSC staff for their support and quick answers to all questions. Parent survey feedback has been 85-95% positive across the board.

**M/S (DeMordaunt/Corkill): To approve the proposed charter amendments increasing the enrollment cap and adding the Harbor Room online component as submitted by Legacy Charter School.** *The motion passed unanimously.*

## **7. Xavier Charter School (XCS) Fiscal Status Update**

Justin Lanting, Business Manager; Thad Biggers, Head of School; Debbie Burr, Board Chairman; James Wallace, Board Treasurer; Joan Hurlock, Board Vice Chairman; Melissa Crane, Board Secretary; and Mel Wiseman, Administrator Consultant, represented XCS.

Ms. Burr reported that, under Paragon's management, XCS had a payroll company processing their payroll. During the first quarter of 2010, XCS employees were registered as employees of the Utah based company. In April 2010, XCS was notified by the Attorney General's office that state employees who participate in PERSI cannot be employed by an out-of-state company. The first quarter of salary expenses were reported under the payroll company's tax identification number and the remaining three quarters were reported under XCS's tax identification number. The 941 forms showed the split in salaries, but the W-2's showed all four quarters

under XCS. The payroll company, A-Plus Benefits (now known as Exact), will need to re-file the 941 forms to get a refund in order to correct the error and eliminate a tax debt presently owing by XCS.

Commissioner Quinn inquired about whether XCS plans to complete a forensic audit.

Ms. Burr reported that a forensic audit regarding federal funding for FY11 was suggested by the SDE. Due to limited resources, XCS will re-create as much of the documentation as possible.

Commissioner Corkill confirmed with XCS that the school has paid Paragon in full.

Commissioner Hallett inquired about the length and terms of XCS's lease.

XCS reported it is operating under a 20-year lease with a 1.5% annual increase tied to the CPI.

Commissioner Hallett said a traditional school board could not enter into a long-term lease that obligates future boards. He asked PCSC counsel whether Idaho statute prohibits this practice.

Ms. Jennifer Swartz, PCSC counsel, said she is not aware of any provision in Idaho's charter school law that speaks specifically to the difference between entering a short-term versus a long-term lease.

Chairman Reed read from I.C. § 33-5204(3):

*Nothing in this chapter shall prevent the board of directors of a public charter school, operating as a nonprofit corporation, from borrowing money to finance the purchase or lease of a school building, facilities, equipment, or furnishings.*

XCS said the lease payment does not include maintenance and upkeep on the building, for which XCS is also responsible. The school is working with its counsel to resolve the facility issue, which will lead to a budget deficit if the lease cannot be renegotiated.

Chairman Reed commended XCS for their open communication with the PCSC.

## **8. Heritage Community Charter School (HCCS) Update and High School Pilot Program Report**

Tamara Strikwerda, Board Secretary; Lisa McIntosh, Contracted Business Manager; Chris Yorgason, Board Attorney and Clerk; Richard Hammond, Board Chairman; Jean Taylor, Acting Principal; Archie Buck, Assistant to the Executive Director; Jennifer Knarr, PTSO Vice President; Barbara Hooper, PTSO Treasurer; Emilia de

Leon, PTSO President; Shantell Mullanix, School Counselor; and Dr. Lon McRae, Vice Chairman, represented HCCS.

Mr. Hammond expressed his appreciation of PCSC staff for their reminders of deadlines.

Mr. Yorgason said board elections will be held at the annual meeting in July. The board has developed a plan to have all members on a three year term. There are currently two vacant positions; one will be elected by the board and one will be elected by stakeholders. HCCS will send the new board list to PCSC staff.

Mr. Buck reported regarding certification requirements for school administrators. He is not certified as an administrator but has only been assisting Jean Taylor for the past month. He said that Mr. Castanada, the new administrator for next year, is properly certified.

Chairman Reed asked whether the current administrator is certified.

Ms. Taylor, who is serving as acting administrator, does have provisional certification.

Commissioner DeMordaunt emphasized that non-certified individuals cannot serve in an administrative capacity.

Ms. Baysinger noted that, at the time of a recent site visit by PCSC staff, Mr. Buck was performing disciplinary actions beyond the role of a classroom teacher. At that time, PCSC staff was told there would be two administrators next year, Mr. Buck and Mr. Javier Castanada. To date, SDE has not received any information regarding the new administrator's certification.

HCCS reported they are aware of the parameters involved with administrator certification.

Mr. Yorgason said much of the reports given at board meetings are given orally, so limited documentation is available.

Commissioner Van Wart expressed concern regarding the apparent disconnect between the board and its stakeholders.

Mr. Yorgason said he does not believe there is a lack of communication between the board and stakeholders. Almost every item is opened for public comment and board meetings are well attended by both school staff and parents.

Mr. Hammond said he spends two hours daily on Facebook addressing concerns and clarifying statements regarding the board.

Commissioner O'Donahue asked Ms. McIntosh whether budgets are reviewed by board members prior to meetings, and whether the board has a sense of where expenses are concerning the budget.

Ms. McIntosh said she prepares budget explanation sheets that are presented to the board prior to meetings. Since she has been with HCCS beginning in February, financial statements have been provided at least one week in advance of all board meetings.

Mr. Hammond said all expenditures are passed through Ms. McIntosh for her review and approval.

Commissioner Hallett is concerned with HCCS stating they would provide more documentation to their board if the commission desired. The goal is to provide enough documentation for board members in order for them to make good decisions.

Commissioner O'Donahue asked for clarification from PCSC staff on this topic.

Ms. Baysinger said the concern was raised when HCCS required additional time to fill a public records request for several months of board meeting materials. When the meeting materials arrived, they were incomplete. Also, emails were sent from various board members asking whether they had certain portions of the documentation, which indicated to PCSC staff that meeting materials were not kept in a consistent location. During the recent site visit, she had a discussion with the board, during which she provided training regarding production, distribution, and filing of meeting materials. At least up until that point in time, a process for creating and storing board meeting materials had apparently not been implemented.

Commissioner Corkill asked HCCS how it intends to address its failure to obtain provisional accreditation during year one.

Ms. Taylor said it was HCCS' understanding, based on conversations with Dr. Christine Ivie, accreditation application had been made at the beginning of the year. However, the application was not submitted by the December 6 deadline; Ms. Taylor sent the application in May 2012. According to the accrediting agency, HCCS will be eligible for provisional accreditation during the 2012-13 school year. Ms. Taylor said that HCCS has contacted surrounding schools, which have indicated they will accept credits for affected students.

Mr. Hammond said the accreditation issue was brought to the board's attention and an emergency board meeting was held last night. Parents were sent a letter informing them of the situation.

Commissioner Van Wart asked why nobody at HCCS received any documentation, emails, or phone calls regarding this issue.

Ms. Baysinger said the SDE begins informing charter school boards of this requirement before the school even opens and strongly encourages them to get the paperwork filed during the first week of school. Additional reminders are sent by the accrediting agency and SDE, as well as during the programmatic audit.

Chairman Reed asked why HCCS failed to recognize there was a problem when no accreditation site visit was made.

Ms. Taylor said that, as an interim administrator, she was not experienced in the accreditation process.

Mr. Hammond said it is possible the reminder messages were sent to Dr. Ivie, who was not active as administrator.

Commissioner O'Donahue noted that the administrator's email should have been forwarded at the time Dr. Ivie went on leave of absence.

Commissioner DeMordaunt asked whether Ms. Taylor had received any documentation verifying that the accreditation application had been made.

Ms. Taylor said she made several, unsuccessful attempts to contact Dr. Ivie through email, phone, and text messages.

Chairman Reed expressed concern regarding the number of significant problems at the school.

Commissioner O'Donahue noted it was unrealistic of the board to expect a single individual to serve as administrator and special education director.

Several Commissioners noted that the board should have a better understanding of its financial situation.

Ms. McIntosh said preliminary year-end financials indicate the school may be in a better situation than anticipated.

Commissioner Hallett asked when the HCCS board was first made aware of the \$201,000 operating loss.

Ms. McIntosh said the loss had been reported for months, but she could not speak to the board's level of understanding regarding the budget reports.

Mr. Hammond said the board was aware of budget concerns and all discretionary



spending has been frozen.

Chairman Reed noted that during the recent PCSC site visit, several board members thought the school would finish the year with \$100,000 in reserve, plus the Albertson's grant carryover of \$200,000. In reality, it appears all this money will be spent.

Ms. McIntosh feels that the misunderstanding was a result of the board's review of the February budget template, which was prepared by the previous business manager and administration.

Mr. McRae acknowledged that the board requires additional financial training.

Chairman Reed asked how they will make a positive budget next year and make up the \$94,000 rental increase.

Mr. Hammond said HCCS will have increased enrollment next year and is working on additional grants and funding. The new administrator is less expensive. Some positions were restructured for cost savings.

Mr. McRae said HCCS is working with the bank to finance the building for a savings on the lease payments.

Chairman Reed asked about the high school pilot report.

Ms. Taylor said that report is scheduled for the June board meeting. She was not aware of the requirement for that report at this meeting.

Ms. Baysinger said HCCS was advised two months ago that they would be giving a report on the high school pilot program at today's meeting.

The Commission and school discussed HCCS's provision of certain courses, including Health and Speech, and the school's failure to meet MSES referring to recitations of school, class, and personal creeds.

Ms. Taylor said the MSES issue will be addressed in teacher's training prior to the beginning of next school year.

Commissioner DeMordaunt would like to see HCCS' final ISAT scores when they become available. She expressed empathy for the school's first-year struggles.

Maria Gonzalez, parent and founder, provided public comment. She is concerned about HCCS' board. She would like assurance that complaints won't lead to employment repercussions. She feels the board has not made sound financial decisions.

Kirsten Mast, PTSO member, provided public comment. She noted that the board has two positions open, one of which is stakeholder elected.

**M/S (Hallett/Van Wart): To direct PCSC staff to issue to Heritage Community Charter School a notice of defect on the following grounds:**

- 1. Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to: offering students the opportunity to take Latin in grades 7-12 and preparation by the administrator of an annual secondary school report for the board's review;**
- 2. Failure to substantially meet any of the MSES in the approved charter, specifically, those MSES referring to recitation of creeds;**
- 3. Violation of a provision of law, specifically, Idaho Code § 33-119 regarding accreditation, Idaho Code § 33-357 regarding maintenance of an internet based expenditure website, and IDAPA 08.02.02.026 and the charter regarding administrative certification.**

*The motion passed unanimously.*

Commissioner DeMordaunt suggested waiting for the high school pilot report to determine how to proceed regarding that matter.

**M/S (Quinn/DeMordaunt): To require Heritage Community Charter School to provide reports regarding:**

- Board of Directors**
- School Administration**
- Fiscal Status**
- High School Pilot Program**
- Academic Status**
- Accreditation**

*The motion passed unanimously.*

### **13. Public Charter School Commission Officer Elections**

**M/S (O'Donahue/Van Wart): To move agenda item 13, Public Charter School Commission Officer Elections, to this time on the agenda. *The motion passed unanimously.***

Vice Chairman DeMordaunt took the floor and opened the meeting to nominations for PCSC Chairman.

**M/S (Corkill/Hallett): To elect Alan Reed as Chairman of the PCSC.** *The motion passed unanimously.*

Chairman Reed took the floor and opened the meeting to nominations for PCSC Vice Chairman.

**M (Van Wart): To elect Gayann DeMordaunt as Vice Chairman of the PCSC.** *The motion passed unanimously.*

## **9. Idaho Connects Online (ICON) Annual Update**

David High, Board Chairman; Vicki McCullough, Administrator; and Dorian Bell, Business Manager, represented ICON.

ICON provided an annual update including teacher staffing ratios, mission consistency, education alternative, one-to-one support, changes in curriculum, and innovative approaches.

Commissioner DeMordaunt commended the school's successful work.

Chairman Reed inquired about ISAT results, some of which appear low.

Ms. McCullough indicated participation rates are high. However, during year two, ICON did not make AYP. Many students coming to ICON have missed large portions of subjects. Teachers had previously taught up to 32 courses each. This ratio has been improved dramatically. The expectation is that these changes will impact ISAT scores positively going forward.

## **10. Compass Public Charter School Annual Update**

Kelly Trudeau, Administrator; Cindy Stover, Business Manager; LeAnne Simmons, Board Treasurer; and Mike Adolf, Board Chairman, represented Compass.

Compass provided an annual update including a successful RTI program, doubling of student enrollment in grades K-3, internet accessibility, board training, dual credit program, common core standards transition, and a fiscally sound budget with a large reserve. ISAT math and reading scores are well above state averages and Compass did meet AYP. Retention from 8<sup>th</sup> to 9<sup>th</sup> grades is high and there is a 50-60% retention rate from 8<sup>th</sup> to 9<sup>th</sup> grades. Compass has also increased community involvement at the recommendation of PCSC staff.

Commissioner Hallett asked how Compass' demographics compare to district and local high schools.

Compass said the Free and Reduced Lunch program has similar participation rates

as those in the Meridian School District, but a lower number of Special Education students have enrolled at Compass.

**11. North Valley Academy (NVA) Annual Update**

Nadine Coyle, Vice Chairman; Cathy Thompson, Financial Officer; and Gayle DeSmet, Lead Administrator, represented NVA.

NVA provided an annual update including the blended program, staying true to their mission statement, and the recent addition of a new board member.

Ms. DeSmet said public relations have improved and staff turnover has reduced. NVA will attempt to be an all Title I school due to the number of Free and Reduced Lunch students.

Commissioner Hallett commended the school for its cooperative effort with the Bliss School District.

**12. Sage International School of Boise Annual Update**

Don Keller, Administrator; Lisa Lechner, Business Manager; Bryan Moore, Board Member; and Trina Sego, Board Member, represented Sage.

Mr. Keller thanked the Commission, PCSC staff, and the State Department of Education for their roles in getting Sage opened. He invited Commissioners to any of Sage's future board meetings.

Sage provided an annual update including enrollment growth, the International Baccalaureate program, additional facility space, surveys, special education team, parent association, 5-star school rating, and a goal to move 100% of all students from proficient to advanced.

The Commission commended the school for its stellar academics and operations.

**M/S (Van Wart/O'Donahue): To adjourn the meeting.** *The motion passed unanimously.*

The meeting was adjourned at 3:45 p.m.

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**SUBJECT**

Commission Education: Certification and Provisional Authorization

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

In Idaho, public school teachers, administrators, and superintendents must obtain appropriate certification from the state.

The State Department of Education has developed alternate routes for certification. The purpose of the program is to provide an alternative for individuals to become certified teachers in Idaho without following a standard teacher education program. This program is available to individuals who are currently employed as para-educators, those who are currently certified to teach but are in need of emergency certification in another area, and individuals with limited educational instruction experience but a strong background in subject matter content.

**DISCUSSION**

Cina Lackey, Teacher Certification/Alternate Route Coordinator for the Idaho State Department of Education, will discuss certification requirements, alternate routes, and state department policies as they relate to working with districts and individuals.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the Commission.

**July 24, 2012**

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**SUBJECT**

Commission Discussion: Consideration of Hearing Officer's Recommendation Regarding Summit Public Charter School Petition Denial

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5207

IDAPA 08.02.04.401

**BACKGROUND**

On April 5, 2012, the Public Charter School Commission (PCSC) moved to deny the petition for Summit Public Charter School (Summit). Summit appealed this decision to the State Superintendent of Public Instruction, and a hearing was conducted by a hearing officer on June 28, 2012.

The hearing officer has issued to the PCSC a recommendation that the PCSC affirm its denial decision. In accordance with IDAPA 08.02.04.401.08, the PCSC will review the hearing officer's recommendation and make a final decision to affirm or reverse its initial decision within ten business days of this meeting.

**DISCUSSION**

The PCSC denied Summit's petition on five specific grounds, which are detailed in the Decision to Deny included with these materials.

Prior to the appeal hearing, Summit submitted to the hearing officer a revised, draft lease agreement. At the hearing, PCSC counsel stipulated that this document successfully resolved the first of the five identified grounds for petition denial.

Also prior to the appeal hearing, Summit submitted to the hearing officer a revised student handbook that addressed most, but not all, of Ms. Rebecca Stallcop's previously cited trademark concerns regarding that document.

No additional, new documents to address the remaining grounds for petition denial were submitted. Summit indicated during the hearing that its board did not understand that such materials could be submitted and were critical to the hearing officer's recommendation. However, Summit's opportunity to submit new materials was addressed during the April 5, 2012, PCSC meeting; in communications between the petitioners and SDE staff; in a phone conversation between the petitioners and PCSC staff; in IDAPA 08.02.04.401.05; and during the pre-hearing conference held on June 18, 2012.

The petitioners have indicated their belief that Summit can address the remaining grounds for denial, and have expressed a desire for this



opportunity, should the PCSC elect to review additional materials. Statute and administrative rule are silent regarding whether or not an authorized chartering entity may consider additional materials at this stage of an appeal.

The PCSC must make its final decision to affirm or reverse its initial decision within ten business days.

### **IMPACT**

If the PCSC affirms its decision to deny the petition, the petitioners could appeal to the State Board of Education, or they could decide to not proceed further. The petitioners could also choose to repeat the petitioning process, beginning with an SDE sufficiency review, with the intention of a smoother progression now that the petition is more fully developed.

### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff notes that although the petitioners express great passion for their proposed school, they consistently take slow or incomplete action in response to recommendations from state agencies. This is reflected not only in the unusually high number of petition reviews the Summit petition has undergone with both the SDE and the PCSC (seven, compared to the usual two-three), but also in Summit's failure to follow clear instruction from the SDE and administrative rule regarding the appeal process.

Although the PCSC indicated when making its petition denial decision that it hoped Summit would use the hearing process to address the PCSC's outstanding concerns regarding the petition, the petitioners failed to provide the hearing officer with documents addressing most of the grounds for denial.

This pattern of repeated failure to address identified issues in a timely fashion, despite clear and repeated guidance, raises serious concerns about Summit's ability to effectively operate a school and comply with federal, state, and authorizer requirements over the long term. For this reason, and because documents addressing most of the grounds for petition denial were not submitted to the hearing officer, staff must agree with the hearing officer's recommendation to affirm the PCSC's decision dated April 10, 2012.

### **COMMISSION ACTION**

A motion to affirm the initial decision to deny the petition for Summit Public Charter School.

**OR**

A motion to reverse the initial decision and approve the petition for Summit Public Charter School.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE OF IDAHO  
PUBLIC CHARTER SCHOOL COMMISSION**

In the Matter of	)	Case No.: 2011-01
SUMMIT PUBLIC CHARTER SCHOOL	)	PUBLIC CHARTER SCHOOL
PETITION FOR A NEW PUBLIC	)	COMMISSION DECISION DENYING
	)	CHARTER

The petition from SUMMIT PUBLIC CHARTER SCHOOL for a public charter school, referred to as SUMMIT PUBLIC CHARTER SCHOOL ("Summit"), was submitted to the Public Charter School Commission ("PCSC") pursuant to Idaho Code §33-5203(5). The PCSC held meetings open to the public on December 15, 2011, and April 5, 2012, to consider this petition.

The PCSC, in its discretion, hereby denies this petition for a charter, as defined by Idaho Code § 33-5202A(2), pursuant to Idaho Code § 33-5205(1)(d). Specifically, the PCSC denies the charter on the following grounds:

1. Concerns regarding facility option 1, Westwood Mall, particularly:
  - Uncertainty associated with the landlord's option to terminate the lease with 30 days notice based on events beyond Summit's control; and
  - Illegality of the Summit's agreement to the service of alcohol, beer, or wine within 300 feet of the school.
2. Inadequate budgetary information and supporting documentation to indicate that Summit will have sufficient funds to remain fiscally viable in the event facility option 2 or facility option 3 is used.

**PUBLIC CHARTER SCHOOL COMMISSION DECISION - 1**

3. Failure to provide updated petition appendix materials with reference to use of the Harbor Method and training by The Academy removed; similarly, failure to remove outdated appendix materials.
4. Additional, unaddressed concerns and recommendations contained in the March 26, 2012, Public Charter School Commission Staff Review of Public Charter School Petition, including:
  - Self-appointing school board;
  - Inconsistency throughout petition regarding minimum number of board members;
  - Inconsistency throughout petition regarding the name of the school;
  - Inclusion of professional development with The Academy in revised Albertson's grant budget (Appendix AA);
  - Insufficient documentation regarding estimated remodeling costs for facility option 1;
  - Unexplained inconsistencies between best-case and worst-case budget scenarios;
  - Apparent misunderstanding of dual-enrollment (Appendix M); and
  - Apparent inadequacy of planned budgetary expenditures to meet certain commitments, such as provision of contracted special education services and the goals listed in Appendix T.

July 24, 2012

5. History of slow or incomplete action in response to recommendations from state agencies.

IT IS SO ORDERED.

Dated this 10<sup>th</sup> day of April 2012.

*Alan Reed*

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PUBLIC CHARTER SCHOOL COMMISSION  
Alan Reed, Chairman

NOTICE: Pursuant to Idaho Code § 33-5207, the petitioner may appeal this decision to the state superintendent of public instruction within thirty (30) days of the date of the written decision.

**CERTIFICATE OF MAILING**

I HEREBY CERTIFY that on this 10<sup>th</sup> day of April 2012, I caused to be served a true and correct copy of the foregoing by placing a copy thereof in the United States Mail, postage prepaid, addressed to:

Summit Public Charter School  
Jonathan Braack, Board Chair  
4739 Kimmi Court  
Chubbuck, ID 83202

Tom Luna  
Superintendent of Public Instruction  
State Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027



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PUBLIC CHARTER SCHOOL COMMISSION  
Helen Pline

July 24, 2012

RECEIVED

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OFFICE OF THE IDAHO  
STATE BOARD OF EDUCATION

Paul B. Rippel, ISBN 2762  
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**STATE OF IDAHO  
PUBLIC CHARTER SCHOOL COMMISSION**

In the matter of the Appeal of the  
SUMMIT PUBLIC CHARTER SCHOOL  
PETITION FOR A CHARTER TO  
ESTABLISH A NEW PUBLIC  
CHARTER SCHOOL

Case No. 2011-01

HEARING OFFICER'S  
RECOMMENDATION

**INTRODUCTION**

This document is written in narrative style. Findings of fact and reasoning regarding those facts are intertwined throughout the document. Sections or paragraphs are labeled for convenience only. A description of the procedural background is presented and then factual findings and reasoning from the written record and comments at the hearing. A formal recommendation at the end is part of and concludes the discussion.

**PROCEDURAL BACKGROUND**

Pursuant to notice, a hearing was held in the above-entitled matter on Thursday, June 28, 2012, at 10:00 a.m. at the office of HOPKINS RODEN CROCKETT

HEARING OFFICER'S RECOMMENDATION - 1

HANSEN & HOOPES, PLLC, 428 Park Ave, Idaho Falls, ID 83402 on the April 10, 2012 written decision (“the Decision”) of the Public Charter School Commission (“PCSC or Commission”) denying the SUMMIT PUBLIC CHARTER SCHOOL PETITION, and thus a charter for a new school. The hearing was held under the authority of Idaho Code § 33-5207(1) and Idaho Code § 67-5242 and its subsections, as well as the Rules Governing Public Charter Schools, IDAPA 08.02.04, and in particular, Section 401.

Section 401 requires a public hearing and a review of the record, with written findings and a recommendation to the Commission to either affirm the denial or to reconsider and potentially approve the petition and issue a charter.

A telephone prehearing conference was held on June 18, 2012, to assess issues provided by Section 401 for such conferences and determinations were made to aid in the conduct of the hearing.

The State Department of Education (“Department”) expected to have 2-3 people present and one witness of approximately thirty (30) minutes duration. Summit Public Charter School, Inc. (“Summit”) expected to have 4-6 people present and up to three witnesses, the duration of which was not known. As the Appellant, it was anticipated that Summit would be allowed to proceed first. The hearing duration was limited to a maximum of two (2) hours. The parties would be allowed to present their information through oral testimony or written summary; provided, the hearing officer might limit the time of individual witnesses and/or reserve time for each party to cross-examine the other’s witnesses.

HEARING OFFICER’S RECOMMENDATION - 2

The issues for hearing were the items identified as being deficient in the Decision. There was discussion about completing the record and Summit was made responsible to arrange for the hearing officer and the Department legal counsel, Jennifer Swartz, to receive copies of audio recordings and written minutes of the Commission meetings/hearings on the petition, on or before Thursday, June 21, 2012. The Department was made responsible to arrange for the hearing officer and the Summit representative, Jonathan Braak, to receive a complete copy of the Charter School Commission Staff Review dated March 26, 2012, on or before Thursday, June 21, 2012. Items identified in the written appeal as being provided in a “yellow folder,” consisting of written material collected prior to the April 5, 2012 Charter School Commission hearing, but after the submission deadline, were considered a part of the record for hearing and did not need to be duplicated in a separate submission.

Summit made some procedural errors in the manner in which the appeal was made, however, except for the items to complete the record, above, it appeared there was substantial compliance and it also appeared that if those materials were timely exchanged, the Department would not suffer undue prejudice from those errors.

Section 401 and the Notice of Prehearing Telephone Conference also provided for discussion of additional information that might be provided to the hearing officer that had not been considered by the Commission. It was specified that the hearing was not subject to the formal rules of evidence and that it was not being conducted as an adversarial hearing.



FINDINGS FROM THE WRITTEN RECORD AND HEARING

**Summit.** Summit Public Charter School, Inc. is an Idaho non-profit non-member corporation. Its personnel consist of its volunteer board of directors who are people with real jobs and real families who must make extra time to work on the petition and related supporting documentation. It is likely that they have each contributed many hours of time since the beginning of the petition process.

**PCSC and Staff.** The Department, the staff assigned to assist the Public Charter School Commission, Commission members and their legal counsel likewise appear to be dedicated individuals whose aim is to fulfill their obligations to properly administer the Idaho public charter school laws and regulations. It is their position that the petition and materials submitted in support of it must be complete and accurate, because if a charter is granted, the public, the school and the Department must rely on those written materials as the framework or guiding documents as a public charter school proceeds forward with planning and operations and evaluating future performance.

**Petition Process and Reviews.** Summit has completed many items to the satisfaction of the PCSC, but except as noted below, the items stated in the Decision as grounds for denial were not corrected or adequately addressed in writing prior to the hearing. The PCSC staff has conducted seven (7) reviews of the petition and related written supporting materials and provided written reports/comments to Summit regarding items determined to be insufficient. The last staff review report was dated March 26, 2012. It was represented that most approved petitions have gone through two (2) or perhaps three (3) staff reviews before being accurate and correct.

HEARING OFFICER'S RECOMMENDATION - 4

**Additional Record Items.** Written minutes of two PCSC meetings were received by the Hearing Officer and considered part of the record. Those meetings, held December 15, 2011 and April 5, 2012, addressed the Summit Public Charter School New Charter Petition. As noted, the written Decision denying the petition was issued April 10, 2012. The audio recording of the meetings was not available due to technology difficulties, but the written minutes were stipulated as being an adequate record of those proceedings, and the Hearing Officer had reviewed them and agreed that they were adequate. Summit presented the Hearing Officer with a revised lease omitting reference to service of alcohol within the Westwood Mall (for whatever reason, the “yellow folder” received by the Hearing Officer only had one page – the Department already had the revised lease) Summit also presented one estimate on issue 4.e., remodeling costs for the Westwood Mall, facility Option 1. Both were accepted into the record without objection.

**Hearing Issues.** At the hearing, the Department stipulated that updated information had satisfied the Department as to the items identified in ground for denial number “1” relating to the Westwood Mall in the Decision. Those concerns were related to a termination clause in a prior version of the proposed lease, and potential conflict with laws relating to the service of alcoholic beverages within 300 feet of a school premises. The termination clause had been removed from the lease, and the potential tenant who intended to serve alcoholic beverages withdrew their consideration of the Westwood Mall as a business premises.

Thus, the issues to address at the hearing were pared down by that stipulation to the following (as numbered in the Decision):

2. Inadequate budgetary information and documentation to show sufficient funds to remain fiscally viable if facility option 2 or 3 is used.
3. Failure to provide updated materials removing reference to use of the Harbor Method and training by The Academy; and, failing to remove outdated appendix materials of that nature.
4. Unaddressed concerns and recommendations from the March 26, 2012 PSCS Staff Review:
  - a. Self-appointing school board;
  - b. Inconsistency regarding minimum number of board members;
  - c. Inconsistency regarding the name of the school;
  - d. Inclusion of professional development with the Academy in revised Albertson's grant budget (Appendix AA);
  - e. Insufficient documentation on estimated remodeling costs for facility option 1;
  - f. Unexplained inconsistencies between best-case and worst-case budget scenarios;
  - g. Misunderstanding of dual-enrollment (Appendix M);
  - h. Inadequacy of planned budgetary expenditures to meet commitments, e.g. contracted special education and goals listed in Appendix T;
5. History of slow or incomplete action in response to recommendations from state agencies.

**The Parties' Representatives.** The Department was represented by Tamara Baysinger of the Office of the State Board of Education/PCSC staff and Jennifer Swartz, Deputy Attorney General assigned to the PCSC. Summit was represented by five people, who were officers and/or directors, i. e. Jonathan Braack, Susan Hall, Greg Smith, Richard Kirkham, and Heath Mitchell.

**The Hearing Process.** The hearing turned out to be an event of frustration for both parties and the Hearing Officer. Summit did not have legal counsel at the hearing, volunteer or paid, and they erroneously believed the hearing was being held to provide them with further explanation of the Decision's points of denial, such that they approached it as a meeting and discussion forum. That was unfortunate, as Section 401 provided an opportunity for Summit to prepare and submit, prior to the hearing, written information to address each of the enumerated hearing issues. Otherwise, the hearing was conducted verbally and it was largely an instructional session in the sense that Summit learned that the appeal and hearing had been an opportunity to "dot the i's and cross the t's" and correct or adequately address the items appearing as hearing issues. Summit verbally expressed that they had the information or ability to provide the information but had not understood that they could have done so prior to the hearing – other than the information they had included in the appeal record contained in the "yellow folder," and the minutes, lease and remodeling estimate referenced above.

Items deserving specific discussion at the hearing, and in this document, are the following ones.

**Budgetary Information.** The budgetary information did not present best-case, worst-case and likely-case scenarios for facility Options 2 and 3. It is the Department's position that the information is necessary because a school's first choice of facility does not always come to fruition, and Options 2 and 3 appeared to have greater start-up costs that might not be able to be met with the same anticipated revenues. Changes that had been made to the best-case and worst-case scenarios for Option 1 were not well-explained, and while the PSCS spreadsheet format was interpreted by Summit as limiting the space for comment and explanation, it is a point that was addressed at some length in the March 26, 2012 Staff Review and which requires more than cryptic side notes on a spreadsheet.

**Editing Errors.** Editing errors resulted in the references to The Harbor Method and training by The Academy. Editing errors were also responsible for not removing outdated or corrected materials, inconsistency of the school name, and professional development by and payments to The Academy in the start-up grant. The petition and supporting materials need to be accurate to eliminate possible confusion.

**Inconsistent Minimum Number of Directors.** In the record provided to the Hearing Officer, the Articles of Incorporation provide for a minimum of three (3) board members. The By-Laws provide for an initial number of five (5), a minimum of three (3) and a maximum of nine (9), and the ability of a 2/3 vote of any existing board to alter the number of directors. Unfortunately, the Petition itself stated that the initial number when the school opens is six (6), a potential conflict if the existing board did not

meet and vote by a 2/3 majority to ensure that number is not in conflict with its organic documents, i.e. its Articles and By-Laws.

**Self-Appointing School Board.** It is not unusual, and in fact would be the norm, that the initial board of directors of an Idaho non-profit corporation would be self-appointed by being named in the Articles of Incorporation. The By-Laws provided to the Hearing Officer had a provision whereby members of the board could be nominated prior to the annual meeting by other board members or by non-board members, presumably members of the public at large, parents, etc. Therefore, the ground for Denial on a self-appointed board seemed to be addressed, unless the Hearing Officer received information inconsistent with that provided to the PSCS, and if that occurred, it would need correction.

**Misunderstanding of Dual Enrollment.** The Summit petition does misinterpret dual enrollment as set forth in Idaho Code section 33-203. Again, Summit did not have volunteer or paid legal counsel, at least at the hearing, and as this Hearing Officer explained to them at the hearing, their written materials interpret the law in reverse. This seems to be a fundamental error when made by persons who wish to start and operate a new school.

Dual enrollment provides a mechanism whereby home school, private school or public charter school students may enroll in any program in their own public school district, as long as they meet the same eligibility requirements that the public school students must meet to so enroll. It is not a mechanism for a public school student to enroll in a program offered by a home school instructor, private school or public

charter school. Though the statute does not limit the potential programs for dual enrollment, typical examples are areas where the instruction or opportunity cannot feasibly be provided by home school or public charter schools due to the number of needed participants or cost of facilities. This might include things such as participation on a sports team, band, choir or special instructional classes like advanced math or English, chemistry or physics and related labs, welding or shop classes or perhaps ESL.

**Post-Hearing Procedures.** Prior to hearing, this Hearing Officer had reviewed IDAPA 08.02.04 in performance of the duties of that position, and particularly Sections 400 and 401. Sections 401.04 and 401.05 make provision for providing information to a hearing officer that had not been presented to the PCSC and for the exchange of such prior to the hearing. Section 401.08 describes a procedure whereby the PCSC holds an additional public hearing after receiving the hearing officer's recommendation but is silent on whether more information can be submitted by a petitioner.

Because of the inability to conduct a normal hearing due to Summit's belief about the purpose of the hearing, this Hearing Officer made inquiry of the Department and its counsel as to whether Summit would be permitted to give additional written information to the PCSC after these findings and recommendation are received. While having no knowledge of a precedent or set policy, it was stated that the PCSC does not view the petition process as adversarial, and that it might be possible for Summit to make one more attempt to adequately address the grounds of denial stated in the Decision. Regardless of the final recommendation, it would be appropriate for the PCSC hearing

notice to advise Summit as to whether additional information will be accepted prior to or at the review hearing, since the PCSC may follow a hearing officer recommendation but is not bound to do so.

Summit inquired as to the process that occurs following the delivery of this document to the PSCS. They were instructed to carefully review IDAPA 08.02.04 Section 401, as it contains provisions that specifically outline what occurs after the PCSC receives the recommendation (i. e. subsections 401.08, 401.09 and 401.10).

#### **RECOMMENDATION**

Section 401 of IDAPA 08.02.04 governs the Summit appeal and the duties of this Hearing Officer. Paraphrased, it states that the hearing officer is to review the action of the authorized chartering entity (PCSC in this case) and conduct a public hearing, and issue a recommendation within ten (10) days after the date of the hearing. It is to include specific findings on all major facts at issue and a reasoned statement in support of a recommendation affirming or reversing the decision of the [PCSC].

While Section 401 does permit additional information to be provided to the Hearing Officer for inclusion in the record and thus consideration of the PCSC Decision, in this case only the remodel cost estimate was information not already required to be in the record by Section 401. It may be that Summit could have presented adequate written information to the Hearing Officer had they understood the purpose of the hearing as described in Section 401, and it may be that they could do so before the PCSC if the opportunity to provide additional information exists at the PCSC review of this recommendation. However, to conclude that the grounds still remaining for denial from



July 24, 2012

the Decision would be corrected or satisfied would require the Hearing Officer to speculate, which is not permissible.

Accordingly, on this record, the Hearing Officer is constrained to affirm the Public Charter School Commission Decision dated April 10, 2012, except as modified by the stipulation regarding the Westwood Mall lease issues and on the self-appointing school board issue.

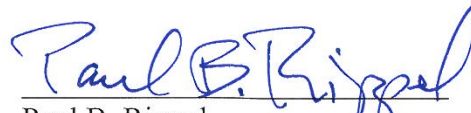
Dated this 5<sup>th</sup> day of July, 2012.

  
Paul B. Rippel, Hearing Officer

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing document was served upon the persons named below, by prepaid first class mail.

DATED this 5<sup>th</sup> day of July, 2012.

  
Paul B. Rippel

Jonathan Braak  
Authorized Representative  
Summit Public Charter School, Inc.  
4739 Kimmi Court  
Chubbuck, Idaho 83202

Superintendent Tom Luna  
Idaho Department of Education  
650 West State Street  
P. O. Box 83720  
Boise, Idaho 83720-0027

Attn: Tamara Baysinger, OSBE/PCSC, and  
Jennifer Swartz, Deputy Attorney General  
Idaho State Board of Education  
650 West State Street, Room 307  
P.O. Box 83720  
Boise, ID 83720-0037

HEARING OFFICER'S RECOMMENDATION - 12

**SUBJECT**

American Heritage Charter School New Charter Petition

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205

**BACKGROUND**

American Heritage Charter School (AHCS) is a proposed new public charter school to be located in Idaho Falls, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Idaho Falls School District 91.

**DISCUSSION**

AHCS's petition is for the establishment of a new public charter school serving Idaho Falls School District students in grades K-8, expanding to 9-12 in the second year and adding a blended program in year three. The proposed school will be a sister school to North Valley Academy in Gooding, a PCSC-authorized charter school with a focus on creating educated and patriotic leaders.

Staff has reviewed AHCS's petition and makes the following observations:

1. AHCS proposes an initial enrollment cap of 244. Surveys conducted in November 2011 indicate that 399 students are interested in attending the school. About 360 of these are K-8 students.

Existing charter schools in the area have not reached capacity, particularly in the upper grades. This indicates that AHCS may encounter difficulty in reaching full enrollment.

2. Three facility options are provided in the petition. However, AHCS appears to be in a unique situation as a private donor has committed to providing funding for the facility. Mr. Vandersloot has purchased the New Sweden building and will provide all necessary renovations. He has pledged to make the property available to AHCS at no cost to the school. Two other facility options have been presented by the school. Although it is unlikely either backup option will need to be pursued, Mr. Vandersloot's financial commitment also applies to them.

The New Sweden facility allows enough space for the K-8 program planned for year one. Expansion to grades 9-12 in 2014 will require an addition to the building or use of modulares. As the current building sits on a five acre site, either option can be accommodated. Mr. Vandersloot will provide funding for the expansion.

3. Budget estimates indicate that AHCS will complete each of the first three years with reserves. However, the viability of all of the proposed budgets depends on contributions/donations ranging from \$125,000 to \$375,000. The petitioners report that the Vandersloot family has committed to ensuring availability of these funds. It is unclear at this time whether the contributions are in addition to, or inclusive of, the Vandersloots' facility donation. It is unclear whether AHCS will be able to operate without extensive donations, in addition to the Vandersloots' facility contribution, over the long term.
4. AHCS has been responsive in addressing concerns identified by PCSC staff. However, some outstanding items remain to be addressed; these are listed in the petition review memo and embedded in the petition text.

American Heritage Charter School is one of two petitions currently under consideration for schools that would open within the Idaho Falls School District in fall 2013. Due to the passage of House Bill 481, which removes the restriction on the number of public charter schools that may open in a single district in any given year, the PCSC should strongly consider any comment provided by the district regarding the potential impact of these proposed schools.

#### **IMPACT**

If the PCSC approves the petition, AHCS will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2013-2014 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC may elect to delay a decision on the petition for up to 75 days, or longer by mutual agreement.

#### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC delay a decision on the American Heritage Charter School petition to allow time for further revisions in accordance with PCSC and staff guidance.

#### **COMMISSION ACTION**

A motion to hold the decision on the American Heritage Charter School petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s) \_\_\_\_\_.

**OR**

**July 24, 2012**

A motion to approve the petition for American Heritage Charter School.

**OR**

A motion to deny the petition for American Heritage Charter School based on item(s) \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**July 24, 2012**

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**PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW  
OF PUBLIC CHARTER SCHOOL PETITION**

Name of Proposed Public Charter School: ***American Heritage Charter School***  
Date: ***7-12-12 (Previous review dated 5/30/12)***

Petition Delivered to Commission Staff: ***5-17-12***  
File Number: ***2012-02***

Proposed school year: ***2013-2014***  
Proposed grades to begin operations: ***K-8***  
Proposed attendance area: ***Idaho Falls School District #91***

Means by which petition came to Commission:

- ☐ Virtual school
- X Referred by school district  
Reason for referral: ***Additional resources for monitoring would be required and the possibility of added financial responsibilities to the district.***
- ☐ Filed by petitioner after withdrawal from school district  
Date of filing with board of trustees:
- ☐ SBOE re-directed petition for consideration by commission?  
Reason for referral:
- ☐ Transfer of district-authorized charter school  
Reason for request:
  - ☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

**REQUIRED ELEMENTS OF THE PETITION IN FORMAT REQUIRED  
BY THE PUBLIC CHARTER SCHOOL COMMISSION**  
***IDAPA 08.03.01.401***

**COVER PAGE & TABLE OF CONTENTS**

- X Name of proposed charter school
- X School year petitioning to open the school
- X Name of the school district(s) affected by the attendance area
- X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school
- X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
- X Table of contents

Comments:

**TAB 1**

- X Articles of Incorporation, file-stamped by Secretary of State's Office I. C. § 33-5204(1)
- X Adopted Bylaws I. C. § 30-3-21(1)
- X Signatures of at least 30 qualified electors of designated service area? I. C. § 33-5205(1)(a)
- X Mission and vision statements

Comments:

- ***Bylaws Article II Section 9: It appears that since vacancies in the board will be filled by a majority vote of the directors, the stakeholders have been given no say in who becomes a board member. It is suggested that stakeholders be included in this decision making process. It does not appear this article and section has been revised since the last submission.***
- ***Bylaws Article III Section 3: Please specify how much of the board is required to remove an officer. Is a majority vote of the board required? It does not appear this article and section has been revised since the last submission.***

**TAB 2**

- X Proposed operation and potential effects of the public charter school I.C. § 33-5205(4)
  - X Facilities to be used by the public charter school
  - X The manner in which administrative services will be provided
  - X Potential civil liability effects upon the public charter school and the authorized chartering entity
  - X Commitment to secure property and liability insurance. I. C. § 33-5204(4)  
Errors and Omissions insurance is not required by statute but is recommended.

Comments:

***See appendix comments for facility concerns.***

**TAB 3**

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled I.C. 33-5205 (3)(a)
- X Description of what it means to be an "educated person" in the 21<sup>st</sup> century and how learning best occurs I.C. 33-5205 (3)(a)
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. I.C. § 33-5205(3)(q)

- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- X The manner in which gifted and talented students will be served.

Comments:

#### TAB 4

- X Measurable student educational standards, which means the extent to which all students demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. *I.C. § 33-5205(3)(b)*
- X The method by which student progress in meeting the student educational standards is to be measured. *I.C. § 33-5205(3)(c)*
- X Provision by which students will be tested with the same standardized tests as other Idaho public school students. *I.C. § 33-5205(3)(d)*
- X A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education. *I.C. § 33-5205(3)(e)*
- X A provision describing the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act

Comments:

- ***Standard 4 of the MSES in tab 4 must state how AHCS will perform compared to that of the local district and state. The current wording simply says achievement will be compared.***
- ***Consider other measurements of progress and achievement such as graduation rates, attrition rates, attendance, passing rate in classes, successful completion of advanced and dual credit courses, etc.***

#### TAB 5

- X The governance structure of the school including, but not limited to, the person or entity that shall be legally accountable for the operation of the public charter school? *I.C. § 33-5205(3)(f)*
- X The process to be followed by the school to ensure parental involvement? *I.C. § 33-5205(3)(f)*
- X The manner in which an annual audit of the financial operations of the public charter school is to be conducted. *I.C. § 33-5205(3)(k)*

Comments:

#### TAB 6



- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments:

#### **TAB 7**

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*

- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

#### TAB 8

- X A detailed business plan including:
  - i. Business description
  - ii. Marketing Plan
  - iii. Management plan
  - iv. Resumes of the directors of the nonprofit corporation
  - v. The school's financial plan
  - vi. Start-up budget with assumptions form
  - vii. Three year operating budget form
  - viii. First year month-by-month cash flow form
- X A proposal for transportation services. The budget should reflect estimated cost. *I.C. § 33-5205(3)(t)*
- X Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

Comments:

- ***Please see in text comments.***
- ***What plans do you have for updating the interest information gathered in Nov 2011? What is the timeline for determining current interest in the school?***

#### TAB 9 -- VIRTUAL SCHOOLS

- X If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)
- X The learning management system by which courses will be delivered;
- X The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;
- X A plan for the provision of professional development specific to the public virtual school environment;

- X The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;
- X The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;
- X A plan for the provision of technical support relevant to the delivery of online courses;
- X The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- X A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments:

#### TAB 10

- X A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.  
Services identified as being contracted:

Curriculum	X YES	<input type="checkbox"/> NO
Special education	X YES	<input type="checkbox"/> NO
Transportation	X YES	<input type="checkbox"/> NO
Meals	<input type="checkbox"/> YES	X NO
Legal	<input type="checkbox"/> YES	X NO
Accounting	X YES	<input type="checkbox"/> NO
- X Copies of contracts included in petition
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
  - (i) Identification of who is responsible for dissolution of the charter school;
  - (ii) A description of how payment to creditors will be handled;
  - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
  - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

#### APPENDICES

- X State Department of Education sufficiency review. *I.C. §33-1612 ; IDAPA 08.02.04.200.03*

- X Written response to the findings of the sufficiency review.
- X Written comments from an authorized representative of the school district.

Comments:

- ***Appendix M: The attendance policy contained in the handbook refers parents to call a phone number that appears to be an NVA number if their child is absent. This appears to need to be updated with a AHCS phone number. Also the emergency closure policy refers to local magic valley radio and TV stations that will be contacted. This needs to be updated to reflect agencies in the Idaho Falls area. It appears these sections have not yet been revised.***

***Appendix U:***

- ***Does the contribution/donation line item include the amount that is to be donated back to the school for the amount of the lease? The debt retirement is listed as about \$214,000 and the donation amount is \$215,000. Why does the donation amount increase to \$375,000 in year 2 and \$315,000 in year 3? How were these amounts determined?***
- ***According to the school's explanation given on the 5-30-12 petition review form, the Vandersloot family has committed to ensuring the contribution/donation funds which range from \$125,000 to \$375,000. It appears these are above the funds being donated by the Vandersloots for the facility and that the viability of the budgets depend on these contributions. This is the case with all budget scenarios. Is this correct? Additionally, are the Vandersloots personally guaranteeing the amount of the contributions listed in the budgets? In other words, are they committing to personally contributing the difference between the budgeted amount and that received by donation from other sources.***

***Appendix V:***

***Does the contribution/donation line item include the amount that is to be donated back to the school for the amount of the lease? The lease amount is listed as \$65,000 and the donation amount is \$125,000. Why does the donation amount increase to \$225,000 in year 2 and then decrease to \$125,000 in year 3?***

***Appendix W:***

- ***Does the contribution/donation line item include the amount that is to be donated back to the school for the amount of the lease? If so, it seems the lease amount should also be entered into this budget so the net balance of the donation and lease is 0 (as***

*stated under Tab 2 of the petition). This budget indicates the lease amount is 0 and the donation is \$125,000 which would not result in a net balance of 0 regarding the lease and donation amount. It appears that if this is the case, the school will not complete the year with a positive balance.*

- *In the most likely 12 month cash flow budget it is assumed the other revenue of \$250,000 in pre-startup is the Albertson's grant. Is this correct? What is the \$100,000 and \$15,000 in July and August respectively?*
- *In the most likely 12 month cash flow budget what are the purchased services and why are they significantly more in July and Aug than the rest of the year?*
- *In the most likely 12 month cash flow budget what are the capital purchases?*

***All Budget Scenarios:***

- *What is the school's plan for being able to operate without substantial subsidizing by the Vandersloots (except for the facility) in the future?*

***Appendix AE:***

- *Although the timeline will vary, a rough estimate should be provided. (For example: Obtain building permits September-October 2012 etc.)*

***Appendix AF:***

- *Is not necessary. The approved sufficiency review in appendix AH is sufficient.*

**GENERAL COMMENTS**

***IMPORTANT:*** *Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored.*

*Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting (it must be done by hand). Color and font should NOT be used to emphasize or replace legislative formatting.*

*Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.*

**July 24, 2012**

July 24, 2012



# American Heritage Charter School

A Proposed Idaho Public Charter School (Anticipated Opening in September 2013)

July 6, 2012

Keelie Campbell, Program Manager  
Idaho Public Charter School Commission  
650 West State Street  
PO Box 83720  
Boise, Idaho 83720-0037

## **RE: Submission of Amended Charter Petition for Authorization**

Dear Ms. Campbell:

American Heritage Charter School (AHCS) plans to open as a K-8 school in September 2013, expand to 9-12th grade in 2014, and add blended learning in 2015. On behalf of AHCS, I respectfully request consideration of the following amended charter petition. We wish to express our appreciation to the Public Charter School Commission staff. Charter Petitions are always better after implementing the suggestions provided by the PCSC and the SDE. We have done our best to address every concern and/or comment in your review.

AHCS desired to be authorized by the Idaho Falls School District #91. In their referral to the Commission, the District 91 Board of Trustees cited liability concerns, time constraints, and lack of sufficient policies developed to be an authorizer. They were very professional, courteous, and supportive.

One of the more exciting aspects of this petition is the alliances that have been formed. North Valley Academy Charter School (NVA) will be providing three years of training and mentoring to AHCS. It is the view of the founders of both schools that close mentoring of new charter schools is a key to success. The budgets have been prepared by NVA's experienced CFO. The AHCS charter has been prepared in close consultation with the founders of NVA.

The other important alliance is with the Frank L. VanderSloot Foundation. The petition includes a letter of support that will be critical for AHCS. Facilities are a major hurdle for charter schools. Federal start-up funds are also not currently available. As incorporators, Mr. and Mrs. Frank L. VanderSloot have committed to help the school financially and VanderSloot Farms has purchased and is remodeling the New Sweden School Building for the donated use of AHCS.

This is an exciting venture for me personally. Experience is a great teacher. I am happy to put that knowledge to work voluntarily assisting this new school. I have a second home in Idaho Falls and my grandchildren will likely attend AHCS. Thank you in advance for your time and consideration.

Sincerely,

Deby Infanger, President  
American Heritage Charter School, Inc.

**July 24, 2012**

American Heritage Charter School, Inc.

AMERICAN HERITAGE CHARTER SCHOOL (AHCS)  
Petition for a Charter for School Year Starting 2013-14  
Within the Idaho Falls School District #91

Submitted To:  
Idaho Falls School District  
February 28, 2012

Forwarded To:  
Idaho Public Charter School Commission  
May 17, 2012

Re-Submitted To:  
Idaho Public Charter School Commission  
July 10, 2012

American Heritage Charter School  
SW Corner of Jct. of New Sweden School Rd. and Mill Rd.  
Idaho Falls, Idaho

Contact Person:  
Debra A. Infanger  
1240 S 35<sup>th</sup> W  
Idaho Falls, Idaho 83402  
Phone: 208-539-7271  
FAX: 208-934-8835  
debyinfanger@yahoo.com



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TAB 1: VISION, MISSION, LEGAL STATUS

**I. Vision Statement**

American Heritage Charter School strives to create patriotic and educated leaders.

We believe in James Madison's statement:

"The advancement and diffusion of knowledge is the only guardian of true liberty."

**II. Mission Statement**

American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.

(To be posted at the school's entrance)

School goals:

- Provide a rigorous academic education
- Provide a controlled disciplinary environment
- Provide a patriotic American History emphasis
- Require students and staff to adhere to dress code
- Exhibit exemplary behavior from students and staff
- Provide dual credit opportunities
- Provide a jump start for the college bound student
- Provide excellent teacher training using "staff as trainers" model
- Require the Core Knowledge Curriculum K-8
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique Qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money management, entrepreneurship, and free market capitalism education K-12
- Expectation that every student will prepare for post-secondary education (academic or technical)
- Service centered and civic-minded culture
- Emphasis on American exceptionalism
- K-12 weekly teacher collaboration
- K-12 Project based and cross-curricular instruction

Methodology

- Employ a top notch administrator focused on "what is best for our students"
- Pay the teachers higher than the state of Idaho salary schedule

- Foster a partnering between teachers and classes in all grades
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all approved forms of curriculum delivery

The annual programmatic audit and the annual review with our Authorizer provide excellent points of measurement as to the progress towards meeting the vision and mission of the school. All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.

**III. Articles of Incorporation: Ref. Idaho Code § 33-5204(1)**

See Appendix AB

**IV. Amended and Restated Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)**

See Appendix BC

**V. Signatures and Proof of Qualification of Electors of the Attendance Area:  
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See Appendix D

**VI. Documentation of Application for Nonprofit Status: Ref. Idaho Code § 33-5204(1)**

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**VII. Charter Start! 101 Workshop: Ref. Idaho Code § 33-5205(5)**

Appendix DE is the Certificate of Attendance of the Charter Start! 101 Workshop attended by Founder Debra Infanger on October 6-7, 2011.

TAB 2: PROPOSED OPERATIONS: Ref. Idaho Code § 33-5205(4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through AHCS's Uniform Grievance Procedure as follows:

~~Uniform Grievance Procedure~~

~~All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.~~

~~AHCS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.~~

~~Level 1: Informal~~

~~An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.~~

~~Level 2: Principal~~

~~If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.~~

~~If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.~~

~~If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator~~

~~may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.~~

### ~~Level 3: The Board~~

~~Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.~~

## **I. Overview**

American Heritage Charter School will be a CoreKnowledge<sup>®</sup> school in grades K-8 where the curricular emphasis is on a classic liberal arts education which fosters an appreciation for the great literature, music, art, and peoples of our world. Building on this foundation, all students will participate in activities which will increase their knowledge of and appreciation for American history and our heritage. Another key to AHCS's offerings is the Character Development component, which is made possible through the use of "Great Expectations" and other like programs. All fourth grade students will participate in the Strings Orchestra class; Orchestra is an elective thereafter. Each class will also participate in classroom activities to increase money-management skills.

### **IA. Proposed Location: Ref. Idaho Code § 33-5205(4)**

The proposed location and specific attendance area boundaries for American Heritage Charter School are Idaho School District #91 in Idaho Falls, Idaho.

### **AB. Target Population**

American Heritage Charter School (AHCS) plans to open in the fall of 2013 with grades Kindergarten through eighth. AHCS plans to open a high school for students in grades nine through twelve in the fall of 2014. Beginning in the fall of 2015, AHCS will begin offering a blended program in grades K-12, which is by definition, enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Residents of Idaho Falls School District 91 will be the primary target population. Home school families, and all parents desiring a rigorous and patriotic education for their children will be the primary target population. Market research conducted as of November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures

from parents indicating in writing their interest in enrolling their child(ren) in AHCS. That initial effort gleaned the following information:

<u>Grade*</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Unspecified</u>	<u>Total</u>
<u>Number of Prospective Enrollees</u>	<u>61</u>	<u>49</u>	<u>47</u>	<u>43</u>	<u>38</u>	<u>33</u>	<u>28</u>	<u>19</u>	<u>13</u>	<u>18</u>	<u>12</u>	<u>6</u>	<u>3</u>	<u>29</u>	<u>399</u>

**BC. School Size**

AHCS will remain relatively small with a total initial capacity of 244 students. We believe that students benefit from a small school setting. AHCS is proposing enrollment in three phases:

<b>Phase One: Grades K-8 beginning Fall 2013</b>		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
<b>Total Students K-8</b>		<b>244</b>

<b>Phase Two: Grades 9-12 beginning Fall 2014</b>		
Grades	Maximum Enrollment	Total Students
9-12	30	120
<b>Total Students, Grades 9-12</b>		<b>120</b>
Total Students, Grades K-8		244
<b>Total Enrollment</b>		<b>364</b>

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) blended program students per grade, ~~which is by definition:~~

~~Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, and a requirement to participate in courses and activities at school (See also, Tab 9).~~

<b>Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015</b>		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	→
<b>Total Blended Program Students, Grades K-12</b>		<b>78</b>

Total Students Grades, 9-12	120
Total Students, Grades K-8	244
<b>Total Enrollment</b>	<b>442</b>

## **II. Proposed Operation**

### ***A. Organization: Ref. Idaho Code 33-5204(1)***

AHCS, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

The Articles of Incorporation for AHCS, Inc. were filed with the Secretary of the State of Idaho on January 3, 2012. AHCS obtained Employer Identification Number 45-3753476, on a notice dated 11/7/2011. The 501(c)(3) was applied for on January 5, 2012 (See Appendix EE), and will be completed on approval of the Charter.

### ***B. Founders***

A group of parents and concerned citizens began meeting together in early 2011 as a result of students from Westside Elementary being moved to another school in District 91 to alleviate crowding in their current building. The District had a bond fail which would have addressed this issue among others.

Debra A Infanger, founder of North Valley Academy Charter School in Gooding, Idaho, has grandchildren in District 91. As a representative of the founding group, Mrs. Infanger met with representatives of District 91 to explore the possibilities of establishing a charter school in the boundaries of said district. During the course of the conversation it was made clear that the district is aware of the concerns of the parents, but that with their elementary schools at 97% capacity and the bond having failed, it is a matter of expediency for the district to move the children as needed. The district was very cordial and professional.

The district offers magnet schools at this time; however, the founding group is convinced a new charter school is the best option. American Heritage Charter School will be founded upon many of the same goals and principles as North Valley Academy, including a rigorous, patriotic education.

The impact upon the citizens of Idaho Falls should be very positive, as (1) charter schools do not operate on property tax money, and (2) another school in the district would help alleviate crowding. The prospective patrons are very excited about the establishment of the first elementary grade charter school on the west side of Idaho Falls.

An organizing group of founders has written the initial petition for a Charter for AHCS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the Board. The founders will continue to be a data gathering entity, recommending curriculum,

teaching instruction, professional development and/or daily operations that will reflect the vision, purpose, and mission of AHCS to the AHCS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS. This group will remain as advisors to the Board. The number of founding families is anticipated not to exceed ten families.

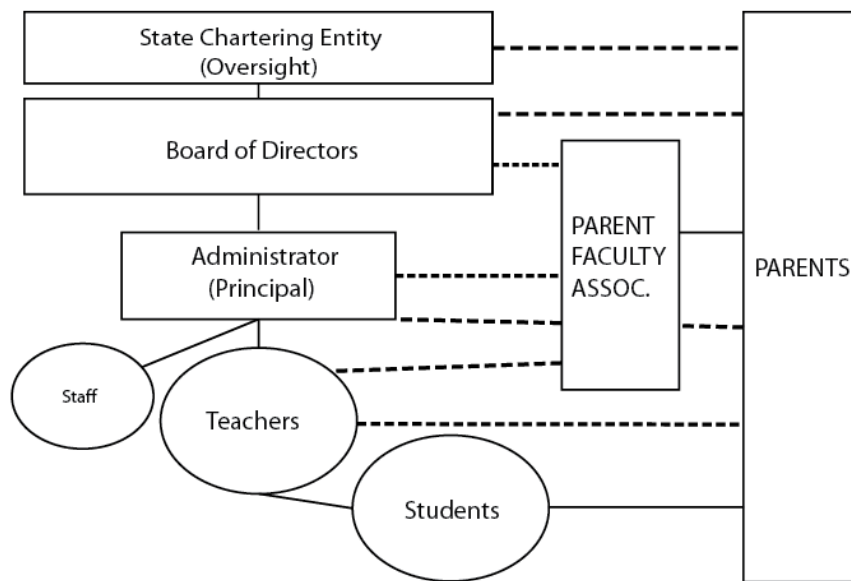
### ***C. Board of Directors***

The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to AHCS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the AHCS Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control AHCS. The Board has all the power and duties afforded to a board of directors. AHCS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

### ***D. Organizational Flow Chart***

AHCS will function as a non-profit organization, organized and managed under the "Idaho Nonprofit Corporation Act," as outlined in AHCS's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The flow chart above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for AHCS students.) of AHCS may provide consultation to the Principal/Designee regarding ongoing plans for the school.
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and AHCS community.
6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring teachers for grades 7-12.
7. The Principal supervises, directly or indirectly, all employees of AHCS.
8. The administrative staff's primary functions will be management of AHCS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
  - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
  - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
  - c. foster staff initiative and rapport.
9. AHCS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented



through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

### III. Facilities: Ref. Idaho Code § 33-5205(4)

The following is a brief overview of the facility options available to AHCS. Complete, detailed information, including floor plans, architectural renderings, and supplemental documentation is available in the referenced appendix for each option:

#### **A. Facility Option 1-Purchase New Building**

See Also, Appendices G & U

<u>General Description</u>	<u>A new building would be built on two-acres at the corner of W. Broadway Street and Old Butte Road in Idaho Falls.</u>
<u>Number of Classrooms</u>	<u>14</u>
<u>Amount of Payment</u>	<u>\$650,000 for the property; \$2,776.877 for the building</u>
<u>Renovation/Remodel Needed</u>	<u>None</u>
<u>Space</u>	<u>25,722 sq. ft.</u>
<u>Payment Method</u>	<u>Donation, see Letter of Financial Support, first page of Appendix I</u>
<u>Expansion Options</u>	<u>Additional \$250-300,000 for three-acre site for sprinkler system and seeding of football field. Additions to the building would cost approximately \$125.00 per square foot of building area, however, the plans as prepared would meet the needs of the school as it would accommodate grades K-12.</u>
<u>Operational Costs</u>	<u>See Budget, Appendix U</u>

#### **B. Facility Option 2-Church Renovation (Lease Option)**

See Also, Appendices H & V

<u>General Description</u>	<u>Renovation of a church listed in the National Register of Historic Places. The building is located at 187 E. 13<sup>th</sup> Street in central Idaho Falls, between Holmes Avenue and South Boulevard.</u>
<u>Number of Classrooms</u>	<u>11</u>
<u>Amount of Payment</u>	<u>\$600,000, with the possibility of up to a "20% tax credit available for the rehabilitation of historic, income-producing buildings that are determined by the Secretary of the Interior, through the National Park Service, to be 'certified historic structures.'"</u>
<u>Renovation/Remodel Needed</u>	<u>Yes</u>

<u>Space</u>	<u>18,652 sq. ft.</u>
<u>Payment Method</u>	<u>Donation, see Letter of Financial Support, first page of Appendix I</u>
<u>Expansion Options</u>	<u>Renovation of building possible to accommodate expansion into grades 9-12</u>
<u>Operational Costs</u>	<u>See Budget, Appendix V</u>

**C. Facility Option 3-New Sweden School Building**  
(Appendices I & W)

<u>General Description</u>	<u>The New Sweden School property, consisting of 5.4 acres of real property and improvements previously owned by School District #91.</u>
<u>Number of Classrooms</u>	<u>9 (This accommodates grades K-8)</u>
<u>Amount of Payment</u>	<u>Donation, see Letter of Financial Support, first page of Appendix I</u>
<u>Renovation/Remodel Needed</u>	<u>Provided by VanderSloot Farms</u>
<u>Space</u>	<u>16,000 sq. ft.</u>
<u>Payment Method</u>	<u>Donation, see Letter of Financial Support, first page of Appendix I</u>
<u>Expansion Options</u>	<u>There are options for expansion, which will be utilized in order to accommodate expansion in to grades 9-12. See Appendix I for details.</u>
<u>Operational Costs</u>	<u>See Budget, Appendix W</u>

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of AHCS is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of AHCS.

The New Sweden School is the option that AHCS will be using. It has nine classrooms, a gymnasium, a kitchen, a Principal's office, and room for expansion on the five-acre site. The building is being remodeled by the VanderSloot Farms for the use of American Heritage Charter School at no cost to the school. Depending on the arrangement made as advised by the accountant and attorney for VanderSloot, the lease amount will be donated back to the school resulting in a net zero balance in the budget. Whether or not the property is eventually donated to the school is completely up to the owner and does not affect normal operations of the school. The completion date is July 1, 2013. The ongoing operating costs are included in the budget in Appendix W. The lease amount is also included in the budget. The school will use the property for an indefinite amount of time for no cost. There is nothing required by the school in return. When AHCS expands into grades 9-12 in 2014, the school will either be added onto or modulars

will be placed on the property. The budget will be unaffected as the increase in the lease is offset by the increase in the donation to cover the lease. This historical building is of special interest to the community, and VanderSloot Farms is excited to restore the facility.

As previously noted, specifics of the arrangement are outlined in Appendices I and W.

~~See Appendices E-G for specific details about facility's options.~~

**AD.    *Operation and Maintenance of Charter School Facilities***

AHCS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The operation of AHCS's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain AHCS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

**BE.    *Proof of Insurances***

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

**IV.    *Administrative Services:*** Ref. Idaho Code § 33-5205(4)

~~Instructional Organization~~

**1A. *School Fiscal Year***

The fiscal year of the school is from July 1 to June 30.

**2B. *School Calendar***

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

**3C. *Holidays/Commemorative Day***

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

**4D.Instructional Hours**

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

**5E.PIR Days**

Not more than twenty-two (22) hours may be utilized for in-service teacher activities

**6F.Records Management**

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

**7G.Non-Instructional Operations**

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom AHCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized

Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to AHCS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a~~1~~. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of AHCS; and
- b~~2~~. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

**V. Potential Civil Liability:** Ref. Idaho Code § 33-5205(4) & 33-5204(4)

AHCS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and AHCS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name AHCS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and AHCS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of AHCS, except as may be provided in the Charter.

AHCS will operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

TAB 3: EDUCATIONAL PROGRAM AND SCHOOL GOALS

**I. Educational Programs and Services**

In all program areas and at all levels, AHCS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. AHCS will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish AHCS's goal for all students to meet, at a minimum, the standards established by the state.

AHCS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

AHCS's objectives, strategies and instructional practices are currently being modeled at NVA. The best research is a successful program being implemented. NVA is financially sound and met AYP (results unofficial) this year.

AHCS and NVA have a cooperative professional development plan that includes a three-year mentoring program to ensure the success of the program (See Appendix Z). CoreKnowledge<sup>®</sup>, Making Middle Schools Work, and Making High Schools Work (all project-based learning models) will be covered by NVA trainers. AHCS will keep our teachers up to date with training in Differentiated Classroom Education, and RTI Education as offered in workshops throughout the State of Idaho and as part of the aforementioned cooperative agreement with NVA.

**II. Educational Thoroughness Standards: Ref. Idaho Code § 33-5205(3)(a), 33-1612, and IDAPA 08.02.03**

AHCS will achieve the Thoroughness Standards (as defined in Idaho Code § 33-1612 and IDAPA 08.02.03) through its basic curriculum, which include character education, foreign language, music, and community-, school-, and family-service projects.

**A. Standard A**

A safe environment conducive to learning is provided.

1. Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of AHCS is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging, accelerated learning takes place. AHCS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. Objectives. AHCS will:

- a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.
- d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

**B. Standard B**

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

1. Goal. Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior.

The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported.

Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. Objectives. AHCS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations."
- c. Establish and maintain rules to be used consistently throughout the school.

***C. Standard C***

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

1. Goal. Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
2. Objectives. AHCS will:
  - a. Emphasize the importance of adults modeling important values at school. This is done through training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.
  - b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.
  - c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

***D. Standard D***

The skills necessary to communicate effectively are taught.

1. Goal. Teach students a range of effective communication skills.



2. Objectives. AHCS will:

- a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.
- b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
- c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once AHCS offers grades 9-12, students in those grades will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.
- d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

***E. Standard E***

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

1. Goal. Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well-grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. Objectives. AHCS will:

- a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge<sup>®</sup> Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge<sup>®</sup> Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

***F. Standard F***

The skills necessary for the students to enter the workforce are taught.

1. Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As AHCS expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, and with whom we plan dual credit.

2. Objectives. AHCS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- b. Provide a technology-rich environment, as identified and outlined in the Students Come First legislation, encouraging the effective use of technology as a tool in the workplace. (This includes, but is not limited to, the electronic portfolios that will be maintained by students in grades 7-12, such as those often requested by today's colleges and prospective employers.)
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

### **III. Educated Person and How Learning Best Occurs**

#### ***A. Definition of an "Educated Person" in the 21<sup>st</sup> Century: Ref. Idaho Code § 33-5205(3)(a)***

AHCS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

AHCS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;
2. Develop an awareness of and appreciation for cultural diversity;
3. Stimulate intellectual curiosity and growth;
4. Provide fundamental career concepts and skills;

5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
7. Develop the fundamental skills which will provide a basis for lifelong learning; and
8. Be free of any cultural, ethnic, sexual, or religious bias.

***B. How Learning Best Occurs: Ref. Idaho Code § 33-5205(3)(a)***

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with AHCS's educational philosophy, mission statement, objectives, and goals.

***C. Methods of Instruction***

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

- a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Idaho Code § 33-1201 and 33-1207, and where the students and teachers are not separated by distance or time.
- b. Teachers will be engaged in the act of face-to-face teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) beginning 2015-16 school year. (See Also, Tab 9)

- a. "Blended program" participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from AHCS teachers. This instruction will be overseen and monitored by the Principal/Designee.
- b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-8 students or the "Above and Beyond" ceremony for 9-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one, whole school event per trimester.
- c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.
- d. All blended program students are eligible to participate in AHCS extracurricular activities.

**IV. Curricular Emphasis**

***A. Core of Instruction***

AHCS's mission is to create educated and patriotic leaders. Much of this is accomplished by the "Great Expectations" character development program which teaches leadership skills that are modeled daily in the classroom through the development of class creeds, the pledging of the flag, learning and singing patriotic songs/verses, using the "stand and deliver" method of responding in the classroom, the weekly Rise and Shine ceremony, etc.

The building itself has been designed to reinforce a sense of American History with every classroom being named after a Founding Father/Mother with a quote also displayed by the door (Thomas Jefferson, "Our lives, our fortunes, and our sacred honor..."). This in addition to the "We the People" curriculum reinforce our emphasis on American History and Patriotism.

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. AHCS will assure students meet the school standards with the state common core and educational thoroughness standards as a minimum. This includes special instruction that allows Limited-English Proficient students (See Also, Appendix L) to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated students (See Also, Appendix K) ~~learning disabled students~~, and students with ~~other~~ disabilities. (See Also, Tab 3.V)

The rich curriculum available in the CoreKnowledge<sup>®</sup> sequence gives students an enriched experience and incorporates art, music, literature, and history for all learners beyond that available through most other curriculum providers. The "Great Expectations" character development program and the dress code creates a real sense of community and a safe culture that benefits every child. The Blended Learning and the Plus Classes also help the school to meet the needs of students at both ends of the spectrum.

The rigor that is such a key component of our curriculum and school culture is an attitude and an expectation. "Ron Clark's, Essential 55" and "11," "Great Expectations" character development program, and the "CoreKnowledge<sup>®</sup>" curriculum all teach to the top and allow all children the opportunity to rise to the occasion. (See Also, Appendix J)

### ***B. Remediation***

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

1. Not reaching grade level on state adopted standardized tests;
2. Reading below grade level as determined by IRI in grades K-3; teachers of grades 4-12 will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or
3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

### ***C. Instructional Methodologies***

All curriculum taught at AHCS will be reviewed and approved by AHCS's Board.

1. Ron Clark's, "Essential 55"

AHCS may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. AHCS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. "Great Expectations"

AHCS may utilize "Great Expectations," which is a professional development program and Student character education program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. "Cowboy Ethics"

AHCS may utilize "Cowboy Ethics," by James P. Owens, which is a character ~~education~~professional development program that is dedicated to the belief that everyone needs a code or creed by which to live:

- a. live each day with courage;
- b. take pride in your work;
- c. always finish what you start;
- d. do what has to be done;
- e. be tough, but fair;
- f. when you make a promise, keep it;
- g. ride for the brand;
- h. talk less and say more;
- i. remember that some things aren't for sale; and
- j. know where to draw the line.

4. Grade Plus Classes and Above and Beyond Curriculum (See Also, Appendix ~~HK~~K)

In order to accommodate every part of the educable population, AHCS is going to offer one more avenue to educate students Above and Beyond what they are learning in their classes. This material will be entered into BrainHoney and named with a Plus following the grade name. Parents often want their children to learn more, do more practice at home or stay at school and stay engaged.

To support these classes we are going to charge for them. The money generated from the courses promises to give us some monetary security in the immediate future. The classes will be designed to answer several needs:

- a. The Gifted and Talented student needs can be met
- b. Students from AHCS who want to engage in additional school work at home can take advantage of the offering
- c. Students from other schools whose parents want them to achieve Above and Beyond their daily requirements can enroll in the classes either at home or after school
- d. Help fill the need for homework which should only be considered when a teacher is teaching more than can educationally be accomplished in class.

Examples of the needs we are trying to fill:

- a. A student who moved here from a less achieving school and needs to do catch up in order to be with the class.
- b. A student in class that is very ambitious and chooses to work ahead and improve upon what they already learned in class.
- c. A student from another school whose parents would like to send them to a more rigorous school.

American Heritage Charter School will charge for these courses for students not enrolled in AHCS and that money will go back into the school to help support school needs. There will not be a charge for access and materials used at school. AHCS parents may purchase access to extra materials if so desired for a minimal charge.

All teachers will have input as to the material that should be included in each Plus course. There is no limitation to the quantity of material that can be included and it will be the responsibility of the teacher to suggest and lead the development of the course in the curricular direction appropriate to the grade level the teacher teaches.

There should be a significant reward for completion. Examples: School sweater, blazer or other apparel, IPOD, books, gift certificates, or specific recognition.

##### 5. Blended Curriculum (See Tab 9)

#### ***D. Instruction Courses***

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

AHCS ~~may~~will use the unique aspects of the Core Knowledge<sup>®</sup> Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge<sup>®</sup> Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge<sup>®</sup> tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

#### ***E. Grading Procedures***

AHCS students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105.

AHCS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All AHCS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

The scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year. The student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth.

#### ***F. Other Required Instruction***



1. Grades K-8

- a. Other instruction
  - Fine Arts (art and music)
  - Health (wellness)
  - Physical Education (fitness)
- b. Additional instructional options as determined by AHCS may include:
  - Foreign Language (Spanish)

2. Secondary Curriculum (Grades 9-12) The secondary curriculum is composed of college-prep required classes and elective classes.

a. Sample Schedule of Required and Elective Class Offerings by Grade

<b>Sample Freshman Schedule</b>	<b>Sample Sophomore Schedule</b>
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/Humanities	Health//PE/Humanities
Elective (See Table Below)	Elective (See Table Below)
<b>Sample Junior Schedule</b>	<b>Sample Senior Schedule</b>
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
Elective	Economics
	Senior Project
<b>Dual Credit Elective Classes in association with Post-Secondary Institutions</b>	
<b>Academic:</b>	<b>Tech Prep: (Examples as available)</b>
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

- b. American Heritage Charter School Required Graduation Credits  
(which exceed State of Idaho Graduation Requirements)
  - English (8 English plus 1 Speech credit) .....9
  - Science .....8

Mathematics .....	8
Social Science .....	6
Humanities .....	2
Health .....	1
Electives .....	13

Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation. Pursuant to the approved State Board of Education rule, beginning with students in the Class of 2016, two (2) online credits must be earned before graduating from high school.

Total American Heritage Charter School Credits at Graduation .....46

GPA of 60% on a 100% scale to receive a diploma  
Pass 10<sup>th</sup> grade ISAT

- c. All American Heritage Charter School secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program (beginning 2015-16 school year), which is a combination of online courses and courses at school.

American Heritage Charter School may require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All American Heritage Charter School secondary students will take the state-mandated college entrance exams.

- d. Number of credits available in dual-credit classes in association with post- secondary institutions and/or Idaho Digital Learning Academy (IDLA)

<b>Academic:</b>		<b>Tech Prep: (examples)</b>	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
<b>TOTAL NUMBER OF POSSIBLE CREDITS</b>	<b>22-29</b>	<b>TOTAL NUMBER OF POSSIBLE CREDITS</b>	<b>5</b>

\*This is the standard toward which AHCS will be working. However, AHCS recognizes students will need to be given the necessary instructional time in order to achieve this standard. AHCS plans to “grow” our students into this standard.

***G. Alternative Credit Options (See Also, Tab 9)***

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. Blended Program Courses (See Tab 9)
2. Correspondence Courses

AHCS will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Students in grades 9-12 may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by accredited institutions will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Principal/Designee; and
2. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

**V. Special Education: Individuals with Disabilities in Education Act (IDEA)**

***A. Free and Appropriate Public Education (FAPE)***

1. Compliance with Federal and State Law

The Board acknowledges the right of every student to receive a quality education; consequently, AHCS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of

1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The AHCS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. “Idaho Special Education Manual”

AHCS will adopt and comply with the most up-to-date version of the “Idaho Special Education Manual.” The “Idaho Special Education Manual” will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

3. Differentiated Instruction

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. AHCS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the “level” needed. In other words, a Kindergarten student may be reading with the 1<sup>st</sup> graders etc. or vice-versa. At grades 4-6, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 4-6 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

4. Policies and Procedures

The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at AHCS will receive appropriate services as outlined in the following provisions.

5. Resources

The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab

2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students' Individualized Education Program (IEP).

**6. Enrollment**

AHCS will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. AHCS will be prepared to provide special education services the first day of school.

**7. Information Management**

AHCS will use the forms for special education as outlined in the "Idaho Special Education Manual."

**8. Multidisciplinary Teams**

The Principal/Designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

**9. Individualized Education Program (IEP)**

In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or limited pullout classes model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student's academic needs cannot be met on site, AHCS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

**10. Screening**

The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the “Idaho Special Education Manual,” AHCS will:

- a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- b. Ensure that staff and the school’s constituents are informed of the availability of special education services.
- c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

#### **11. Least Restrictive Environments (LRE)**

In compliance with the “Idaho Special Education Manual” and as identified on each student’s IEP, AHCS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be AHCS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- a. Based on student’s IEP: The student’s IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student’s IEP and unique needs that result from his or her disability, not on the student’s category of disability.
- b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student’s home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student’s ability to graduate and achieve their post high-school goals.
- e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. AHCS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place.

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, and travel.

- f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

## 12. Research Based Curriculum and Interventions

The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction.

## 13. Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

## 14. Discipline

Special Education students cannot be suspended unless the infraction is a safety issue, so in-house discipline will be instigated that will apply to ALL students. All students, with teacher

leadership, will work toward meeting the academic, cultural, and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly, however, Special Education students will not be expelled except in the case of safety as defined in the law.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. AHCS employees will follow the “Idaho Special Education Manual” (as currently defined in Chapter 7, Section 12, and titled “Student Discipline”) and the district policy manual to address these issues.

The discipline policy as set forth in the “Idaho Special Education Manual” will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- a. a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior,
- b. the result of an inappropriate placement, and/or
- c. the result of the lack of provision of services consistent with the IEP and placement.

#### 15. Contracts (See Also, Appendix AB)

AHCS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student’s academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

#### 16. Personnel

The Board and Principal will hire necessary highly qualified personnel (as delineated in Tab 6 of this document) or contract for services to ensure proper oversight of the program and provide the required services for the students.

#### 17. Professional Development

All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

#### 18. Transportation

Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student



is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

#### 19. Special Programs and Interventions

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, AHCS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

#### 20. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made. The process will proceed as follows:

- a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of AHCS with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) AHCS's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.
- b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with AHCS;
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;

- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, AHCS will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, AHCS may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;
- e. Once AHCS has selected an impartial hearing officer, AHCS will provide the parent and all other interested parties with notice of the person selected;
- f. Within five (5) days of AHCS's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;
- h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- i. At the hearing, AHCS and the parent may be represented by counsel;
- j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriate equipment or a court-reporter. AHCS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

## 21. Confidentiality

AHCS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the

definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- a. Upon enrollment of a student, AHCS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.
- b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).
- c. AHCS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.
- d. AHCS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

## ***B. Title I***

### **1. Parent Involvement**

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student’s progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

AHCS endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law AHCS will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

AHCS parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

## 2. Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

- a. Information about programs provided under Title I;
- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to AHCS's attention.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

## 3. School-Parent Compact

AHCS will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

- a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
- b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
- c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

## 4. Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by AHCS policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

- i. Volunteering;
- ii. Parent education;
- iii. Home support for the student's education; and
- iv. Parent participation in school decision making.

ACHS will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

- 1) Actively communicate with school staff;
- 2) Be aware of rules and regulations of school;
- 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
- 4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

- 1) Develop and implement a school plan for parent involvement;
- 2) Promote and encourage parent involvement activities;
- 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

- 1) Be aware of rules and regulations of the school;
- 2) Utilize opportunities for participation in school activities.

iv. Administration

It is the responsibility of the administration to:

- 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
- 2) Provide training and space for parent involvement activities;
- 3) Provide resources to support successful parent involvement practices;
- 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

**VI. Dual Enrollment: Ref. Idaho Code § 33-5205(3)(r) and 33-203**

Students enrolled in NVA will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment will include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in AHCS Board Policy.

<b>Dual Credit Elective Classes in association with Post-Secondary Institutions</b>	
<b>Academic:</b>	<b>Tech Prep: (Examples as available)</b>
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

**VII. Gifted and Talented Program: Ref. Idaho Code § 33-2003 (See Also, Appendix HK)**

**A. Differentiated Instruction**

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well

as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the "level" needed. In other words, a Kindergarten student may be reading with the second graders, etc. At grades 5-7, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 5-7 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

### ***B. Policies and Procedures***

AHCS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

### ***C. Definition***

Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

### ***D. Identification***

AHCS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met.

The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and
2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
3. The school shall match student needs with appropriate program options.

### ***E. Strategic Plan***

AHCS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following:

1. Philosophy statement
2. Definition of giftedness
3. Program goals
4. Program options
5. Identification procedures
6. Benchmarks and program evaluation
7. Implementation and evaluation timelines

#### ***F. Goals***

AHCS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and
3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

#### ***G. Oversight & Professional Development***

The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school.

#### ***H. Parent Participation***

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.



***I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA)***

Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing
2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT

The confidential file will be kept by the AHCS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

**VIII. Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)**

AHCS anticipates an enrollment ranging from 180-244 students. Based on the population demographics of Bonneville County, AHCS anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. (See Appendix HL for details.)

For program details, please see AHCS's LEP Program, Appendix HL

TAB 4: MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

**I. Measurable Student Educational Standards:** Ref. Idaho Code § 33-5205(3)(b) (See Also, Appendix JM: Portfolios ~~Requirements~~)

AHCS's goal is to accomplish these educational standards annually, as required:

*This may be more appropriately worded by changing the word goal as meeting measurable student education standards is a requirement.*

**A. Standard 1**

Beginning in 2017~~6~~, students continuously enrolled for at least two consecutive years will show academic growth and improvement. The growth and improvement will be measured as described for each assessment method: *How will you evaluate your program during the first two years? What will your measures of success be during this time?*

- ~~1. K-3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator at the total percentage level of State Goal or above.~~
- ~~21. The State identifies benchmarks each year to measure the proficiency level of all students. The required percentage of AHCS Sstudents will meet or exceed these benchmarks the minimum passing requirements receive a score of proficient or above in all required subjects as measured by the Smarter Balance Assessment Consortium (SBAC) at the total percentage level of State Goal or above.~~
- ~~32. Because of the rigor of the program, AHCS will be successful in accomplishing this and other goals—stated and implied—when Sseventy-five percent (75%) of students will achieve satisfactory or above in core subjects on end-of-course academic progress reports as measured by teacher-developed classroom assessment tools, such as, but not limited to: culminating portfolios, assignments, quizzes and tests. Specific teaching techniques to raise student achievement will be an ongoing development starting the first day of school. When AHCS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively. The question regarding whether 75% of your students being successful in the program is a high enough standard remains. Although the program may be rigorous, it seems that it would not be acceptable for a quarter of your students to be unsuccessful.~~

**B. Standard 2**

Ninety-five percent (95%) of all students, K-12, will develop and maintain a portfolio.

1. *Completion/progress monitoring benchmarks are:*

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. All eighth-grade students will develop an educational plan including a four-year high school and a four-year post high school education plan as part of their portfolio. The teacher of the advisory class, in close cooperation with the school counselor and Principal, will be responsible for helping the students complete their plans. These individuals will work together as a team to provide the necessary knowledge of high school and post-secondary requirements. They, in conjunction with the student and parents, will monitor the plans on an ongoing basis.
- c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the portfolio will be directed by a teacher/advisor and reviewed by the parents.
- d. In grades 7-12, the required portfolio will be created and maintained in an electronic format. The Students Come First legislation facilitates and makes possible the technology-rich environment necessary to accomplish this standard. Ideally, the computer will replace the pencil at these grade levels, and potentially reduce the need for traditional textbooks. It is important to note; however, that all AHCS students in grades K-6 will be taught to print legibly and read and write in cursive.

### *C. Standard 3*

One hundred percent (100%) of students currently enrolled at AHCS in grades 11 and 12 will participate in the SAT and Accuplacer tests.

### *D. Standard 4*

The achievement of AHCS students on state-mandated tests will be compared to that of the Idaho Falls School District #91 and the State utilizing the tools and resources provided by state and federal agencies, including the Report Card. This information will be made available on the AHCS website. The MSES must state how AHCS students will perform compared to that of the local district and state (i.e. AHCS students will meet or exceed the performance of the local district and state as measured by the Smarter Balanced Consortium assessment or AHCS students will exceed local district and state performance by \_\_ points or \_\_ percentage as measured by the SBC assessment.)

## **II. Measurable Student Progress: Ref. Idaho Code 33-5205(3)(c)**

**A. Mastery Level**

We will meet the goals identified in this Charter petition by 2017 when: **This was changed to 2016 above. Should it also be changed here?**

1. Students score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at AHCS at the percentage levels required to meet or exceed State Goal.
2. Students read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI) at the percentage levels required to meet or exceed State Goal.
3. Students produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State assessments at the percentage levels required to meet or exceed State Goal.

**B. Achievement of Assessments**

Students enrolled continuously at AHCS will be expected to improve their personal scores in ISAT and other state assessments from year to year, which will ultimately improve AHCS's overall scoring:

Idaho Reading Assessment, Grades K-3  
SAT/Accuplacer, Grade 11  
ISAT/SBAC Assessment, Grades 3-10

**And w**While the scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year, the Programmatic Audit and Annual Review with the Authorizer provide necessary feedback as well. Student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth. **Other measures such as graduation rate, passing rates in classes, attendance, retention rates, attrition rates, number of students successfully completing advanced and dual credit courses, etc. are also important indicators of achievement and progress.**

**III. Standardized Testing:** Ref. Idaho Code § 33-5205(3)(d)

Students in every public school are required to complete certain tests. Those state-mandated tests provide information about areas of deficiency as well as areas of proficiency to the school and stakeholders. If the school is deficient in a core area (math, English, science, or social studies), there will be administrative guidance to correct the shortcoming. This will be accomplished through intensive focus on all possible causes for the deficiency. (See Also, Appendix O).

The testing coordinator maintains testing records. Test results will be entered into the student management software program granting teachers access to the scores applicable to their students. Additionally, the testing coordinator will keep a hard copy in a file of all test scores.

During a collaboration at the start of every school year, all teachers will receive the scores their students earned the previous year, and will individualize the student's education accordingly. Teachers will move students into the appropriate reading level and math level. If needed, and if possible, classes might be added to the curriculum to accomplish proficiency in some area. If there is a distinct problem in one subject area, appropriate training and/or personnel changes will be considered. (See Also, Appendix O).

The data will also guide the efforts of the charter school administrator and faculty to work together to make instruction match student needs by altering and perhaps changing instructional approach, adding instructional time for specific areas of study, adding paraprofessional help in the classroom, changing the curriculum, and/or appropriate personnel changes. (See Also, Appendix O).

#### ***A. Statewide Assessments***

The students at AHCS will be evaluated using the same standardized tests as other Idaho public school students.

#### ***B. Reporting of Student Test Results***

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between AHCS, Idaho Falls School District #91, state, and national averages

Non-student specific results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year.

#### ***C. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity***

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or AHCS-developed criteria.

#### **IV. Middle Level Credit System (IDAPA 08.02.03.107)**

American Heritage Charter School will develop and adopt a policy that addresses the following:

***A. Credit Requirements***

AHCS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. AHCS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

Students repeating classes in grades 7-8 (Grades 9-12 beginning with the 2014-15 school year.) will be required to repeat the class or classes of failure. The classes in which the student was successful will not be repeated. (For example, if a student repeats seventh-grade English, that student may be enrolled in seventh- AND eighth-grade English simultaneously.)

***B. Credit Recovery***

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.

***C. Alternate Mechanism***

AHCS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by AHCS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

***D. Attendance***

Attendance shall be an element included in the credit system, alternate mechanism or both.

***E. Special Education Students***

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

***F. Limited English Proficient (LEP) Students***

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to

credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

**V. Accreditation:** Ref. Idaho Code § 33-5205(3)(e) and 08.02.02.140

***A. State Accreditation of Charter School***

AHCS will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Accreditation is updated and renewed annually.

***B. Accreditation Standards***

The Board will comply with all accreditation standards established by the Idaho State Board of Education. AHCS will use Northwest Accreditation Standards along with a continuous school improvement plan (See Appendix PN) as required by 08.02.02.140.

***C. Accreditation Reports***

AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee and Authorized Chartering Entity in a timely manner.

**VI. “No Child Left Behind” (NCLB)**

Student learning is the primary focus for AHCS. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the AHCS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB: Reference Idaho Statutes 08.02.03.112 and 08.02.03.114

Should it be determined through AHCS’s measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning. (See Appendix PN-School Improvement Plan)

TAB 5: GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS

**I. Description of Governance Structure: Ref. Idaho Code § 33-5205(3)(f)**

***A. Governing Body***

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation will be not less than five (5) or more than seven (7) Directors. Two seats will be held by parents. Of these, one is an appointed position (by the Board) the other is an elected position (by the parents of the school population). The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of AHCS. The Board has ultimate responsibility for the fulfillment of the commitments in this Charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

***B. Liability***

Upon approval, AHCS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, AHCS will defend, hold harmless, and indemnify the State of Idaho, Idaho State Board of Education, and Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of AHCS and/or arising out of the acts or omissions of the agents, employees, or contractors of AHCS.

Upon approval, AHCS will secure and maintain insurance for liability, errors and omissions, and property loss. ~~Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school.~~ AHCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors, and officers will enjoy the same immunities as employees, directors, and officers of traditional public schools.

**II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)**



The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student discipline. AHCS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

**III. Annual Financial and Programmatic Audits:** Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

***A. Annual Financial Statement***

AHCS's Board will prepare, or cause to be prepared and published, in the manner hereinafter prescribed, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. AHCS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

***B. Additional or Supplementary Statements and Reports***

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

***C. Publication of Annual Financial Statement***

The annual statement of financial condition and report shall be published within the time above prescribed in one (1) issue of a newspaper printed and published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, in the county in which the school district is located, or, if more than one (1) newspaper is published in said district or county, then in the newspaper most likely to give best general notice of the

contents of such annual statement of financial condition and report to the residents of said district; provided, that if no newspaper is published in the district or county, then such statement of financial condition and report shall be published in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the contents to the residents of said district.

***D. Certification of Annual Financial Statement***

The AHCS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

***E. Failure to Prepare and/or Publish Annual Financial Statement***

In the event the AHCS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of AHCS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

***F. Financial Audit***

1. AHCS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
4. In the event the State Department of Education requests further explanation or additional information regarding AHCS's audit report, AHCS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If AHCS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of AHCS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

***G. Required Report Filing***

AHCS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report.

***H. Destruction or Cancellation of Checks or Warrants***

AHCS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

***I. Budget Review***

AHCS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

***J. General Funds***

The AHCS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

***K. Programmatic Audit***

During the February or March Board meeting, AHCS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two AHCS parents, and two persons at large (not affiliated with AHCS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEE REQUIREMENTS

**I. Employee Qualifications: Ref. Idaho Code § 33-5204A, 33-5205(3)(g), and 33-5210(4)(a)**

General Qualifications and Hiring Practices:

1. AHCS's staff will meet or exceed qualifications required by state law and federal Title II Highly Qualified Teacher requirements. Administrative and instructional staff will be certified teachers or have alternate certification or provisional certification as provided in Idaho Code § 33-5206(4). If instructional aides are working in a Federal Program area, they must be highly qualified as evidenced in part by having an Associate's degree or passing the Praxis.
2. All individuals to be employed by AHCS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
3. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
4. Student/teacher ratios will be recommended by the Administrator and subject to Board approval and will reflect the target caps as outlined in the Charter document. Student/teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
5. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

**II. Standards for Teachers of Online Courses (See Also, Tab 9)**

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

**III. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)**

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. This will be accomplished when the Board adopts the Idaho School Board Association Policy and Procedure Manual and as outlined in the policies in Appendices P-S.

**IV. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217**

The transfer rights of an employee choosing to work at AHCS and the rights of such employees to return to any non-charter school after employment at AHCS will be dependent upon the school district from which an employee might transfer. AHCS claims no transfer rights.

The Board for AHCS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

**V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)**

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. AHCS will make all employer contributions as required by PERSI and Federal Social Security. AHCS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. AHCS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits.

**VI. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)**

The staff of AHCS will be considered a separate unit for purposes of collective bargaining.

**VII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)**

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties. AHCS will commit Title IIA funds to helping teachers get additional endorsements as needed.

**VIII. Staff Evaluations: Ref. IDAPA 08.02.02.120**

AHCS will follow the personnel practices required by Idaho Code. This will include supervision, evaluation, and dismissal as detailed by Idaho Code § 33-513 and IDAPA 08.02.02.120. (See Appendix UQ)

**A. Teacher Evaluations**

The administrator will conduct an evaluation of each staff member by November 1 and a second evaluation previous to April 1 of each school year using evaluative tools created using the Charlotte Danielson Method. If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the

Principal and may include additional training, mentoring, or classes as needed. (See Also, Appendices O and Z).

***B. Administrator Evaluation***

The administrator will be evaluated by a three-member committee composed of at least one Board member and one parent as appointed by the Board. The committee will use evaluative tools ~~created using evaluative tools~~ found in Appendix ~~U~~Q to complete the evaluation. The committee will make a recommendation to the Board of whether or not to rehire the administrator. The evaluation period is from January through February.

**IX. Criminal History Check: Ref. IDAPA 08.02.02.120**

Those required by Idaho Code § 33-5210(4)(d) & 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.

**X. Professional Development (See Also, Appendixes ~~Θ~~Y and Z)**

***A. General Trainings***

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of AHCS. Training may include, but is not limited to:

1. Instructional models methodology to ensure the consistency of instruction
2. The systems approach to school climate
3. Math Thinking for Instruction
4. Language Arts
5. Vocabulary
6. Expectations training
7. Classroom pacing
8. Rules and Reasons – Student Behavior Plans
9. Memorization and dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing parent volunteers
14. Effective use of educational assistants
15. Modeling as a staff
16. Capturing teaching time

AHCS understands the importance of gathering and analyzing data in order to determine specific professional development needs (See Also, Tab 4).

***B. Learning Management System (LMS) Training***

AHCS staff will be trained in the use of the BrainHoney system, which will be used as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The AHCS technology director/designee will manage/update the software. The annual seat license will be funded by AHCS from M&O. (See Appendices U-W).

AHCS has incorporated professional development into the “Merit Pay Policy” by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program.

TAB 7: ADMISSIONS, DISCIPLINE, STUDENT POLICIES

**I. Admission Procedures: Ref. Idaho Code § 33-5205(3)(j)**

In American Heritage Charter School's initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. **What specific methods are you referring to?** The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

AHCS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both AHCS, and beginning with the 2015-16 school year, AHCS's blended program courses. AHCS will conduct a separate lottery for students wishing to enroll in AHCS's blended program courses. (See Also, Tab 9)

***A. Enrollment Deadline***

AHCS will establish an enrollment deadline by which date all requests for admission to attend AHCS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

***B. Requests for Admission***

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may complete an application for enrollment. In the case of a family with more than one student seeking to attend AHCS, a single application for enrollment must be submitted on behalf of all siblings.

***C. Provision for Over Enrollment: Equitable Selection Process***

If the initial capacity of AHCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to AHCS, as described in IDAPA 08.02.04.203.09. Only those applications for enrollment submitted on behalf of prospective students that are received



prior to the enrollment deadline established by AHCS will be permitted to participate in the equitable selection process.

#### ***D. Admissions Preference***

AHCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code as follows:

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of AHCS, by:
  - i. researching start-up facilities sites
  - ii. budget planning
  - iii. writing policies and definitions
- b. who have made a significant contribution of time, expertise, money, property, or talents related to the successful to the development and establishment of AHCS as defined by the Board. What is considered to be a significant contribution (amount of time, money, property, etc.)

#### ***E. Priority of Preferences for Initial Enrollment***

##### **1. Selection Hierarchy**

Admission preferences for initial enrollment of students for AHCS will use the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- a. First priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- b. Second priority group: siblings of pupils already selected by the lottery or other random method;
- c. Third priority group: applicants in primary attendance area; and
- d. Fourth priority group: applicants outside of primary attendance area

##### **2. Attendance Areas**

The primary attendance area for AHCS will be Idaho Falls School District 91 boundaries.

##### **3. Re-enrollment**

Once enrolled in AHCS, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

#### ***F. Priority Preferences for Subsequent Enrollment Periods***

AHCS will have admission preferences for enrollment of students in subsequent school years, using the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

1. First priority group: students returning to AHCS's blended program;
2. Second priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, and finally: (3) children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

#### ***G. Proposed Attendance List***

Each year AHCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

#### ***H. Final Selection List***

The names of the persons in highest order on the final selection list will have the highest priority for admission to AHCS in that grade, and will be offered admission to AHCS in such grade until all seats for that grade are filled.

##### **1. Notification and Acceptance Process**

- a. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- b. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)

- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from AHCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

## 2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

### ***I. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)***

Because AHCS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students residing within the school district who choose not to attend AHCS may choose to enroll in traditional public schools, private school, another charter school, or be home schooled. No student will be required to attend AHCS.

### ***J. Amendments***

AHCS has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

## **II. Public Notification of Enrollment Opportunities**

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by AHCS each year, to be posted in highly visible and prominent locations within the area of attendance of AHCS.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the AHCS area(s) of attendance.

AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in AHCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

**III. Denial of School Attendance:** Ref. Idaho Code § 33-5205(3)(i), 33-205, and 33-206

AHCS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to AHCS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of AHCS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in AHCS.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

**IV. Disciplinary Procedures:** Ref. Idaho Code § 33-5205(3)(l) & 33-205

**A. Due Process**

When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

**B. Consequences**

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
  - a. Loss of privileges
  - b. Detention (lunch hour or before or after school)
  - c. Phone call to parent
  - d. Letter sent to the parent
  - e. Student and parent conference with Principal

- f. Suspension from extracurricular activities
  - g. In-school suspension
  - h. Out-of-school suspension
  - i. Referral to Status Offenders Service
    - i. Behavioral
    - ii. Attendance
    - iii. Truancies, etc.
  - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion.
  3. The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

### ***C. Suspension Policy***

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

#### **1. Temporary Suspension:**

AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

#### **2. In-school Suspension:**

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

### ***D. Expulsion Policy***

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment

of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the Board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the Board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence. (See Also, Tab 3.V.14).

#### ***E. Reenrollment to School Following Expulsion***

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

#### **V. Alcohol, Tobacco, Drug Policy**

AHCS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in "American Heritage Charter School Student Handbook")

**VI. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)**

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in AHCS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook (Appendix MS).

**VII. Suicide Prevention Plan: Ref. IDAPA 08.02.03.160**

AHCS follows the Idaho School Response Guidelines for Suicide and Sudden Death contained in Appendix KQ.

**VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)**

***A. General***

Internet access and interconnected computer systems are available to AHCS's students and faculty. Electronic networks, including the Internet, are a part of AHCS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for AHCS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the AHCS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

***B. Curriculum***

The use of AHCS's electronic networks will be consistent with the curriculum adopted by AHCS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with AHCS's educational goals, use the Internet throughout the curriculum.

AHCS's electronic network is part of the curriculum and is not a public forum for general use. (See Also, Appendix R)

C. ~~Acceptable Uses~~

1. ~~Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.~~
2. ~~Unacceptable Uses of Network. The following are considered unacceptable uses and constitute a violation of this policy:~~
  - a. ~~Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by AHCS's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.~~
  - b. ~~Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.~~
  - c. ~~Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.~~
  - d. ~~Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.~~
  - e. ~~Students may be prohibited from using e-mail (except AHCS e-mail accessed through a web browser). E-mail access may be given to students on a case by case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher sponsored activity.~~

IX. ~~Internet Safety~~

~~Each AHCS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.~~



~~AHCS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.~~

~~A. Definition of "Harmful to Minors"~~

~~The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:~~

- ~~1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;~~
- ~~2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and~~
- ~~3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.~~

~~B. Methods of Ensuring Acceptable Internet Usage~~

~~Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:~~

- ~~1. educating students to be "Net smart;"~~
- ~~2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;~~
- ~~3. using "Acceptable Use Agreements";~~
- ~~4. using behavior management practices for which Internet access privileges can be earned or lost; and~~
- ~~5. appropriate supervision, either in person and/or electronically.~~

~~The system administrator and/or Principal/Designee will monitor student Internet access.~~

~~C. Confidentiality of Student Information~~

~~Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information~~

~~about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.~~

~~D. Internet Access Conduct Agreements (See Appendix L)~~

~~Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to AHCS's computer system and/or Internet Service.~~

~~E. Warranties/Indemnification~~

~~AHCS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. AHCS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. AHCS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to AHCS and will indemnify and hold AHCS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with AHCS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.~~

~~F. Violations~~

~~If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.~~

**X. Parental Access to Student Handbook: Ref. IDAPA 08.03.01.401.09g**

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of AHCS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the AHCS website. All new students will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in Appendix MS.

TAB 8: BUSINESS PLAN, TRANSPORTATION, SCHOOL LUNCH

**I. Business Plan: Ref. IDAPA 08.02.04.202 and 08.03.01.401.1.0**

***A. Description***

An organizing group of founders has written the initial petition for a charter for American Heritage Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of AHCS Charter School to the AHCS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

American Heritage Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

AHCS will operate as a public charter school and is subject to all the rules and regulations of traditional public schools. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of Charter Schools.

***B. Marketing Plan***

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

In anticipation of expansion to grades 9-12, beginning with the 2014-15 school year, AHCS will market the high school as preparation for success in the world of business. (All seniors will be strongly encouraged to have a “start-up business” component or entrepreneurial element of their senior project. AHCS will have access to print and radio advertising through a local business that has expressed interest in donating time and space.)

The preparation for the real-world that will be offered at AHCS is absolutely essential for the young people of today who must become tomorrow’s leaders. The economy and world market have magnified the need for emphasis on traditional values, such as those taught in the AHCS character development program. The dress code is another vital element of AHCS’s success and school culture. Many parents recognize that their children are not ready to go to college or enter the business world. AHCS plans to fill that need and to form cooperative arrangements with local businesses to place students for job shadowing and mentoring opportunities. Parents and their children who are serious about learning and preparing for the future with the least number of distractions will be drawn to all that AHCS will offer.

Advertising for American Heritage Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. American Heritage Charter School website that will introduce information about the school. Brochures promoting the curriculum and methods used at American Heritage Charter School.
3. Public informational meetings about American Heritage Charter School held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media
6. AHCS will seek to form partnerships with other traditional public schools and charter schools to increase opportunities for our students and theirs. What is the status of the partnerships? Have any been established to this point? Who are potential candidates and what opportunities will they provide?
7. The building administrator will join organizations such as Rotary and the local Chamber of Commerce to increase exposure in the community for the opportunities available to students at AHCS.
8. Business partnerships will be formed with large and small companies in the area that will increase opportunities for students to job-shadow and be mentored by successful

entrepreneurs as part of senior projects. Who are the potential partners? Have they been approached? Have any partnerships been formed yet?

9. After AHCS is authorized, parents who expressed interest in enrolling their children will be contacted to determine their current level and interest. They will be informed of the projected opening date, and invited to participate in the Open Enrollment process with the general public.

### ***C. Management Plan***

#### **1. Operations**

AHCS will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, expanding to include grades 9-12 in fall 2014, and a blended program beginning fall 2015.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

#### **2. Board Policy**

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both. (See Appendix AE).

#### **~~3. Class Size~~**

~~In American Heritage Charter School’s initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K–8, adding grades 9–12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.~~

~~We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.~~

For the purposes of clarity, AHCS is proposing enrollment in three phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, and a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	78
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

We anticipate drawing upon a large number of local students enrolled in home school and private schools in Idaho Falls and the neighboring communities. Market research conducted as of November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures from parents indicating in writing their interest in enrolling their student(s) in AHCS. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12	Unspecified	Total
Number of Prospective Enrollees	61	49	47	43	38	33	28	19	13	18	12	6	3	29	399

#### ***D. Resumes of Directors***

See Appendix ~~NT~~

#### ***E. Financial Plan***

American Heritage Charter School, Inc. (AHCS) has been fortunate to form two important alliances. The first is with the North Valley Academy, Inc. (NVA) in Gooding, Idaho. NVA will provide training and support to AHCS as outlined in Appendix ~~ΘZ~~. Three founders of NVA will also be founders of AHCS: Debra Infanger, James R. Dalton, and Gayle DeSmet. These three will also serve on the Board of AHCS during start up and perhaps longer as needed.

The founders of AHCS believe that this critical support in the technical areas of starting a new charter school will be highly beneficial. Many new charter schools are blindsided by a host of issues that are difficult to foresee. The experience of these three key members will be essential to AHCS's success.

The second alliance is equally important. This is a financial commitment by the Frank L. VanderSloot Foundation, Inc. as evidenced in Appendix ~~ΘI~~. Facilities funding is a giant issue in the charter school arena. The lack of Federal Start Up funds looms nearly as large. The VanderSloot Foundation will be providing financial support and assistance in securing financing and raising additional funds to supplement public funding for start-up costs and operations. This will help replace the now non-existent Federal Start Up funds. The VanderSloot Foundation has also committed to ensure that the school has sufficient finances to secure high quality facilities. AHCS will apply for the Albertsons grant and if the Federal Start-Up funds become available, those will be applied for.

AHCS has also hired, on an "as needed" basis, the Chief Financial Officer of NVA. This CFO has the experience to include the use of federal funds for Title I, XI-B, rural schools etc. in the ~~enclosed~~ attached budgets. (See Appendices U-W). The NVA CFO will assist AHCS in procuring these funds. Upon approval of the Charter, AHCS will seek to hire an experienced school clerk in the Idaho Falls area and will continue to consult with NVA's clerk part-time to take over for NVA's CFO. (See Also, Appendix O-CFO Job Description)

AHCS plans to hire their Principal in the year preceding the actual projected start-up of the school. This Principal will assist the founders in securing a facility, purchasing equipment and curriculum, marketing, and hiring the staff. The funds for this early hire will come from the support of the VanderSloot Foundation and/or their assistance in raising additional charitable contributions.

Given the recent tightening of Idaho public school budgets, AHCS will practice the conservative budgeting required to grow their fund balance as quickly as possible. They will model their financial operations after the successful financial practices of NVA. As noted in Appendix Z, NVA will be assisting AHCS for three years. The policies of the successful financial program at NVA will be adopted by AHCS. NVA's CFO will train and monitor as needed AHCS' program. The financial policies will be developed by the Board, and will include the process for evaluating expenditures and ensuring segregation of duties. Initially the Board will adopt the policy manual supplied by the ISBA to member schools.

***F. Start-up Budget with Assumptions***

See Appendices ~~Q & R~~ U-W

***G. Three-Year Operating Budget Form***

See Appendices ~~Q & R~~ U-W

***H. First Year Month-by-Month Cash Flow Form***

See Appendices ~~Q & R~~ U-W

**II. Transportation:** Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4) (~~See Also, Appendix V~~)

***A. Transportation Services*** (See Also, Appendix AC)

AHCS will provide transportation services to students within our primary attendance area Idaho Falls School District #91 (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. AHCS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. AHCS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

***B. Student Travel To or From an Extracurricular or Co-Curricular Activity***

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.



The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

### **III. School Lunch Program: Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations**

#### ***A. Student Nutrition***

AHCS is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

#### ***B. Free and Reduced Lunch***

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with USDA Child Nutrition Federal Policies and Regulations.

#### ***C. Lunchroom Climate***

AHCS will provide an environment that provides students with a place where they have adequate space to eat.

#### ***D. Meal Times and Scheduling***

AHCS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

TAB 9: VIRTUAL SCHOOLS AND ONLINE PROGRAMS: Ref. Idaho Code § 33-5202(a)(6)

**I. Introduction to AHCS Blended Educational Program**

***A. Statement of Purpose***

Beginning in fall 2015, American Heritage Charter School plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

AHCS's blended program will move American Heritage Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that... "The advancement and diffusion of knowledge is the only guardian of true liberty."

AHCS's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe AHCS's blended program will make American Heritage Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Idaho Falls School District #91 interested in a rigorous and patriotic education.

We believe that being able to offer American Heritage Charter School's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

American Heritage Charter School seeks to be the 21<sup>st</sup> Century School model where technology and the human touch come together to move education forward to the highest possible level!

***B. Background***

"Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The AHCS administrator and staff will create online courses, which will be utilized by students during the course of their regular school day. The Technology Director for AHCS will create courses to be accessed electronically as another teaching method in the classroom.

Face-to-face students at AHCS in grades 7-12 will be taking advantage of assignments and content available online during the course of the class. Teachers 7-12 will prepare all of their lessons online on approved LMS. When it is appropriate in the classroom, as determined by the teacher, AHCS students login to the class on the LMS. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations.

***C. Definitions***

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.
2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for AHCS will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 9).
3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

***D. Terms and Conditions for Online Courses in Blended Program: Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)***

As determined by school policy, AHCS students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.
2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the Principal and the parent(s). The classroom cap will apply.
4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

## II. AHCS Blended Program Plan

American Heritage Charter School may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

AHCS's blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, "We the People" patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

### A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. AHCS will also supply our blended program students with textbooks as needed and access to appropriate technology. Two providers have been examined. A provider will be chosen before January of 2015. (See Appendices AA and U-W). Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the AHCS blended program student's grade.
2. AHCS blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) Hardware or network support for homebound students will be offered by the provider first, and AHCS staff second. AHCS will not provide any hardware for students participating in the AHCS blended program courses at home.
3. Teachers will post and maintain virtual office hours for synchronous interaction with AHCS blended program students to provide guidance with course material via phone, e-mail, and face-to-face. The teachers will not be required to take on these duties without additional pay beyond the size of the classroom cap as outlined in this petition. This does not affect the contracts of staff who as part of their regular duties also upload all or part of their classes to the BrainHoney LMS for their onsite classes. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix ~~U~~X for a comprehensive list of interactions).
4. AHCS blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 9.II.1.6).
5. AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room,

IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix UX).

6. AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)
  - a. AHCS will provide a staffed computer lab from 7:30 a.m. to 5:00 p.m. on days when school is in session. Personnel will assist students and facilitate access to online resources and staff.
  - b. After-hours monitoring will be the responsibility of the onsite technology technician, vendors, and subject-matter teachers. Students will receive a response within 24 hours, Monday through Saturday.
  - c. Monitoring of support at the administrative level will be accomplished through online surveys.
  - d. The site coordinator will maintain a log of support provided.
7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA).
  - a. All requirements for IDEA, as well as the *Idaho Special Education Manual*, will be followed and implemented as appropriate.
  - b. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

For example: Students enrolled in AHCS's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and AHCS's contracted onsite speech language pathologist. (See Tab 3.V for specific details of services to be provided.)

- c. Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. (See Also, Tab 3.V.14).

- d. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.
- e. If special education students are in 100% attendance at AHCS, all special education requirements per IDEA are provided. If students are not attending AHCS 100%, AHCS will be responsible for the services for the time the student is enrolled, and will work with the other school/district to insure all of the student's services are being provided.
- f. AHCS will deliver services toward goals and accommodations as directed by IEP for the courses delivered by AHCS, including:
  - i. Federally required annual "consideration" of assistive technology for every student with an IEP.
  - ii. AHCS may work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include, but is not limited to, software providing text to speech and speech to text, such as, *Read Write Gold* and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration will also be given to those students with hearing and vision impairments and how AHCS can best utilize technology to make the learning management system and classroom materials accessible through magnification and variable volume.
  - iii. The online vendor AHCS chooses will demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.

(See Tab 3 for additional information about services for Special Education Services.)

- 8. AHCS's Principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled in online courses at the school face-to-face with the Principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. AHCS will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to AHCS, who will work with the online provider to remedy the situations as they arise.

#### ***B. AHCS Blended Program Marketing Plan***

AHCS will not be doing extensive marketing as we are not trying to compete with the state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.
2. In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.
3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.
4. Advertising for American Heritage Charter School may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:
  - a. Advertising with public schools located within the target area using flyers upon administrative approval.
  - b. American Heritage Charter School website that will introduce information about the school.
  - c. Brochures promoting the curriculum and methods used by AHCS's blended program.
  - d. Public informational meetings about AHCS's blended program held in accordance with Idaho Statute § 67-23.
  - e. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
  - f. Web, e-newsletters, and social media.

***C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)***

**1. Admission Procedures**

AHCS blended program offerings will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

## 2. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

## 3. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in AHCS's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in AHCS blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

## 4. Admissions Preference

AHCS will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to AHCS blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

## 5. Priority of Preferences for Initial Enrollment

### a. Selection Hierarchy

Admission preferences for initial enrollment of students in AHCS blended program courses will have the same selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- i. First priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- ii. Second priority group: siblings of pupils already selected by the lottery or other random method;
- iii. Third priority group: applicants in primary attendance area; and



iv. Fourth priority group: applicants outside of primary attendance area

b. Attendance Areas

The primary attendance area for students participating in AHCS's blended program courses will be Idaho Falls School District #91 boundaries.

c. Re-enrollment

Once enrolled in AHCS's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. Priority Preferences for Subsequent Enrollment Periods

AHCS will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- a. First priority group: students returning to AHCS's blended program;
- b. Second priority group: (1) children of founders, followed by: (2) children of full-time employees of AHCS, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, and finally: (3) children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
- c. Third priority group: siblings of pupils already selected by the lottery or other random method;
- d. Fourth priority group: applicants in primary attendance area; and
- e. Fifth priority group: applicants outside of primary attendance area

7. Proposed Attendance List

Each year AHCS will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent

school years, then AHCS will determine who will be offered admission to AHCS blended program courses by conducting a fair and equitable lottery selection process.

#### 9. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to AHCS blended program courses in that grade, and will be offered admission to AHCS blended program courses in such grade until all seats for that grade are filled.

##### a. Notification and Acceptance Process

- i. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- ii. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- iv. If a student withdraws from AHCS blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

#### 10. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective blended program students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective blended program students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective blended program students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

#### 11. Amendments

AHCS has the right to amend these blended program admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

***D. Secondary Blended Program Offerings, Grades 7-12***

In addition to online course offerings by the provider(s) selected by AHCS, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix ~~W~~Y).

***E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)***

1. AHCS blended program secondary students will be expected to attend school in AHCS uniform to participate in the “Above and Beyond” secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.
2. AHCS blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at AHCS are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.
3. AHCS blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

***F. Blended Program Offerings, Grades K-6***

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, American Heritage Charter School plans to purchase courses that are already created. (The provider will be chosen when the blended program is launched in the third year of operation. The two providers currently being explored are K-12 and Connections Academy. See Also, Appendix AA.) Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.
2. AHCS K-6 blended program students will be required to attend the weekly “Rise and Shine” ceremony where they (in full dress code compliance) and AHCS full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the “Great Expectations Character Education Program” are reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.
3. AHCS K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities

are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran's Program, Project Rudolph Veteran Support, etc.

### ***G. Class Size***

AHCS seeks a maximum enrollment of six, full-time, blended program students in grades K-12 no sooner than fall 2015. Again, the blended program is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

<b>Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015</b>		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
<b>Total Blended Program Students, Grades K-12</b>		<b>78</b>
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
<b>Total Enrollment</b>		<b>442</b>

### ***H. Transportation Services***

The State Department of Education has determined that a blended program is not eligible for the online transportation reimbursement.”

### ***I. Operating Procedures***

Upon approval of the PCSC, AHCS will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to AHCS blended program students. At that time AHCS will start advertising by print and word of mouth the addition of AHCS blended program course offerings. The response will determine in part the method of delivery.

#### **1. Vendors (See Appendix AA)**

AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and AHCS will add the Core Knowledge Sequence for grades K-8 that will be monitored by AHCS's site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

- a. "Connections" is the most economical provider of a full deal including the teacher. They will allow AHCS to pay monthly for their service and adjust the fee if students drop out of the program. "Connections" also has a reputation for making AYP. If AHCS uses "Connections," we would need to hire a site coordinator or use one of our current staff.
- b. "K-12" offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. AHCS will hire teachers as needed depending on the delivery method chosen. "K-12" also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, AHCS will need to hire a site coordinator or use a current staff member.
- c. "IDLA" is the most economical program without a teacher. AHCS would provide the certified teacher under this option.

## 2. Character Education

We may also incorporate the character education programs currently in use at AHCS, i.e. "Great Expectations", Ron Clark's "Essential 55", "Excellent 11", and James Owens' "Cowboy Ethics." This will be accomplished in part by attendance at the K-6, "Rise and Shine" ceremony or the 7-12, "Above and Beyond" ceremony.

## 3. Personnel Standards: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, AHCS will sign a contract with a provider and start advertising by print and word of mouth the addition of AHCS blended program courses. The response will determine in part the method of delivery.

~~The curriculum vendor will provide the online teachers will be employees of the curriculum provider~~ the first year. These teachers will teach the "core" classes. AHCS certified onsite teachers will teach some electives during the required onsite attendance. AHCS staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything AHCS does at our school, from the uniforms, to the character education, to the rooms themselves. That is why AHCS has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but AHCS needs to see them often to really do a thorough job of "creating patriotic and educated leaders." By the second year of offering blended program courses, AHCS hopes to have its teachers trained to take over "some" of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

In the second year of implementation of the blended program, before AHCS teachers begin to teach some of the online courses, they ~~AHCS's online teachers~~ will be trained to meet the following ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. ~~(Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.)~~ Teachers will either take professional development which addresses the standards or

show proof of having taken such a course or have experience in online teaching. (We will use the “Teachers as Trainers” model whenever applicable and possible. Our teachers will be lead through these ten standards by the school administrators in the first stages as we develop online courses. Other trainers will be brought in from IDLA or others as needed.) These standards are:

- a. Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.
- b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
- c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.
- d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

- j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. Proposed Partnerships

None at this time.

5. Financial Statement

See Appendices ~~Q & R~~ U-W

6. ADA (Blended Program Funding and Accountability for Funding)

Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

AHCS will receive ADA based on coursework completion:

- a. Since the classes at AHCS are delivered in trimesters, blended program courses will be delivered in trimester sections.
- b. A trimester equates with three months of our school calendar.
- c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, AHCS receives full ADA seat time. If the student completes 75% of the coursework due each month, AHCS receives 75% of the ADA.
- d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.
- e. ISEE information is uploaded to the State Department of Education monthly.

TAB 10: BUSINESS ARRANGEMENTS, COMMUNITY INVOLVEMENT, SCHOOL CLOSURE

**I. Potential or Current Business Arrangements: Ref. IDAPA 08.03.01.401.10**

***A. Professional Development Agreement with North Valley Academy***

See Appendix ΘZ

~~**B. Professional Technical Education Courses Offered In Conjunction With Idaho Falls School District #91**~~

~~American Heritage Charter School is offering a professional technical education (PTE) Information Technology program. AHCS is partnering with Idaho Falls School District to offer additional PTE classes.~~

~~1. Curriculum~~

~~The curriculum is offered under the Agricultural, Business, and Family Consumer Science State of Idaho PTE programs.~~

~~2. Transportation~~

~~Since the classes AHCS students will be able to utilize are PTE classes, the State of Idaho pays for the busing between Idaho Falls School District #91 and American Heritage Charter School (See Appendix V).~~

~~3. Special Education~~

~~The needs of students requiring special education services will be met as outlined in Tab 3, Section V, specifically Items 1, 5, 6, 9, and 11e.~~

~~4. School Lunch~~

~~If needed to save time, AHCS will serve a sack lunch to their students who choose to enroll in Idaho Falls classes.~~

~~5. ADA~~

~~The ADA being earned at Idaho Falls School District #91 is going to be collected by American Heritage Charter School (or as agreed between the two districts).~~

~~***CB. Educational Programs***~~

See Tab 3



**DC.    *Agreement with Individuals/Businesses***

See Appendix GI

**II.    *Additional Information***

***A.    State Compliance***

AHCS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

***B.    Right to Evaluate Contract Compliance***

The Public Charter School Commission will retain the right at any time to evaluate the degree to which AHCS is meeting the terms of the Charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1.    visit AHCS;
2.    review AHCS's records and data;
3.    directly survey AHCS's parents, students, or employees;
4.    audit the books of AHCS;
5.    pursue other reasonable means of determining accountability for AHCS contract.

**III.   *Plan for Termination:*** Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of AHCS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and AHCS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against AHCS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by AHCS.

***A.    Dissolution***

Dissolution of AHCS Corporation will be conducted by AHCS's Board and will follow the AHCS Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. The school Principal and counselor, after seeking legal counsel, will facilitate the transition. This will likely need to be

the responsibility of the board as there will be no principal or counselor once the school is dissolved.

***B. Payment of Creditors***

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

***C. Transfer of Student Records***

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

***D. Disposal of Assets***

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in AHCS’s Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the Principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.” (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the Authorizer for distribution.

***E. Transfer of Personnel Records to the Employees***

Personnel records will be mailed to employees at the address on file upon termination of the Charter.

July 24, 2012



**Board of Trustees**  
David Lent, Chairman  
Jerry Wixom  
Ernest Jensen  
Deidre Warden  
Lisa Burtenshaw

May 14, 2012

State Board of Education  
Public Charter School Commission  
PO Box 83720  
Boise, ID 83720-0027

RE: American Heritage Charter School Petition

Dear Commissioners,

On behalf of the Idaho Falls School District 91 Board of Trustees, I am writing to inform you of the decision made by the board on May 8, 2012 during an open meeting, until the formal minutes can be approved in June, to refer the American Heritage Charter School petition to the Public Charter School Commission for authorization. The petition, even though well written, would require additional resources for monitoring and also carries the possibility of added financial responsibilities to the district. The petitioners were in attendance at the meeting and have also been given a copy of the audit committee's review rubric that is enclosed.

The district's Audit Committee evaluated the petition, heard public comment at a public hearing on April 3, 2012 and considered additional information provided by the petitioners at a separate meeting with the committee on April 13, 2012 before making recommendations to the Board of Trustees for their decision.

Sincerely,

Debbie Wilkie  
Executive Assistant

Enclosure: Audit Rubric  
pc: Debra Infanger, American Heritage Charter School

---

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596  
[www.d91.k12.id.us](http://www.d91.k12.id.us)

July 24, 2012

Appendix B: AHCS Articles of Incorporation

**FILED EFFECTIVE**

**ARTICLES OF INCORPORATION**

2012 JAN -3 PM 5:00

OF

SECRETARY OF STATE  
STATE OF IDAHO

**AMERICAN HERITAGE CHARTER SCHOOL, INC.**

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

**ARTICLE I**

The official name of the corporation shall be AMERICAN HERITAGE CHARTER SCHOOL, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation." Notwithstanding, the Board of Directors of the Corporation may, by majority vote of all Directors, adopt an unofficial moniker in honor of extraordinary contributions made by a patron, founder, donor, or other benefactor.

**ARTICLE II**

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

**ARTICLE III**

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code § 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

IDAHO SECRETARY OF STATE  
01/03/2012 05:00  
CK: 867169 CT: 172899 BN: 1384233  
1 @ 38.00 = 38.00 INC NONP # 2  
1 @ 28.00 = 28.00 NON EXPEDI # 3

C193247

Appendix B: AHCS Articles of Incorporation

**ARTICLE IV**

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

**ARTICLE V**

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

**ARTICLE VI**

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

**ARTICLE VII**

The address of the initial registered office of the Corporation shall be 1240 S 35<sup>th</sup> W, Idaho Falls, Idaho 83401. The name of the initial registered agent at such address shall be DEBRA A. INFANGER.

**ARTICLE VIII**

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be seven (7) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	Address
Debra A. Infanger	1240 S 35 <sup>th</sup> W, Idaho Falls, Idaho 83402

Appendix B: AHCS Articles of Incorporation

James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Batt	9478 Garden Grove Lane, Idaho Falls, Idaho 83401
Tappia F. Infanger	1818 Castelli Drive, Ammon, Idaho 83406
Sara Schofield	8044 N 5th W, Idaho Falls, Idaho 83401
Matthew Trent VanderSloot	2121 N. 55 <sup>th</sup> West, Idaho Falls, Idaho 83402
Gayle Yakovac-DeSmet	1386 S 2100 E Gooding, Idaho 83330

**ARTICLE IX**

The names and addresses of the incorporators are:

<b>Name</b>	<b>Address</b>
Debra A. Infanger	1240 S 35 <sup>th</sup> W, Idaho Falls, Idaho 83402
Frank L. VanderSloot	5017 W. 33 <sup>rd</sup> North, Idaho Falls, Idaho 83402
Belinda VanderSloot	5017 W. 33 <sup>rd</sup> North, Idaho Falls, Idaho 83402
James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Infanger	1240 S 35 <sup>th</sup> W, Idaho Falls, Idaho 83402
Ray Infanger	1818 Castelli Dr., Ammon, Idaho 83401

**ARTICLE X**

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

**ARTICLE XI**

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal offices of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

**[Signatures Appear on the Following Page]**


July 24, 2012


Appendix B: AHCS Articles of Incorporation

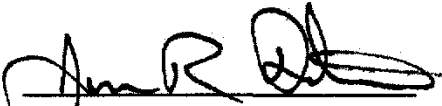
DATED this 28<sup>th</sup> day of December 2011.

INCORPORATORS

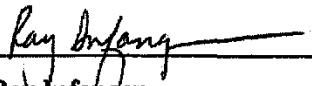
  
Debra A. Infanger

  
Frank L. VanderSloot

  
Belinda VanderSloot

  
James R. Dalton

  
Michael D. Infanger

  
Ray Infanger

HONORARY INCORPORATOR

Brian Frank VanderSloot  
*In Memoriam*

Appendix C: AHCS Amended and Restated Bylaws

**BYLAWS**  
**OF**  
**AMERICAN HERITAGE CHARTER SCHOOL, INC.**

KNOW ALL MEN BY THESE PRESENTS: that *AMERICAN HERITAGE CHARTER SCHOOL, INC.* (hereinafter the "Corporation"), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

**ARTICLE I: OFFICES**

The principal office of the Corporation shall be located in the County of Bonneville, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as "Board," may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

**ARTICLE II: BOARD OF DIRECTORS**

**SECTION 1. General Powers.**

The affairs of the Corporation shall be managed by its Board.

**SECTION 2. Number, Tenure, and Qualifications.**

The number of Directors shall be seven (7), but upon a vacancy occurring in the Board, the remaining Directors may, by the affirmative vote of a majority of the remaining directors and without amending these Bylaws, determine that no replacement be elected and qualified, provided that the Board shall at all times consist of not less than three (3) nor more than seven (7) Directors. All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of four terms, or twelve (12) years, whichever is longer. Following the resignation or completion of the Initial Term for any Director elected or appointed in the first year of incorporation, not less than two (2) of the Directors shall also be parents of students enrolled in the American Heritage Charter School.

**SECTION 3. Regular Meetings.**

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of July, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular



Appendix C: AHCS Amended and Restated Bylaws

meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the Board may fix any site within Bonneville County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law. Notice of any special meeting of the Board shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

Three (3) Directors present at any meeting of the Board shall constitute a quorum for the transaction of business; but if less than three (3) Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Appendix C: AHCS Amended and Restated Bylaws

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

SECTION 11. Initial Terms.

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

Gayle Yakovac-DeSmet	(Seat One)	1 year
Michael D. Batt	(Seat Two)	1 year
Debra A Infanger	(Seat Three)	2 year
Matthew Trent VanderSloot	(Seat Four)	2 years
Tappia F. Infanger	(Seat Five)	3 years
James R. Dalton	(Seat Six – Parent)	3 years
Sara Schofield	(Seat Seven – Parent)	3 years

**ARTICLE III: OFFICERS**

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

Appendix C: AHCS Amended and Restated Bylaws

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform

**Appendix C: AHCS Amended and Restated Bylaws**

all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

**SECTION 9. Assistant Treasurers and Assistant Secretaries.**

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

**ARTICLE IV: COMMITTEES**

**SECTION 1. Parent-Faculty Association.**

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

**SECTION 2. Other Committees.**

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

**ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS**

**SECTION 1. Contracts.**

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

**SECTION 2. Checks, Drafts, etc.**

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

**SECTION 3. Deposits.**

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Appendix C: AHCS Amended and Restated Bylaws

SECTION 4. Gifts.

The Board may accept on behalf of the Corporation any grant, contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

**ARTICLE VI: BOOKS AND RECORDS**

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

**ARTICLE VII: FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

**ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES**

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

(a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;

(b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and

**Appendix C: AHCS Amended and Restated Bylaws**

(c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director after the transaction occurred or after adoption of the policy, decision or resolution.

**SECTION 2. Continuity of Protection.**

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

**SECTION 3. Insurance.**

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

**ARTICLE IX: SEAL**

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words "Corporate Seal" and "Idaho". The Seal shall be in charge of the Secretary.

**ARTICLE X: WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**ARTICLE XI: GOVERNING LAW AND DOCUMENTS**

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.



Appendix C: AHCS Amended and Restated Bylaws

**ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS**

**SECTION 1. Amendment to the Bylaws and Articles of Incorporation.**

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

**SECTION 2. Charter Amendments Require State Authorization.**

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).


Appendix C: AHCS Amended and Restated Bylaws

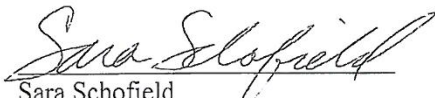
CERTIFICATE OF ADOPTION


KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **AMERICAN HERITAGE CHARTER SCHOOL, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said corporation, on the 3rd day of November, 2012, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 3<sup>rd</sup> day of January, 2012.

  
Debra A. Infanger  
Director/Chairman

  
James R. Dalton  
Director/Vice-Chairman

  
Sara Schofield  
Director/Secretary

  
Michael D. Batt  
Director/Treasurer

  
Yappia F. Infanger  
Director

  
Matthew Trent VanderSloot  
Director

  
Gayle Yakovac-DeSmet  
Director



July 24, 2012

Appendix C: AHCS Amended and Restated Bylaws

STATE OF IDAHO            )  
  ss:  
County of Bonneville        )

I, Sara Schofield, the duly and regularly elected, qualified, and acting Secretary of **American Heritage Charter School, Inc.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held on the 3<sup>rd</sup> day of January, 2012.

IN WITNESS WHEREOF, I have hereunto set my hand this 3<sup>rd</sup> day of January, 2012.

Sara Schofield  
Secretary of the Corporation

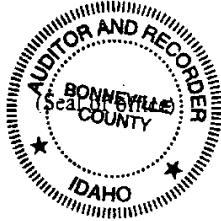
July 24, 2012

COUNTY CLERK AFFIDAVIT  
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,  
ss.  
County of BONNEVILLE

DATE: NOV. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify  
that 12 signatures on this petition are those of qualified electors.



Signed: \_\_\_\_\_

Kay M. Condie  
County Clerk or Deputy

Petition # \_\_\_\_\_

I-001  
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERMAGE CHARTER SCHOOL			
School District Where New Charter School will be Physically Located		DISTRICT 91			
<p> <input type="checkbox"/> I am currently a qualified elector in the above-named school district.  <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.                 </p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Michael Kobe	<i>[Signature]</i>	1076 S. 35th W.	IF, ID	208-567-5146	10-18-11
2 Edwin Abel Bul	<i>[Signature]</i>	1120 Island drive	Ammon ID	208-524-4988	10-18-11
3 Doreen Hadd	<i>[Signature]</i>	751 S. 35th W.	I.F.	523-7130	10-18-11
4 Lynn Erickson	<i>[Signature]</i>	712 S. 35th W.	I.F.	523-7130	10-18-11
5 HAROLD CARLSON	<i>[Signature]</i>	657 S. 35th W.	I.F.	523-7130	10-18-11
6 Kevin Ward	<i>[Signature]</i>	2378 W. 113th	I.F.	521-8685	10-18-11
7 Karl Ward	<i>[Signature]</i>	507 S. 35th W.	I.F.	521-4795	10-18-11
8 Doreen Hadd	<i>[Signature]</i>	394 S. 35th W.	I.F.	589-3508	10-18-11
9 Doreen Hadd	<i>[Signature]</i>	390 S. 35th W.	I.F.	521-2781	10-18-11
10 Will Steel	<i>[Signature]</i>	2462 W. 49th	I.F.	520-0344	10-20-11
11 Doreen Hadd	<i>[Signature]</i>	3885 W. 49th	I.F.	390-7191	10/19/11
12 Ben Cook	<i>[Signature]</i>	1177 Cori 28th Ave	I.F.	313-0279	10/20/11
13 Rick Ford	<i>[Signature]</i>	9628 N. 11th St	I.F.	681-9758	10/20/11
14 Ladd Hadd	<i>[Signature]</i>	1534 W. 81st N. I.F.	I.F.	523-5034	10/20/11
15 Doreen Hadd	<i>[Signature]</i>	1534 W. 81st N. I.F.	I.F.	523-5034	10/20/11

4/16/2008

I-001

July 24, 2012

COUNTY CLERK AFFIDAVIT  
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,  
SS.  
County of BONNEVILLE

DATE: Nov 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify  
that 4 signatures on this petition are those of qualified electors.



Signed: Kay M. Cordie  
County Clerk or Deputy

Petition # I-002  
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	AMERICAN HERITAGE CHARTER SCHOOL				
School District Where New Charter School will be Physically Located	DISTRICT 91				
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
36 16 Phoebe M. Pelot	<i>[Signature]</i>	974 W 81 N	TF	529-5368	10-20-11
37 17 Lex Highway	<i>[Signature]</i>	333 SN. 35W	TF	251-8402	10-20-11
38 18 Kaye Reed	<i>[Signature]</i>	2222 N 35W	TF	522-4691	10-20-11
13 19 Kate Ramsey	<i>[Signature]</i>	577 S. 35W	TF	589 7135	10-20-11
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4/16/2008

I-002

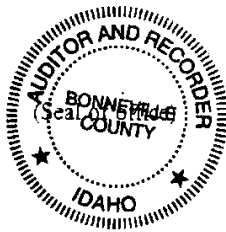
July 24, 2012

COUNTY CLERK AFFIDAVIT  
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,  
SS.  
County of BONNEVILLE

DATE: Nov. 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify  
that 11 signatures on this petition are those of qualified electors.



Signed: \_\_\_\_\_

Kay M. Condie  
County Clerk or Deputy

Petition # \_\_\_\_\_

I-003  
Charter School

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL			
School District Where New Charter School will be Physically Located		DISTRICT 91			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Daniel M. O'Neil	<i>Daniel M. O'Neil</i>	6035 Glencroft	Idaho Falls	208-568-6277	10/20/11
2 Missy Hyde	<i>Missy Hyde</i>	5445 Glencroft	Idaho Falls	552-9054	10/20/11
3 MARSHAE CAMPBELL	<i>Marshae Campbell</i>	6027 GLENCREST	IDAHO FALLS	359-8005	10/20/11
4 Rebecca Mayes	<i>Rebecca Mayes</i>	5548 N. 5th W	Idaho Falls	520-5683	10/20/11
5 Tamara Smith	<i>Tamara Smith</i>	6011 Glencroft	Idaho Falls	221-7771	10/20/11
6 Melonie Frasure	<i>Melonie Frasure</i>	285 La Grange Dr	Idaho Falls	522-9701	10/20/11
7 Amber Wight	<i>Amber Wight</i>	5990 Glencroft	Idaho Falls	523-4273	10-20-11
8 Laraine Pugh	<i>Laraine Pugh</i>	5954 Glenview Dr	Idaho Falls	521-5076	10-20-11
9 Anthony Pugh	<i>Anthony Pugh</i>	5954 Glenview Dr	Idaho Falls	521-5108	10-20-11
10 Sheryl Wynn	<i>Sheryl Wynn</i>	9228 N 35th W	IF, ID	339-7843	10/20/11
11 RONALD BLACK	<i>Ronald Black</i>	1538 SUNDANCE DR	IF	419-9830	10/21/11
12 SEANA BEAON	<i>Seana Beaon</i>	609 Glencroft	IF	552-5531	10/21/11
13 JENNI JENSEN	<i>Jenni Jensen</i>	5710 N. Broadway	IF	569-2119	10/21/11
14 Linda Skinner	<i>Linda Skinner</i>	5834 W. Broadway	IF	523-2497	10/21/11
15 TAD SKINNER	<i>Tad Skinner</i>	5834 W. Broadway	IF	523-2492	10/21/11

4/16/2008

I-003

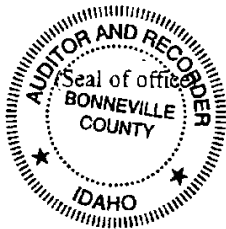
July 24, 2012

COUNTY CLERK AFFIDAVIT  
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,  
SS.  
County of BONNEVILLE

DATE: Nov 4, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify  
that 3 signatures on this petition are those of qualified electors.



Signed: \_\_\_\_\_

Kay M. Condie  
County Clerk or Deputy

Petition # \_\_\_\_\_

I-004  
Charter School



Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		AMERICAN HERITAGE CHARTER SCHOOL			
School District Where New Charter School will be Physically Located		DISTRICT 91			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Jodi Atkinson	<i>Jodi Atkinson</i>	523 Concord Dr	Idaho Falls	552-2035	10/23/2011
17 Eric Anderson	<i>Eric Anderson</i>	5850 Indian Wells	IF	537-0994	10/23/11
18 Robbi Underwood	<i>Robbi Underwood</i>	393 Spingarn	IF	624-2959	10-23-11
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4/16/2008

I-004

July 24, 2012

U.S. Postal Service<sup>TM</sup>  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

COVINGTON KY 41012 **OFFICIAL USE**

Postage	\$ 14.35	0473	
Certified Fee	\$2.85	08	Postmark Here
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 19.50	01/05/2012	

Sent To: Internal Revenue Service  
Street, Apt. No.: P.O. Box 12192  
or PO Box No.:  
City, State, ZIP+4: Covington, KY 41012-0192  
PS Form 3800, August 2006 See Reverse for Instructions

GOODING MPO  
GOODING, Idaho  
833309998  
5480520473-0099  
01/05/2012 (208)934-4822 04:56:43 PM

Sales Receipt		
Product Description	Sale Unit Qty Price	Final Price
COVINGTON KY 41012		\$14.35
Zone-7 Priority Mail		
3 lb. 2.50 oz.		
Expected Delivery: Sat 01/07/12		
Return Rcpt (Green Card)		\$2.30
Certified		\$2.85
Label #:	70111570000229797565	
Issue PVI:		\$19.50

Total: \$19.50

Paid by:  
Personal Check \$19.50

Order stamps at [usps.com/shop](http://usps.com/shop) or  
call 1-800-Stamp24. Go to  
[usps.com/clicknship](http://usps.com/clicknship) to print  
shipping labels with postage. For  
other information call  
1-800-ASK-USPS.

\*\*\*\*\*  
\*\*\*\*\*  
Get your mail when and where you  
want it with a secure Post Office  
Box. Sign up for a box online at  
[usps.com/poboxes](http://usps.com/poboxes).  
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Bill#:1000100388635  
Clerk:08

All sales final on stamps and postage  
Refunds for guaranteed services only  
Thank you for your business

\*\*\*\*\*  
\*\*\*\*\*  
HELP US SERVE YOU BETTER

Go to:  
<https://postalexperience.com/Pos>

TELL US ABOUT YOUR RECENT  
POSTAL EXPERIENCE

YOUR OPINION COUNTS  
\*\*\*\*\*

July 24, 2012

# *Certificate of Attendance*

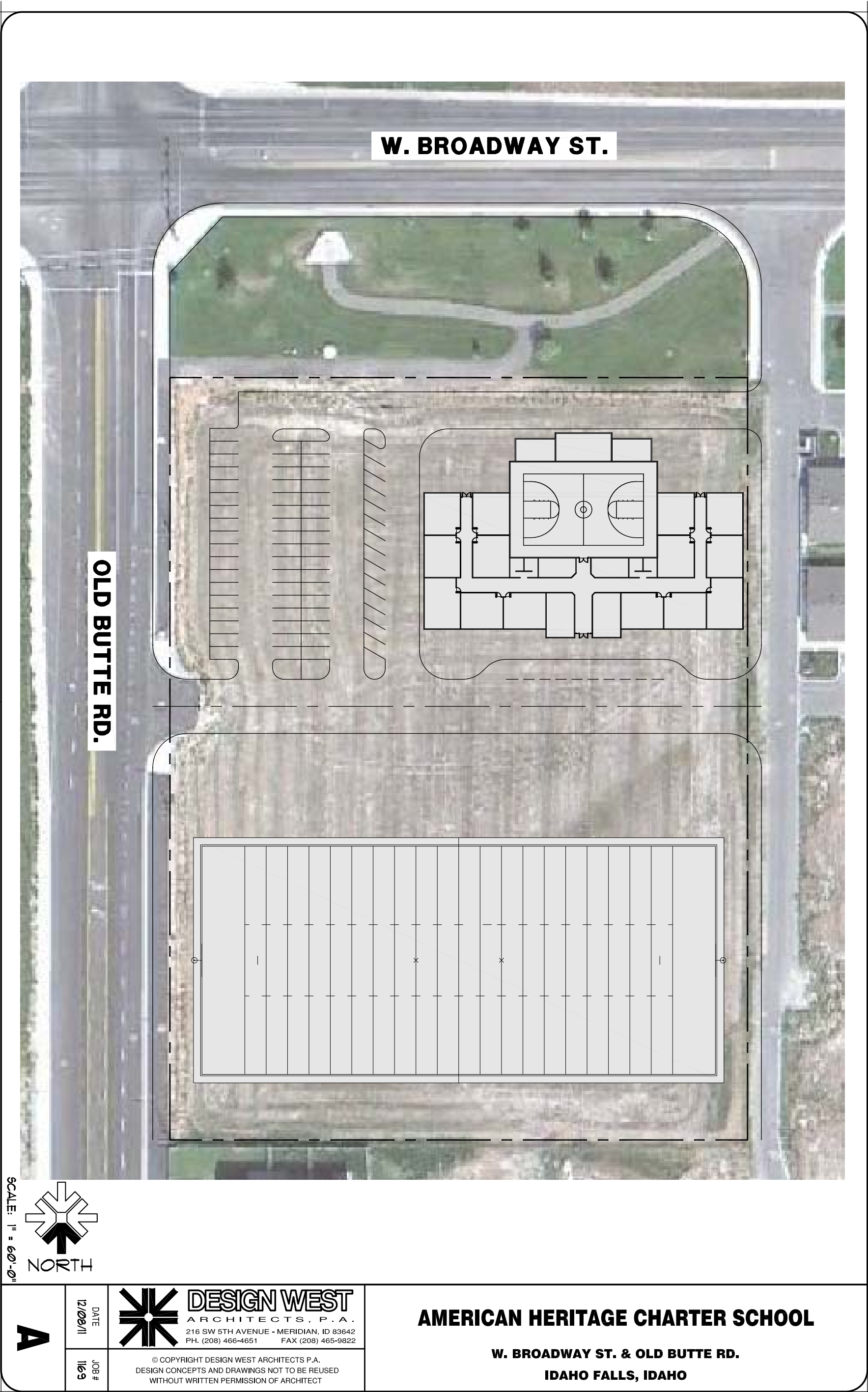
*This certificate is awarded to*

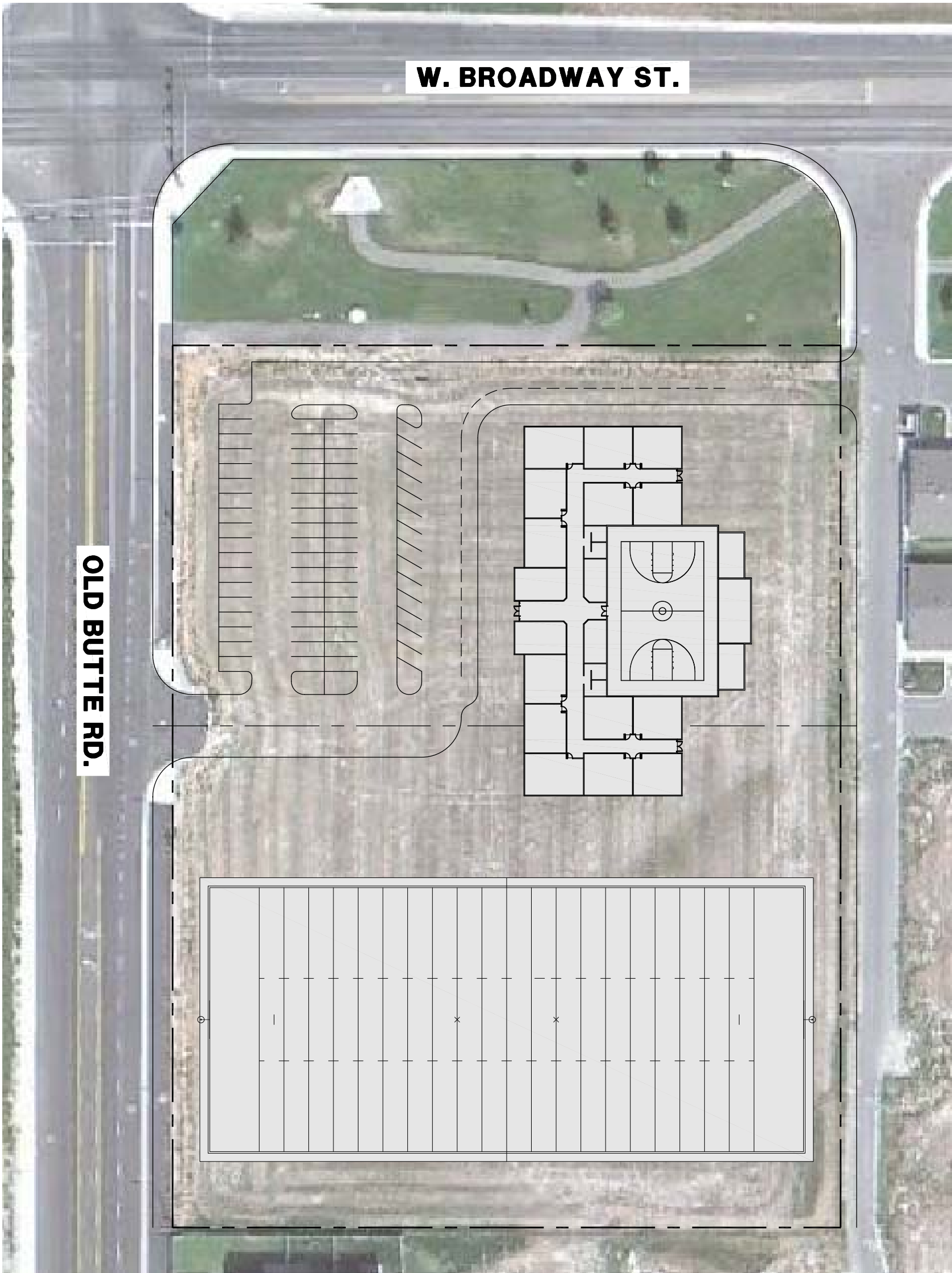
**DEBY INFANGER**


*For attending the two-day  
Charter Start Workshop on  
October 6 ~ 7, 2011*

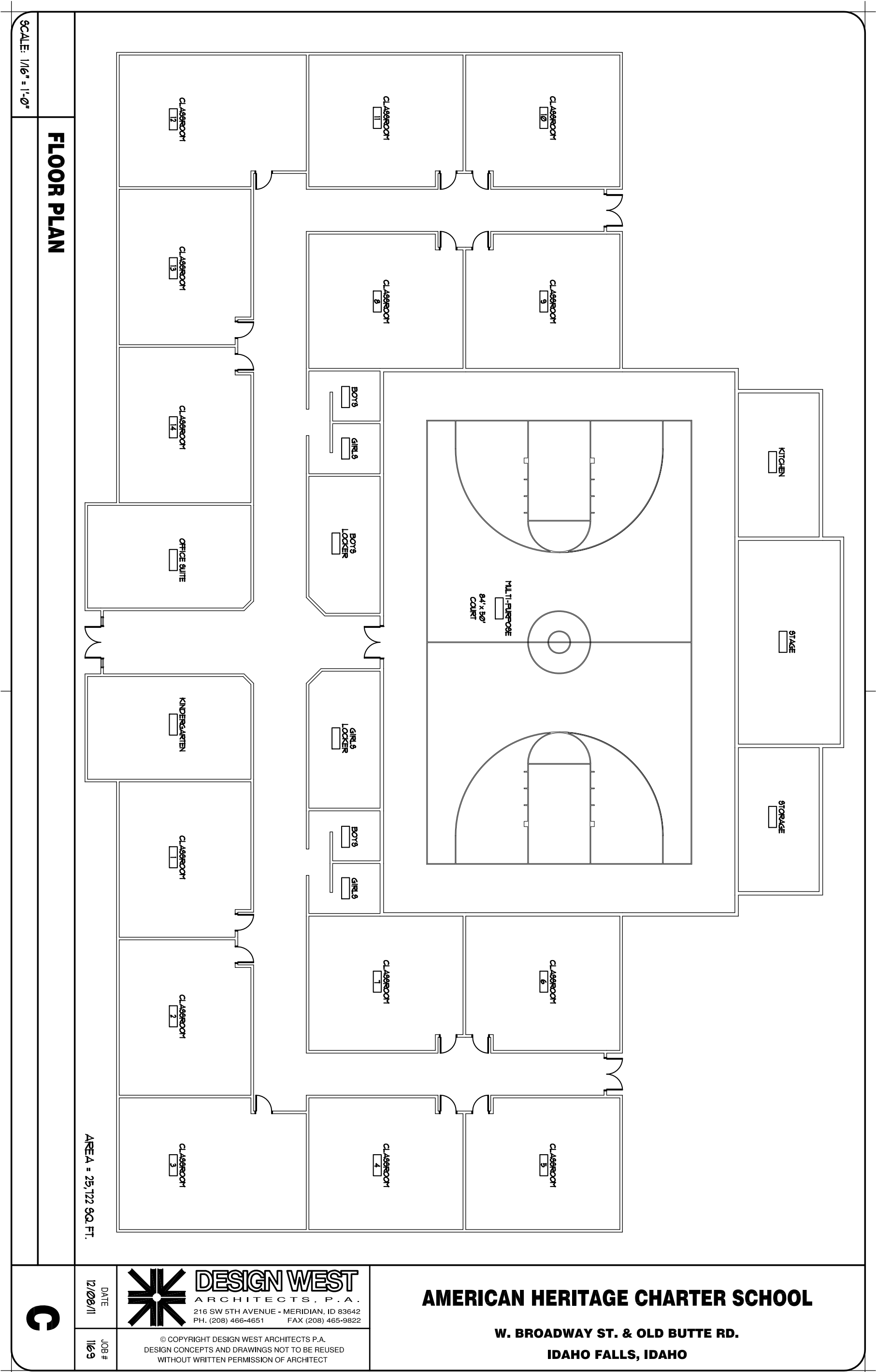
*Michelle Clement Taylor*

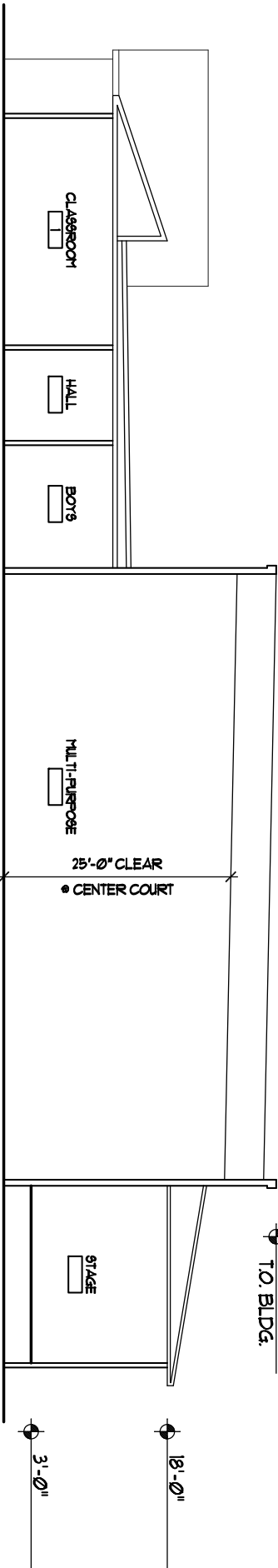
School Choice Coordinator





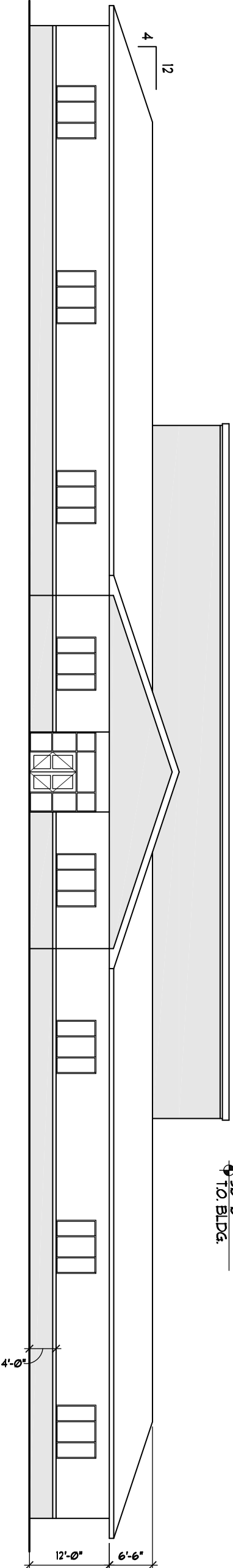
B	DATE 12/08/11	 <b>DESIGN WEST</b> ARCHITECTS, P.A. 216 SW 5TH AVENUE - MERIDIAN, ID 83642 PH. (208) 466-4651 FAX (208) 465-9822	<b>AMERICAN HERITAGE CHARTER SCHOOL</b>  <b>W. BROADWAY ST. &amp; OLD BUTTE RD.</b> <b>IDAHO FALLS, IDAHO</b>
	JOB # 1169		





BUILDING SECTION

SCALE: 1/16" = 1'-0"

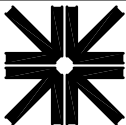


FRONT ELEVATION

SCALE: 1/16" = 1'-0"

D

DATE  
12/08/11  
JOB #  
1169



DESIGN WEST  
ARCHITECTS, P.A.  
216 SW 5TH AVENUE - MERIDIAN, ID 83642  
PH. (208) 466-4651 FAX (208) 465-9822

© COPYRIGHT DESIGN WEST ARCHITECTS P.A.  
DESIGN CONCEPTS AND DRAWINGS NOT TO BE REUSED  
WITHOUT WRITTEN PERMISSION OF ARCHITECT

AMERICAN HERITAGE CHARTER SCHOOL  
W. BROADWAY ST. & OLD BUTTE RD.  
IDAHO FALLS, IDAHO

July 24, 2012



December, 2011

Deby Infanger  
American Heritage Charter School

P.O. Box 838  
Meridian, ID 83680  
208.884.0027 P  
208.884.4626 F

Dear Deby;

Here is a revised conceptual estimate of building costs for the new American Heritage Charter School in Idaho Falls. It is based on the revised drawings from Design West dated 12/8/11.

340 Falls Ave  
Twin Falls, ID 83301  
208.733.4800 P  
208.733.4812 F

www.beniton.com

Task	Value
Sitework, Utilities and Asphalt Paving	\$ 191,066.00
Landscape / Irrigation	\$ 52,584.00
Fencing / Playground Equipment	\$ 36,809.00
Concrete	\$ 157,752.00
Rough Carpentry / Siding	\$ 333,382.00
Casework	\$ 78,876.00
Roofing and Joint Sealants	\$ 137,162.00
Doors and Windows	\$ 51,006.00
Insulation, Drywall, and Acoustical Ceiling	\$ 166,165.00
Painting	\$ 41,015.00
Floor Covering	\$ 57,842.00
Interior Specialties / Furnishings	\$ 47,325.00
Kitchen Equipment	\$ 77,298.00
Stage Equipment	\$ 45,748.00
Athletic Equipment	\$ 23,663.00
Fire Protection	\$ 47,325.00
Plumbing and HVAC	\$ 428,266.00
Electrical	\$ 241,886.00
Architect / Engineering Fees	\$ 195,000.00
Permit and Connection Fee Allowance	\$ 25,000.00
General Conditions / Temporary Facilities	\$ 152,309.00
Builders Overhead and Profit	\$ 189,398.00
Total	\$ 2,776,877.00

This proposal is for the two acre site. If you decide to purchase the other three acre site, the cost to install a sprinkler system and seed for a football field would be approximately \$250,000 - \$300,000.

The cost for additions to the building (depending how far in the future) would run around \$125.00 per square foot of building area.

Give me a call if you have any questions or I may be of further assistance.

Sincerely,

Beniton Construction

Doug Nichols

ID PW #13483-U-2  
ID REG #RCE-834  
ID CM #119  
NV CON #0049968  
NV ENG #0075083  
OR LIC #125087  
UT LIC #4949987-5501-R100



July 24, 2012

**RE-24 VACANT LAND**  
**REAL ESTATE PURCHASE AND SALE AGREEMENT**

JULY 2011 EDITION  
Page 1 of 6

THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.  
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.

ID# 20987 DATE 12/16/11

LISTING AGENCY Keller Williams Realty East Idaho Office Phone# 208.529.8888 Fax# 208.529.8893  
Listing Agent Lee Gagner/Joe Stroh E-Mail strohjl10@gmail.com Phone# 208.360.4343  
SELLING AGENCY Keller Williams Realty East Idaho Office Phone# 208.529.8888 Fax# 208.529.8893  
Selling Agent Laurie Stenbridge E-Mail launie@launie.com Phone# 208.569.2891

1. BUYER: American Heritage Charter School, Inc.  
(Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" COMMONLY KNOWN AS Corner of Panchari and Broadway  
Idaho Falls City Bonneville County, ID, Zip 83402 legally described as:

OR Legal Description Attached as addendum # 1 (Addendum must accompany original offer.)

2. \$ 650,000.00 PURCHASE PRICE: Six hundred fifty thousand DOLLARS,  
payable upon the following TERMS AND CONDITIONS (not including closing costs):

3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.  
(A). \$ 20,000.00 EARNEST MONEY: BUYER hereby deposits Twenty thousand  
DOLLARS as Earnest Money evidenced by: ☐ cash ☒ personal check ☐ cashier's check ☐ note (due date): N/A  
☐ other N/A and a receipt is hereby acknowledged. Earnest Money to be deposited in trust account  
☐ upon receipt ☐ upon acceptance by BUYER and SELLER and shall be held by: ☐ Listing Broker ☒ Selling Broker  
☐ other N/A for the benefit of the parties hereto.  
THE RESPONSIBLE BROKER SHALL BE: Greg Vinnola

(B). ALL CASH OFFER: ☒ NO ☐ YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide SELLER within 10 business days (five [5] if left blank) from the date of acceptance of this agreement by all parties, evidence of sufficient funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial statement or contract(s) for the sale of BUYER'S current residence or other property to be sold.

(C). \$ 150,000.00 NEW LOAN PROCEEDS: This Agreement is contingent upon BUYER obtaining the following financing:  
☐ FIRST LOAN of \$ \_\_\_\_\_ not including mortgage insurance, through ☐ FHA ☐ VA ☐ CONVENTIONAL ☐ IHFA,  
☐ RURAL DEVELOPMENT, ☒ OTHER Owner Carry with interest not to exceed 8 % for a period of 5 year(s) at  
☒ Fixed Rate ☐ Other \_\_\_\_\_. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing, BUYER'S Earnest Money may be returned at BUYER'S request. BUYER shall pay no more than \_\_\_\_\_ point(s) plus origination fee if any. SELLER shall pay no more than \_\_\_\_\_ point(s). Any reduction in points shall first accrue to the benefit of the ☐ BUYER ☐ SELLER ☐ Divided Equally ☐ N/A.  
☐ SECOND LOAN of \$ \_\_\_\_\_ with interest not to exceed \_\_\_\_\_ % for a period of \_\_\_\_\_ year(s) at: ☐ Fixed Rate ☐ Other \_\_\_\_\_. BUYER shall pay no more than \_\_\_\_\_ point(s) plus origination fee if any. SELLER shall pay no more than \_\_\_\_\_ point(s). Any reduction in points shall first accrue to the benefit of the ☐ BUYER ☐ SELLER ☐ Divided Equally ☐ N/A.  
LOAN APPLICATION: BUYER ☐ has applied ☐ shall apply for such loan(s) within N/A business days (five [5] if left blank) of SELLER'S acceptance. Within N/A business days (ten [10] if left blank) of final acceptance of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification, debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and subject only to satisfactory appraisal and final lender underwriting. If such written confirmation is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel this agreement by notifying BUYER(S) in writing of such cancellation within N/A business days (three [3] if left blank) after written confirmation was required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written confirmation of lender approval and shall be deemed to have elected to proceed with the transaction. SELLER'S approval shall not be unreasonably withheld. If an appraisal is required by lender, the PROPERTY must appraise at not less than purchase price or BUYER'S Earnest Money may be returned at BUYER'S request. BUYER may also apply for a loan with different conditions and costs and close transaction provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER. FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract. SELLER agrees to pay fees required by FHA or VA.



(D). \$ \_\_\_\_\_ ADDITIONAL FINANCIAL TERMS:  
☐ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).  
☒ Additional financial terms are contained in a FINANCING ADDENDUM of same date, attached hereto, signed by both parties.

(E). \$ 480,000.00 APPROXIMATE FUNDS DUE AT CLOSING: Cash at closing, not including closing costs, to be paid by BUYER at closing, in GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check. Any net difference between the approximate balances of the loan(s) shown above, which are to be assumed or taken subject to, and the actual balances of said loan(s) at closing of escrow shall be adjusted in ☐ Cash ☐ Other \_\_\_\_\_

BUYER'S Initials ( AS ) Date 1/6/12 SELLER'S Initials ( LS ) Date 12-16-11  
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JULY 2011 EDITION RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT Page 1 of 6

July 24, 2012

 <b>Idaho Association of REALTORS®</b> <i>The Voice for Real Estate™ in Idaho</i>	<b>ADDENDUM #</b> <u>2</u> (All addendums shall be numbered sequentially.)	<b>JULY 2011 EDITION</b> Page 1 of 1
	<b>RE-11 ADDENDUM</b>	
THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, <b>CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT</b> BEFORE SIGNING.		

Date: 1/06/2012

This is an **ADDENDUM** to the ☒ Purchase and Sale Agreement ☐ Other \_\_\_\_\_  
("Addendum" means that the information below is added material for the agreement {such as lists or descriptions} and/or means the form is being used to change, correct or revise the agreement {such as modification, addition or deletion of a term}).

**AGREEMENT DATED:** 01/06/2012 **ID #** 218756

**ADDRESS:** North of Broadway and Pancheri

**BUYER(S):** American Heritage Charter School

**SELLER(S):** Reinhart & Belloff, Charlemont Farms, LLC

The undersigned parties hereby agree as follows:

American Heritage Charter School are noted as a donation to a 501(c)(3), a non profit organization.  
Offer is subject to and contingent upon the final approval from the petitions being heard and approved by the Idaho Falls School District #91 and/or the Idaho Public Charter School Commission and The American Heritage Charter School, INC. Contingencies will include (but are not limited to) the location, financing, construction, property layout of improvements, approved floorplans and structural layout for the charter school. Offer is contingent upon the approval for an allowable charter school on this property in District 91 and any zoning changes or adjustments that may be required to allow this project to commence.  
Inspection timeframe will not begin until all contingencies mentioned above are resolved.  
As this is an intent to offer with an option to buy, Earnest money is to be \$1000.00 (one thousand Dollars) and be refundable. A 60(sixty) day extension is to be given to the buyer, if needed and shall not be unreasonably withheld. Seller is to continue to market the property as active.  
This intent to offer is conditioned on and contingent upon: the completion by the Purchaser, to its satisfaction, of due diligence on the Property, its prospects and potential, including completion of an inspection and environmental assessment, at Purchaser's option; satisfactory completion of legal due diligence, including review and evaluation of the zoning, conditions, covenants and restrictions, and potential liabilities related to the Property and tax matters; receipt of all required approvals, consents and authorizations of local, state and federal regulatory authorities, including approval by the Idaho Falls School District #91 and/or the Idaho Public Charter School Commission, the City of Idaho Falls and/or Bonneville County, approval and ratification of the Board of Directors of the American Heritage Charter School, Inc., Purchaser obtaining non-profit status under Internal Revenue Code 501(c)(3) Purchaser obtaining adequate financing to complete the purchase of the Property and the design and construction of an approved public school building, approval of the layout, floor plans, and architectural/engineering designs by the Board of Directors of the American Heritage Charter School, Inc. and all regulator), agencies, approval of any zoning changes or variances required to permit the Property to be used for a public charter school, receipt of all required consents of third parties, the occurrence of no material adverse change in the prospects of the Property, and the completion of satisfactory legal documentation including adequate indemnifications and representations.

To the extent the terms of this ADDENDUM modify or conflict with any provisions of the Purchase and Sale Agreement including all prior Addendums or Counter Offers, these terms shall control. **All other terms of the Purchase and Sale Agreement including all prior Addendums or Counter Offers not modified by this ADDENDUM shall remain the same.** Upon its execution by both parties, this agreement is made an integral part of the aforementioned Agreement.

**BUYER:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**BUYER:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SELLER:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SELLER:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**JULY 2011 EDITION**

**RE-11 ADDENDUM**

**Page 1 of 1**

Company: <u>Keller Williams Realty East Idaho</u>	S/N: <u>PCF5-60575</u>
Provided by: <u>Launie Stembridge</u>	Printed using Software from Professional Computer Forms Co. v. 7/11

**July 24, 2012**

Hi there, please see the attached floor plan and dimensions. Also included is a link to the State Historic Preservation that will give you some info on the rehab of the facility.

In short the program has grants available for Non-Profit and City, it has a Federal Investment Property tax credit available of 20% ( this would be a direct savings so if you owed 100,000 in taxes and you received a 20% discount of 20,000 , then you only pay 80,0000). There is an application to approve the improvements being applied with detail instructions. There is a formula in order to get these funds and it simply states that the rehab of the facility has to be equal to or Greater then the COST basis of the building.

I am sending you some links to review for more information.

First, to the National Park Service regarding the federal tax incentives program:

<http://www.cr.nps.gov/hps/tps/tax/index.htm>

Second, to the Idaho Heritage Trust:

<http://www.idahoheritage.org/>

Please let me know how I can further help you.

Shane

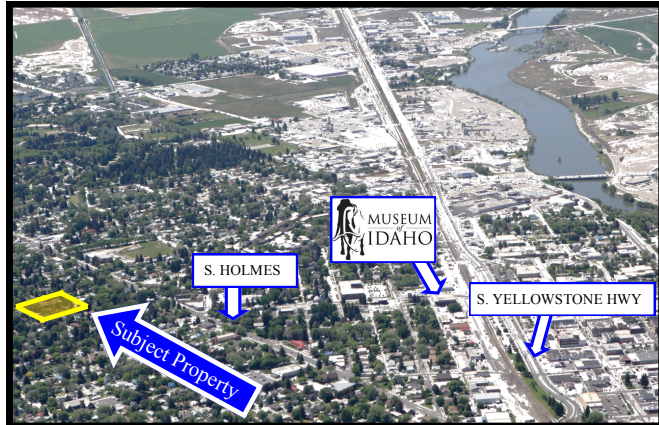
# Historical Church

187 E. 13th Street  
Idaho Falls · Idaho 83404



## Property Highlights:

- Asking Price \$600,000
- 18,652 SF
- Includes: large chapel, two gyms, four offices, 11 classrooms, a stage, a kitchen, and 50 parking lot spaces in addition to the street parking
- Central Idaho Falls location
- Located between Holmes Avenue and South Boulevard
- Listed in the National Register of Historic Places



## Contact Information

**Shane Murphy**

Office: (208) 542-7979

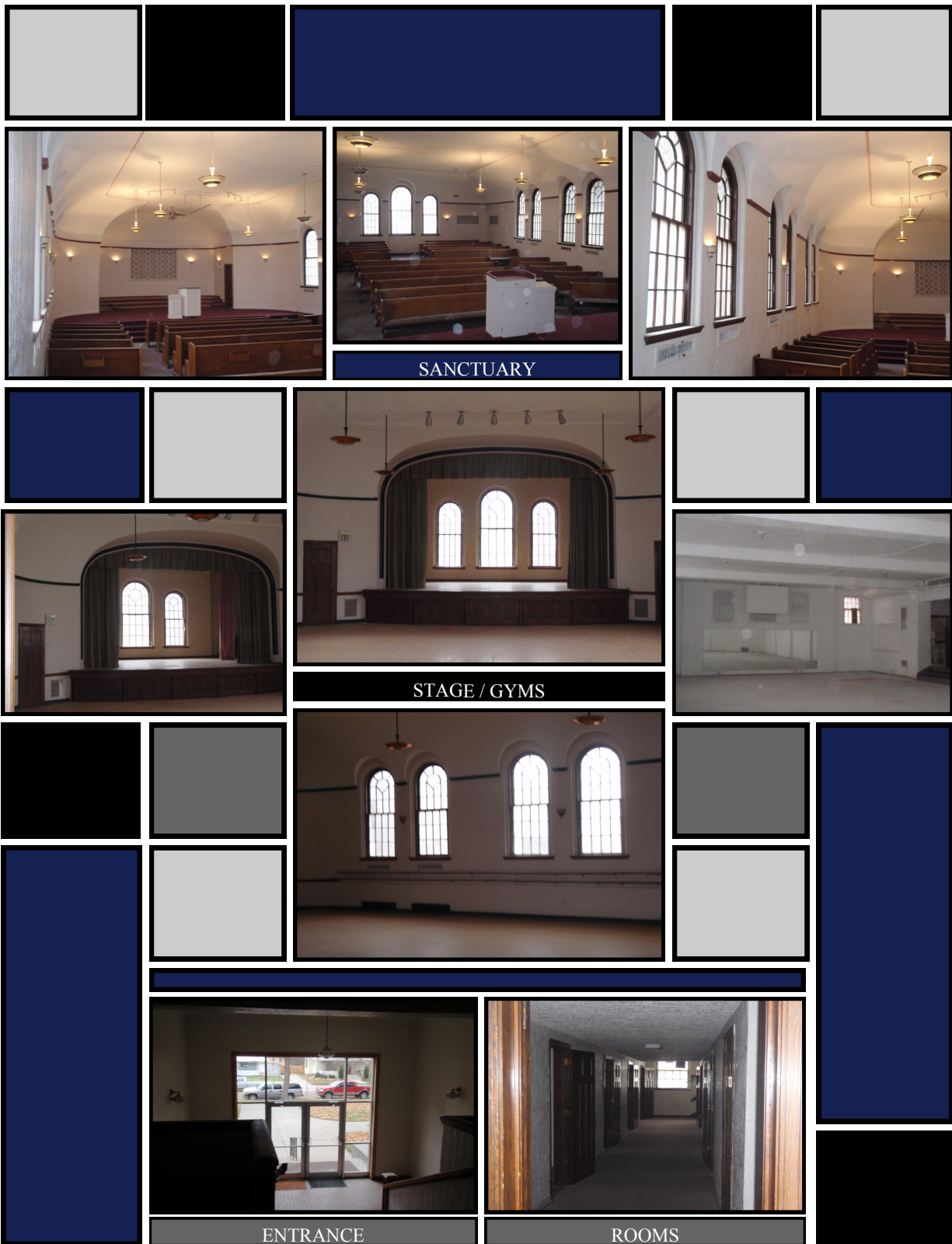
Cell: (208) 521-4564

Fax: (208) 552-8255

Email: [shane@ventureoneproperties.com](mailto:shane@ventureoneproperties.com)

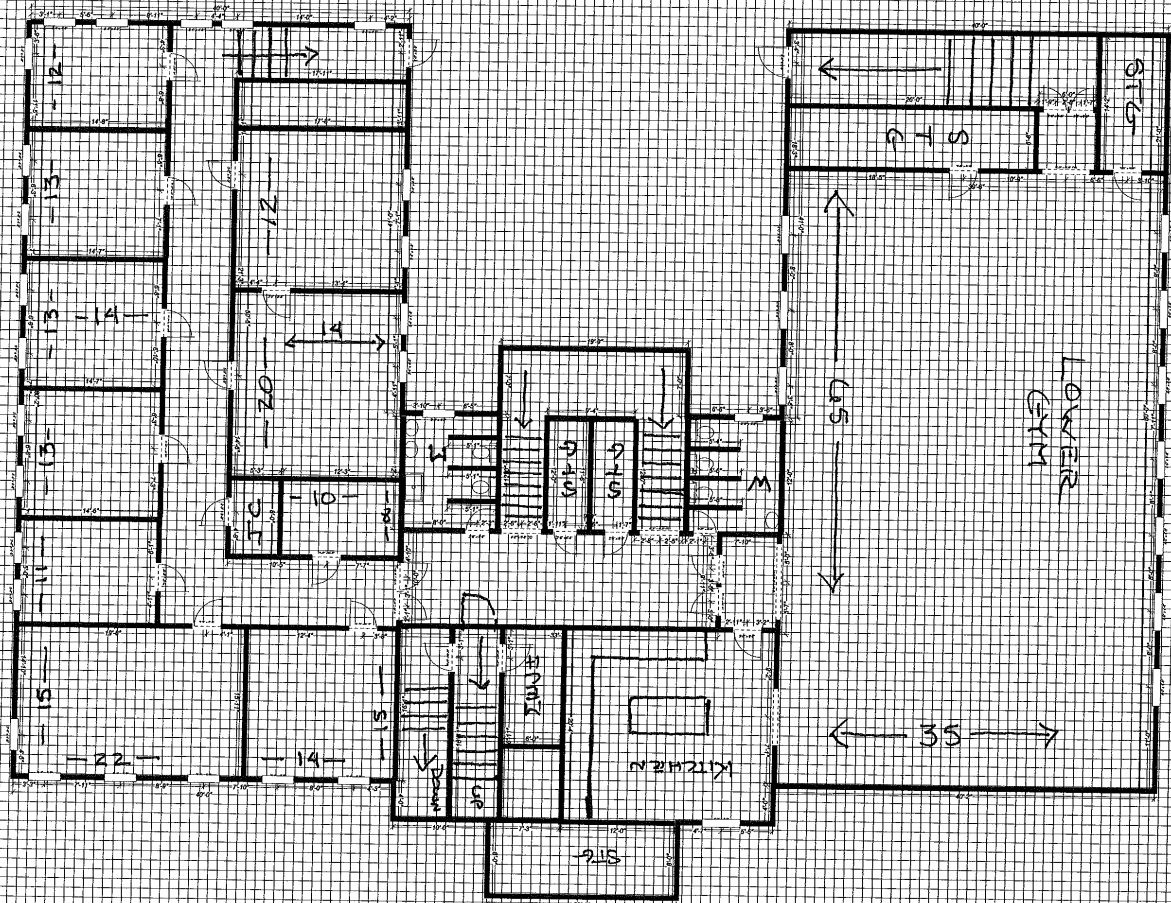


July 24, 2012



July 24, 2012

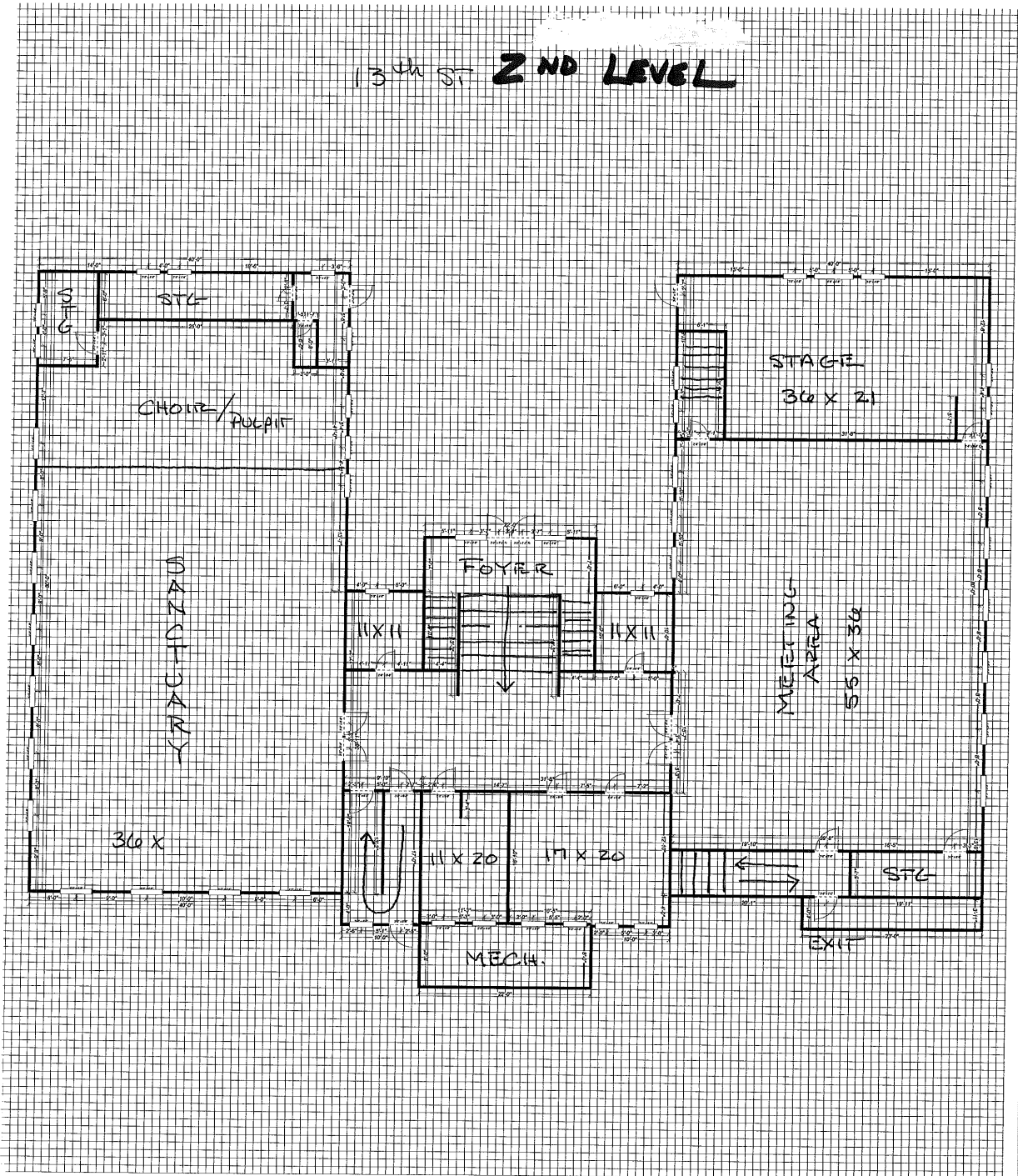
# MAIN Floor



ALL MEASUREMENTS  
MORE OR LESS

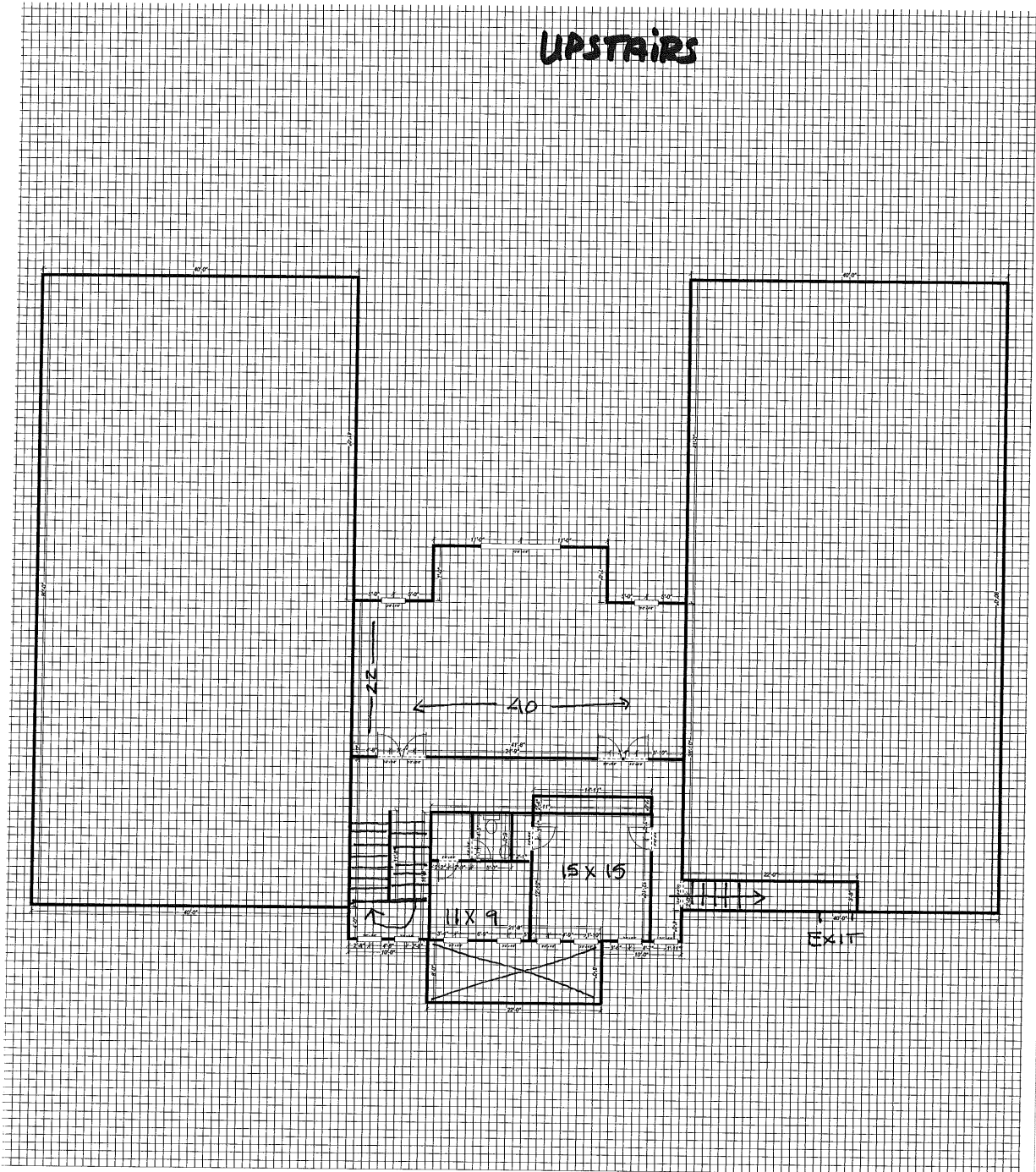
LOWER LEVEL  
187 E 15th ST BLDG

July 24, 2012



ALL MEASUREMENTS  
MORE OR LESS

187 E. 13 ST BUILDING



ALL MEASUREMENTS  
MORE OR LESS

187 E 13<sup>th</sup> ST BLDG



**July 24, 2012**

Option 2: Renovation of Church

----- Forwarded message -----

From: Reggie Fuller <RFuller@idahofallsidaho.gov>

Date: Fri, Dec 9, 2011 at 11:10 AM

Subject: 187 E. 13th Street

To: "launie@launie.com" <launie@launie.com>

Cc: Ken Anderson <KAnderson@idahofallsidaho.gov>, Brad Cramer  
<BCramer@idahofallsidaho.gov>

Launie,

As promised, I met with the fire marshal this morning to discuss how the occupancy change for the former LDS church located at 187 E. 13th street into a charter school is to be addressed.

Section 3408.1 of the 2009 International Building Code (IBC) specifies that: "No change shall be made in the use or occupancy of any building unless the building is made to comply with the requirements of the new use". The one caveat is that subject to the approval of the building official, the use or occupancy of existing buildings are allowed to be changed without conforming to all the requirements of the current code, provided the new use is less hazardous based on life and fire risk, than the existing use. The 2009 IBC is the code currently enforced.

Where churches are designated assembly (Group A3) and the proposed charter school is designated educational (Group E), the question is which occupancy category is considered the more hazardous. Typically, Group E occupancies would be considered less restrictive than Group A for several reasons. Most of the code requirements are more restrictive for Group A, the Group E occupants are generally more familiar with the building and fire drills are routinely performed in schools. Based on these conditions the Group A occupancy would be considered more restrictive than the Group E.

Although Section 903.2.3 of the 2009 IBC requires a fire suppression system for all Group E occupancies in excess of 12,000 square feet and where the size of the existing building proposed for the charter school is approximately 19,000 square feet, a suppression system would be required under the 2009 IBC. However, where the existing use of the building is considered more hazardous than the proposed use as specified for the reasons listed above and where the sprinkler system value is from a

**July 24, 2012**

Option 2: Renovation of Church

building loss and fire service perspective not affording any real occupant protection, application of the caveat at Section 3408.1 appears to be appropriate.

This will still require compliance with the provisions for Group E occupancies as mandated by the current building and fire codes. The primary fire and life safety requirements shall include, but are not limited to:

1. A fire alarm and detection system with notification devices for the entire building.
2. Out swinging exit doors equipped with panic hardware.
3. Exits and emergency lighting located throughout the exit access ways within the building.
4. Accessible access into and throughout the building to the extent that it is technically feasible.
5. Elimination of all obstructions and any other issues that would limit or slow egress to required exits.

As discussed in our telephone conversation yesterday, a full set of plans (construction documents) must be submitted by a licensed architect which addresses all building and fire code requirements for the building's conversion into the new use. I have also included with this correspondence an attachment of the building departments plans submission requirements for building renovations as well as a list of local architects you may contact. Requirements for parking, property access and parameters for acceptable uses within the zone the building is located should be directed to the planning and zoning department at 612-8276.

I hope that this information is of assistance to you and that if there any further questions, please feel free to contact me.

Reginald Fuller, C.B.O.

Building Official

City of Idaho Falls

(208) 612-8271

**July 24, 2012**

Option 2: Renovation of Church

2 attachments

Arch-Eng'rs.docx  
17K

COMMERCIAL TENANT REM. PLANS REQ'MTS..doc  
118K



**DIVISION OF PLANNING & BUILDING**

Commercial Tenant Remodel Submission Requirements.

Two (2) complete sets of the following plans shall be submitted:

1. Floor plans indicating the space layout and location of the space within the building label use of each room or area & square footage. (Must show access to the building's exits.)
2. Elevations of store front if not part of original building shell.
3. Wall sections showing soffit and fascia dimensions.
4. Door and hardware schedule for remodeled area.
5. Furniture plan may be required. ( free-standing stock shelves, fixed shelving and display racks should be shown)
6. Flame spread test data for all wall coverings 1/28" or thicker.
7. Show heights of all movable partitions.
8. New fire shaft sections, when applicable.
9. Label all fire-rated walls and corridors w/construction details when applicable.
10. Fire protection details for structural frame components, when applicable.
11. Occupancy separation wall details, when applicable.
12. Plumbing and Mechanical Drawings when applicable.
13. Electrical Drawings: lighting plans, lighting fixture schedule if new, ComCheck.
14. A valid City of Idaho Falls Contractor's License. (Class B)
15. Minimum of 18"x 24" paper size for all drawings, 1/4" scale.
16. Architect stamps are required for all commercial projects.
17. Tenant spaces in shopping malls indicate space number.

Alderson/Karst/Mitro Architects 363 'A' Street Idaho Falls, Idaho 83402 P:522-4030, F:522-3020 Email: <a href="mailto:office@akm-arch.net">office@akm-arch.net</a>	G & S Engineers 600 John Adams Pkwy. Idaho Falls, Idaho 83401 P:523-6918, F: 523-6922 Email: <a href="mailto:gs@gsengineers.net">gs@gsengineers.net</a>	MTI 1230 N. Skyline Dr. Suite 'C' Idaho Falls, Idaho 83402 P:529-8242, F: 529-6911 Email: <a href="mailto:eimti@mti-id.com">eimti@mti-id.com</a> Email: <a href="mailto:kunkej@mti-id.com">kunkej@mti-id.com</a>
Keith Kennedy Architects 381 Shoup Ave. Idaho Falls, Idaho 83402 P:522-4151, F: 522-4151 Email: <a href="mailto:ktkarch2@yahoo.com">ktkarch2@yahoo.com</a>	Teton Engineers 136 S. State Street Shelley, Idaho 83274 P:357-2420, F:357-2419 Email: <a href="mailto:tetoneng@ida.net">tetoneng@ida.net</a>	CRSA Architects, Attn: Kevin 151 N. Ridge Ave. Suite 113 Idaho Falls, Idaho 83402 P: 524-4621, F: Email: <a href="mailto:kevin@crsa-us.com">kevin@crsa-us.com</a>
NBW Architects 990 John Adams Parkway Idaho Falls, Idaho 83401 P: 522-8779, F: 522-8785 Email: <a href="mailto:rah@nbwarchitects.com">rah@nbwarchitects.com</a>	Design Intelligence 1037 Erikson Drive Rexburg, Idaho 83440 P: 359-1461, F: Email: <a href="mailto:designintel60@msn.com">designintel60@msn.com</a>	Wallace-Hudson Associates 836 E. Center Street Pocatello, Idaho 83201 P:232-2255, F: 232-3668 Email: <a href="mailto:swallace@poky.srv.net">swallace@poky.srv.net</a>
Sundberg Associates 111 E. 16 <sup>th</sup> Street Idaho Falls, Idaho 83404 P: 522-6901, F: 522-6928 Email: <a href="mailto:bonniego@ida.net">bonniego@ida.net</a>	Eagle Engineering 1285 Bear Ave. Idaho Falls, Idaho 83402 P: 535-2241, F: 535-2242 Email: <a href="mailto:pnforbord@cableone.net">pnforbord@cableone.net</a>	ES2 Engineers 4943 N. 29 <sup>th</sup> East, Suite 'A' Idaho Falls, Idaho 83401 P: 552-9874, F: 552-9302 Email: <a href="mailto:contactus@es2eng.com">contactus@es2eng.com</a>
Ross Johnson, Architect 601 John Adams Court, Apt # 2 Idaho Falls, Idaho 83401 P:881-3365, P:522-7498 Email: <a href="mailto:ace_architect@ida.net">ace_architect@ida.net</a>	CRSA Architects, Attn: Robert 151 N. Ridge Ave. Suite 113 Idaho Falls, Idaho 83402 P: 524-4621, F: Email: <a href="mailto:robertf@crsa-us.com">robertf@crsa-us.com</a>	Prestwich Architect 2555 St. Clair Ave. Idaho Falls, Idaho 83404 P:522-0559 Email: <a href="mailto:kwparch@if.rmci.net">kwparch@if.rmci.net</a>
JRW Associates 1152 Bond Ave. Rexburg, Idaho 83440 P: , F:359-2271 Email: <a href="mailto:jrwinfo@jrwarchitects.com">jrwinfo@jrwarchitects.com</a>	Studio I Richard Dodge, R.A. 680 Meppen Drive Idaho Falls, Idaho 83401 P:339-5375, F: Email: <a href="mailto:rdd@studioi.org">rdd@studioi.org</a>	Jensen Hayes Shropshire Architects 280 S. Arthur, 2 <sup>nd</sup> Level Pocatello, Idaho 83204 P: 232-1223, F: 232-1226 Email: <a href="mailto:heather@jhsarchitects.com">heather@jhsarchitects.com</a>
Advantage Architecture Jay Rice, R. A. P.O. Box 1604 Idaho Falls, Idaho 83403 P: 552-2851, F:n/s, Cell 317-7423 Email: <a href="mailto:jay@advantage-arch.com">jay@advantage-arch.com</a>	Myers/Anderson Architects 101 N. Main Pocatello, Idaho 83204 P: 232-3741, F:232-3782 Email: <a href="mailto:maa@myers-anderson.com">maa@myers-anderson.com</a>	Marla Morgan, Architect 722 Brandon Drive Idaho Falls, Idaho 83402 P: 552-4698 Email: <a href="mailto:morganmrm@cableone.net">morganmrm@cableone.net</a>

July 24, 2012

### Basic Membership Benefits

- *histor-e*, our bi-monthly electronic newsletter with up to the minute ISHS news
- The *Mountain Light* newsletter full of informative articles and upcoming events
- Free admission to the Historical Museum and the Old Penitentiary
- Recognition in our Annual Report
- Invitations to special events including the Esto Perpetua awards and annual membership meeting
- Free access to our online scholarly journal *Idaho Yesterdays* at [www.idahoyesterdays.com](http://www.idahoyesterdays.com)

Students and Seniors (55 and above) qualify for a \$5 discount on any membership

Questions? Call our Fund Development and Membership Office at 208-514-2310 or email at [cara.walker@ishs.idaho.gov](mailto:cara.walker@ishs.idaho.gov)



### Membership Categories

#### Basic Membership

- ☐ \$40 Individual
- ☐ \$60 Family
- ☐ \$25 Professional Affiliate (Societies and Schools)
- ☐ Add \$10 - Upgrade any Basic Membership to include a subscription to the *Idaho Landscapes Journal*
- ☐ \$5 Discount for Students and Seniors (55 and over), maximum \$5 off

#### Premier Membership

- ☐ \$100 Sponsor
- ☐ \$250 Sustainer
- ☐ \$500 History Lover

#### Corporate Membership

- ☐ \$1000 and above

#### Idaho Landscapes

- ☐ \$25 *Idaho Landscapes* subscription only (no discounts)

#### Total:

\_\_\_\_\_ \$ Membership Total  
- \_\_\_\_\_ \$ Less Discount  
\_\_\_\_\_ \$ Upgrade  
\_\_\_\_\_ \$ TOTAL ENCLOSED

### Become a Member!

Name \_\_\_\_\_  
Spouse/Partner \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
State, Zip \_\_\_\_\_

Email \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Work Phone \_\_\_\_\_

#### **This is a Gift Membership**

Recipient \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
State, Zip \_\_\_\_\_

Email \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Work Phone \_\_\_\_\_

#### **Payment Information**

- ☐ New
- ☐ Renewal
- ☐ Gift

\_\_\_\_\_ Check Enclosed \_\_\_\_\_ Visa \_\_\_\_\_ MC  
Card # \_\_\_\_\_  
Expiration Date \_\_\_\_\_  
Signature \_\_\_\_\_

**Mail Application to:**  
**Idaho State Historical Society**  
**2205 Old Penitentiary Road**  
**Boise, ID 83712**

National Park Service  
U.S. Department of the Interior



Technical Preservation Services

National Park Service  
U.S. Department of the Interior



- [About](#)
- [The Standards](#)
- [Tax Incentives](#)
- [How To Preserve](#)
- [Sustainability](#)
- [Historic Surplus Property](#)
- [Education & Training](#)

### Hot Topics

[Certification Application Fees](#)[Cumulative Effect](#)[Planning Successful Rehabs](#)[Printed Publications](#)[Preservation Briefs](#)[Rehabilitation Standards](#)[Site Map](#)[Sustainability Guidelines](#)[Sustainability Resources](#)[Weatherization](#)[Home](#) > [Tax Incentives Available](#)

## Tax Incentives for Preserving Historic Properties

The Federal Historic Preservation Tax Incentives program encourages private sector investment in the rehabilitation and re-use of historic buildings. It creates jobs and is one of the nation's most successful and cost-effective community revitalization programs. It has leveraged over \$58 billion in private investment to preserve 37,000 historic properties since 1976. The National Park Service and the [Internal Revenue Service](#) administer the program in partnership with [State Historic Preservation Offices](#).

[2010 Annual Report](#)

[2010 Statistical Report](#)

## Director Jarvis Discusses the Tax Incentives



National Park Service Director Jonathan Jarvis visited the Atlas Theater in Washington, DC, to highlight how the tax incentives revitalize historic buildings and spark economic opportunity in communities.

[Transcript](#)

## 20% Tax Credit

A 20% income tax credit is available for the rehabilitation of historic, income-producing buildings that are determined by the Secretary of the Interior, through the National Park Service, to be "certified historic structures." The State Historic Preservation Offices and the National Park Service review the rehabilitation work to ensure that it complies with the [Secretary's Standards for Rehabilitation](#). The Internal Revenue Service defines qualified rehabilitation expenses on which the credit may be taken. Owner-occupied residential properties do not qualify for the federal rehabilitation tax credit. Learn more about this credit [before you apply](#).

Each year, Technical Preservation Services approves approximately 1000 projects, leveraging nearly \$4 billion annually in private investment in the rehabilitation of historic buildings across the country.

## 10% Tax Credit

The 10% tax credit is available for the rehabilitation of non-historic buildings placed in service before 1936. The building must be rehabilitated for non-residential use. In order to qualify for the tax credit, the rehabilitation must meet three criteria: at least 50% of the existing external walls must remain in place as external walls, at least 75% of the existing external walls must remain in place as either external or internal walls, and at least 75% of the internal structural framework must remain in place. There is no formal review process for rehabilitations of non-historic buildings. Learn more about this credit in [Historic Preservation Tax Incentives](#).

## Tax Benefits for Historic Preservation Easements

A historic preservation easement is a voluntary legal agreement, typically in the form of a deed, that permanently protects an historic property. Through the easement, a property owner places restrictions on the development of or changes to the historic property, then transfers these restrictions to a preservation or conservation organization. A historic property owner who donates an easement may be eligible for tax benefits, such as a Federal income tax deduction. Easement rules are complex, so property owners interested in the potential tax benefits of an easement donation should consult with their accountant or tax attorney. Learn more about easements in [Easements to Protect Historic Properties: A Useful Historic Preservation Tool with Potential Tax Benefits](#).



July 24, 2012

## THE FRANK L. VANDERSLOOT FOUNDATION, INC.

Frank L. VanderSloot, President  
Michael D. Batt, Treasurer

Directors: Frank L. VanderSloot, Belinda VanderSloot, Antonio Lima, Christopher Schofield, and Michael D. Batt

2880 N. 55th West  
Idaho Falls, Idaho 83402  
ph: 208-528-6635  
Fax: 208-528-6636

December 29, 2011

Idaho Public Charter School Commission  
State Department of Education  
P.O. Box 83720  
Boise, Idaho 83720-0027

### RE: American Heritage Academy – Charter School Petition

Dear Commissioners:

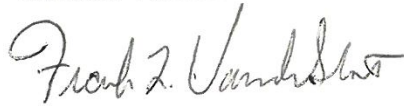
We write to support the petition of the American Heritage Academy as a new public charter school in Idaho Falls School District 91.

As incorporators of this putative school as an Idaho non-profit corporation, Belinda and I are personally committed to the schools' success. We have also committed to help the school financially. In addition, we anticipate financial support from Melaleuca and the Melaleuca Foundation. We intend to help the school secure financing and raise additional charitable contributions to supplement public funding for start-up costs and operations.

Please accept this letter as our commitment to ensure that the school has sufficient finances to secure high quality facilities in which to implement its charter and pursue its educational mission, whether at one of the potential location and facilities options noted in its charter petition, or at another acceptable location.

Sincerely,

Frank L. VanderSloot



Belinda VanderSloot



---

THE FRANK L. VANDERSLOOT FOUNDATION, INC.  
2880 N 55<sup>th</sup> West, Idaho Falls, Idaho 83402 Phone: 208-528-6635 Fax: 208-528-6636

July 24, 2012



# American Heritage Charter School

*A Proposed Idaho Public Charter School - Anticipated Opening in September 2013*

April 3, 2012

Board of Trustees  
Idaho Falls School District #91  
690 John Adams Parkway  
Idaho Falls, ID 83401

**RE: Remodel of New Sweden School**

Dear Trustees:

It is the intention of the board of the American Heritage Charter School to use the New Sweden School as the facility for our new charter school. The letter of support from the Frank L. VanderSloot Foundation outlines the cooperative arrangement we have for facilities funding. There is a copy of said letter in the charter appendices.

We anticipate a June 2013 completion of the remodel, allowing us time to prepare for the fall 2013 opening of the school.

The New Sweden School has enough space for the K-8 school. The expansion in 2014 to grades 9-12 would require the addition of modulars or building of additional classrooms at the site. The 5+ acre site has adequate space to accommodate either option.

Please let me know if you desire further updates as the remodel progresses.

We look forward to working with you.

Sincerely,

Debra A. Infanger, President  
American Heritage Charter School, Inc.

*"The advancement and diffusion of knowledge is the only guardian of true liberty" James Madison*

July 24, 2012



## VANDERSLOOT FARMS, INC.

DAVID J. DANCE  
ASSISTANT GENERAL COUNSEL  
dd@rbhi.us

2880 N. 55TH WEST  
IDAHO FALLS, IDAHO 83402  
PH: 208-528-6635  
FAX: 208-528-6636

March 12, 2012

Board of Trustees  
Idaho Falls School District 91  
690 John Adams Parkway  
Idaho Falls, Idaho 83402

**RE: Facilities for American Heritage Charter School**

Ladies and Gentlemen:

VanderSloot Farms, Inc., doing business as Riverbend Ranch ("Bidder"), has purchased the New Sweden School property, consisting of 5.4 acres of real property and improvements previously owned by School District # 91. This letter reflects our commitment to rehabilitate, remodel, and restore the building for use as a school, and to make the property available to the American Heritage Charter School (the "School") at no cost to the School. VanderSloot Farms will either donate the property, or donate the use of the property to the School. Once VanderSloot Farms has completed its restoration, and when the School occupies the property, the School will be responsible for ongoing, ordinary operation and maintenance expenses.

Although we are in the very early stages of developing restoration plans for the property, we will work with State and local building departments to ensure that the building and property meet required and applicable federal, state and local standards for public schools. Our goal is to restore the historic character of the New Sweden building, create a clean, safe, and inspiring place for students, teachers, and staff, and ensure that the restored facility provides an exceptional learning environment for children.

Sincerely,

David J. Dance  
Attorney for VanderSloot Farms, Inc.

---

PO Box 50580 Idaho Falls, Idaho 83402 Phone: 208-528-6635 Fax: 208-528-6636

July 24, 2012



ARCHITECTURE • PLANNING • INTERIORS

151 N RIDGE AVE STE 113 • IDAHO FALLS, ID 83402 • 208.524.4621 • [www.crsa-us.com](http://www.crsa-us.com)

Mr. Trent Vandersloot  
Vandersloot Farms  
400 W. Sunnyside Rd.  
Idaho Falls, ID 83402

Thursday July 5, 2012

**Re: New Sweden School Restoration and Remodel Zoning and Schedule**

Dear Trent,

We have had discussions with Bonneville County and the property is zoned Agricultural 1 (A1) which allows schools, and we have requested that in writing from the County that we will forward to you when it is received. We also had a discussion with the City of Idaho Falls, and Reggie Fuller stated that if the property were ever annexed into the City, it would retain its existing Education use as well.

Regarding the schedule for the above referenced project, we anticipate a 3-6 month design schedule for Phase 1 which includes Restoration and Remodel of the current building and site. We also anticipate a 6 month construction schedule ending no later than July 1<sup>st</sup>, 2013. For Phase II of the project which is mostly a high school expansion, we believe construction can be reasonably completed no later than July 1<sup>st</sup>, 2014.

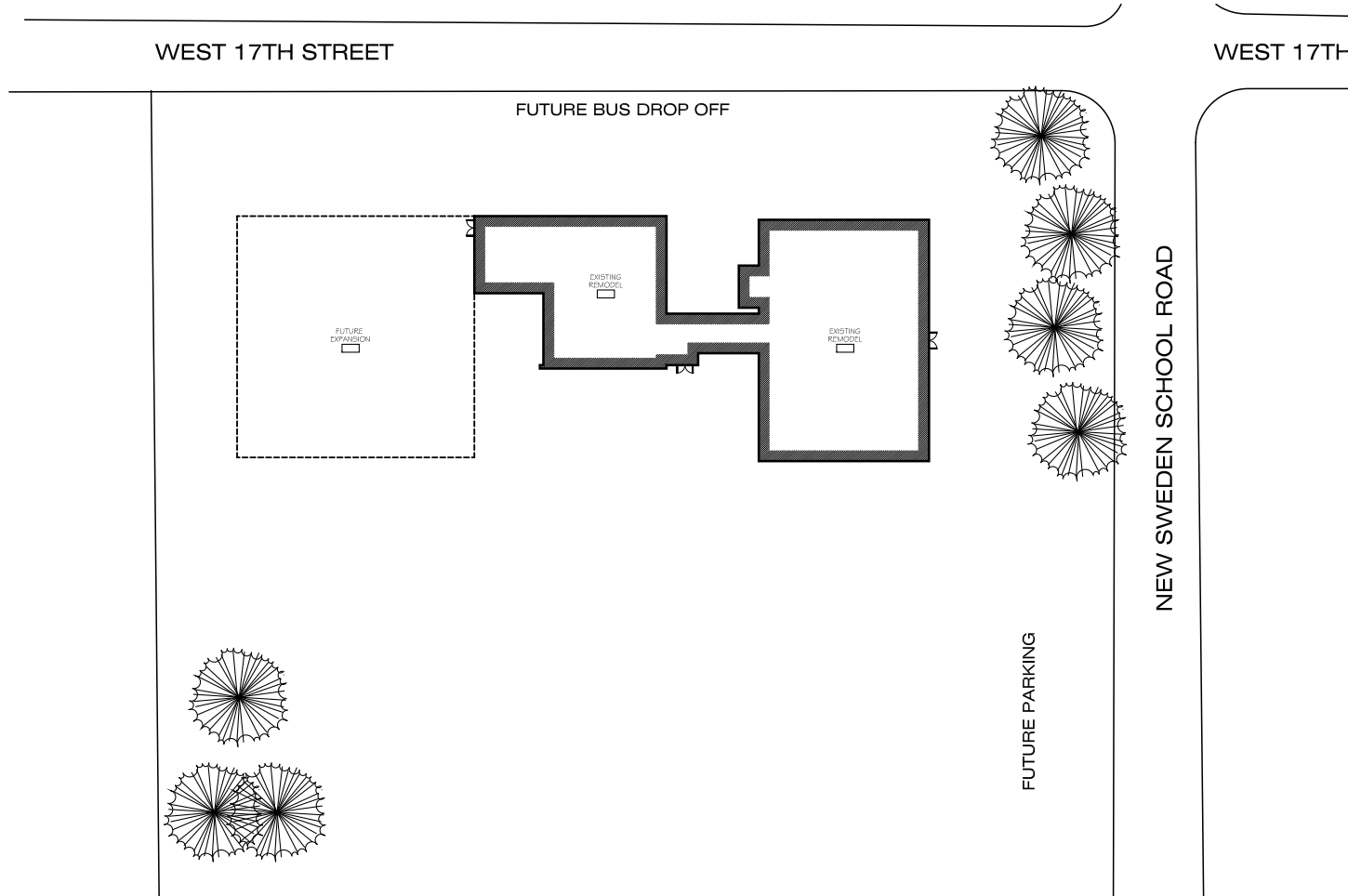
Respectfully,

A handwritten signature in blue ink, appearing to read "K. DeKold", is written over a horizontal line.

Kevin DeKold, AIA  
CRSA, Idaho Falls Director – Senior Principal

C: Deby Infanger

# New Sweden Charter School



Description:  
Preliminary site plan layout.

Site Plan

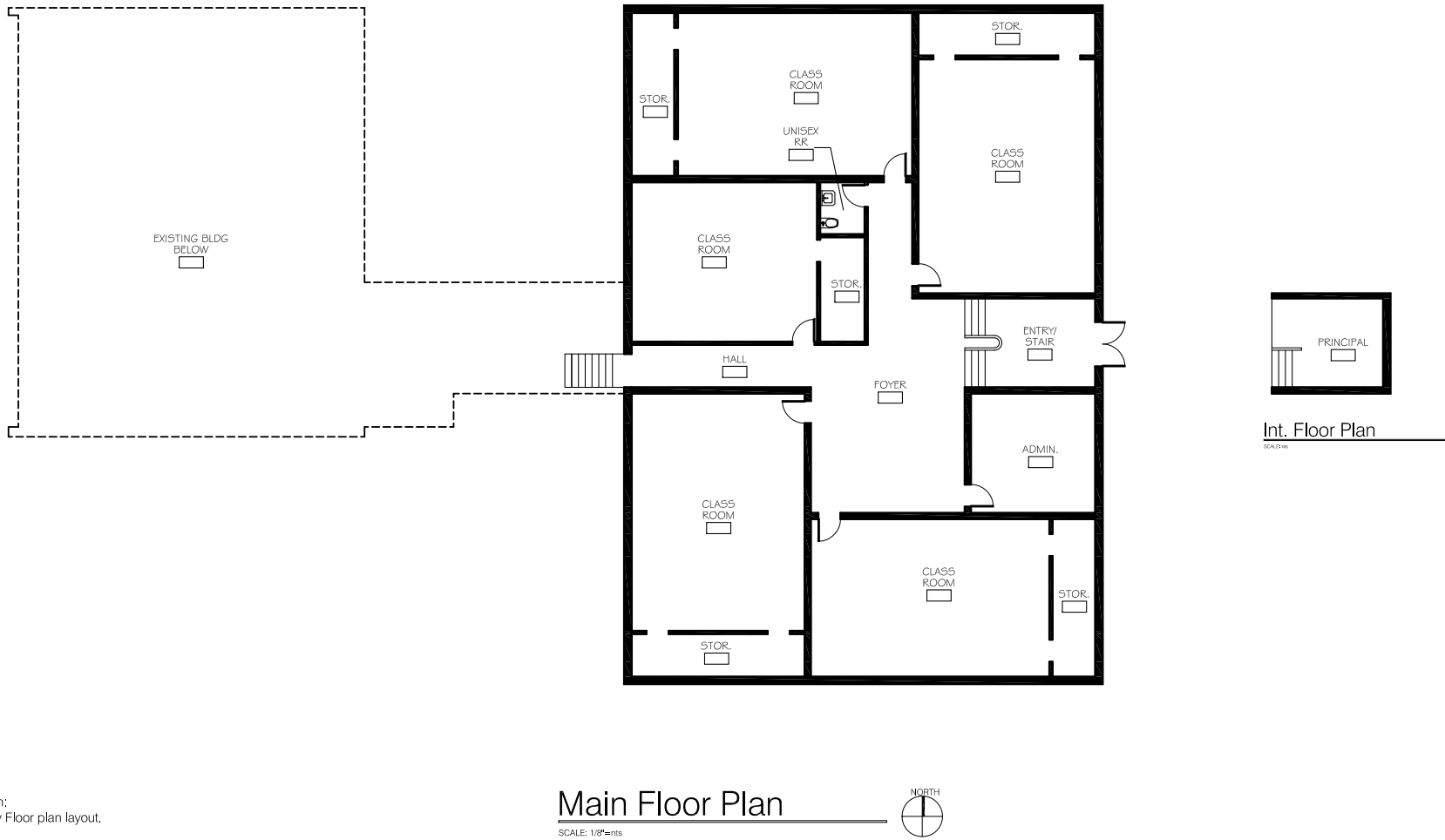
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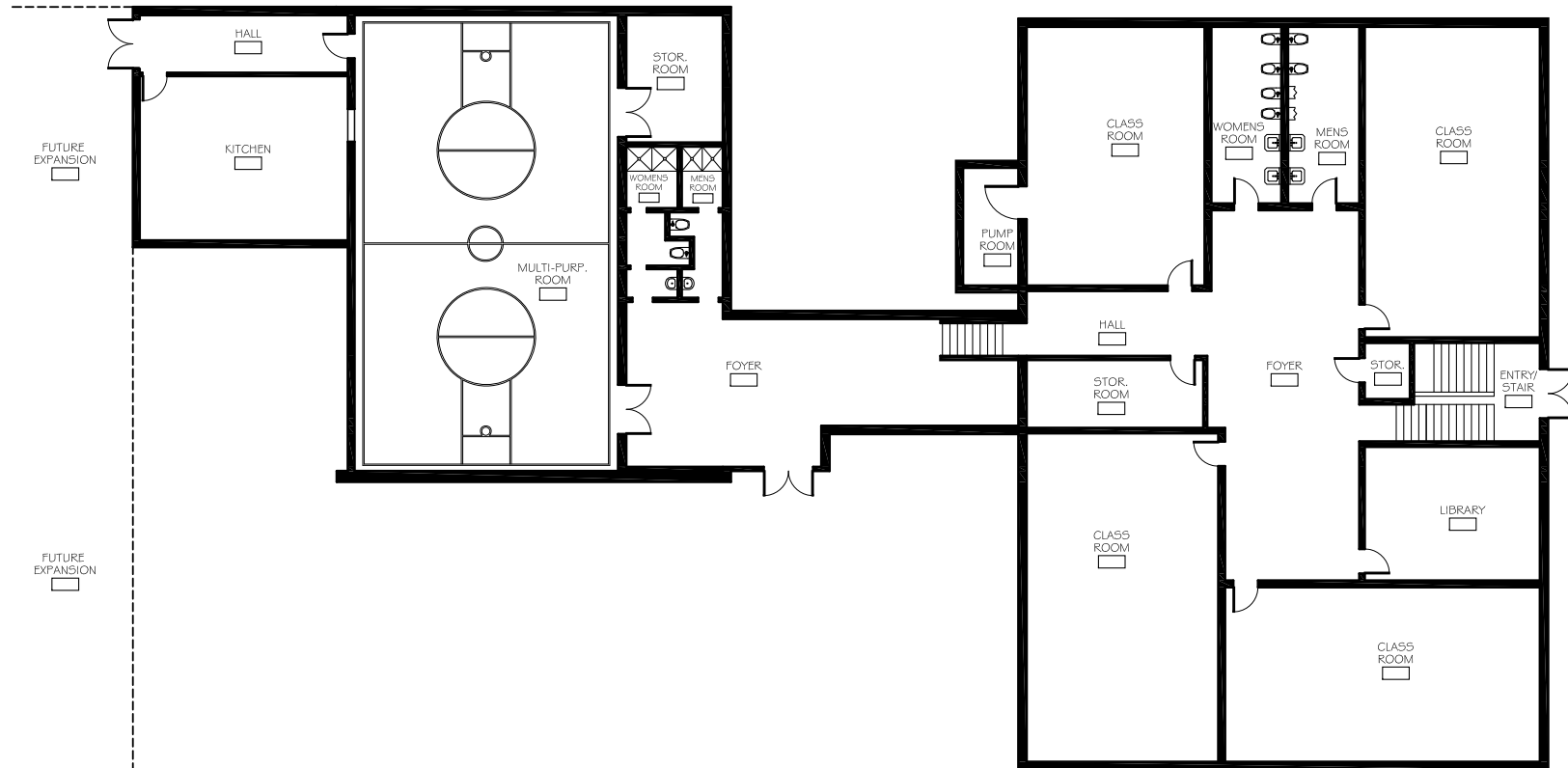
CRSA

Printed 7/5/12

# New Sweden Charter School



# New Sweden Charter School



Description:  
Preliminary Floor plan layout.

## Basement Floor Plan

SCALE: nts



CRSA

Printed 7/5/12

**July 24, 2012**

Appendix J: Letter in Support of Rigor of Program

February 10, 2011

To Whom It May Concern:

I am the current first grade teacher at North Valley Academy Charter School. I have taught first grade for thirty eight years in the public school system. This is my first year teaching in a charter school.

In my opinion, North Valley Academy has gone above and beyond to create patriotic and educated leaders.

I am amazed that the student body knows so much about patriotism, colonial heroes and incidents, and the words to patriotic songs that I have not heard in many, many years.

There is a controlled, but friendly, disciplinary environment with an academic focus in which the students are actively engaged in meaningful tasks that are positive and productive. The children are engaged and seem to genuinely like school. The Core Knowledge curriculum systematically develops cultural literacy. The students are exposed to a broad range of historical and scientific topics that they find so interesting. Great Expectations activities create excitement that boosts children's self-esteem and develops a sense of belonging.

It is very different than I was used to at the public school where the emphasis since Reading First has been just on Language Arts with Math and fit the rest in if you could integrate it. When I moved into my room at the charter school, I hauled most of the materials in my room down to the third grade. I didn't think the materials were for first grade because I sure hadn't ever taught those topics before....Mesopotamia, Ancient Egypt, mummies, Mozart—the kids love it!

I feel proud and fortunate to be a teacher at North Valley Academy.

Sincerely,

Connie M. Freeman



**Appendix K: Gifted and Talented Program Supplements**

The following curriculum suggestions may be available for consideration and implementation for students served in the gifted and talented program:

1. Materials as identified by GT teacher
2. PACE Program as approved by the Idaho Falls School District

District #91, the primary attendance area of AHCS also offers a PACE program for identified gifted and talented students. This program is held at Sunnyside Elementary on a rotating basis (by school) one day a week. There is an application process that is already established where students are recommended and identified. The District allows ADA sharing for students that qualify and live in the district on an availability of seats basis. Parents of AHCS students that are interested will be encouraged to apply upon approval by District 91 of the shared services agreement. The District has not made such approval as yet but does allow students enrolled in virtual charter schools to enroll in PACE at this time. The link for the PACE program is below:

[http://www.d91.k12.id.us/index.php?option=com\\_content&view=article&id=373&Itemid=604](http://www.d91.k12.id.us/index.php?option=com_content&view=article&id=373&Itemid=604)

3. North Valley Academy Plus Classes (See below)
4. Advanced Core Knowledge, Advanced FOSS Science, Advanced Everyday Math, Advanced Shurley English
5. EDUSS, Study Island, Apangea

NOTE: “Projects” are above and beyond work that is done in the classroom and are part of AHCS’s areas of emphasis identified in our Mission and Vision statements and throughout our Charter. “Projects” provide opportunities for more in-depth study that allows students to explore and expand their unique abilities. Opportunities for students to explore leadership and performance abilities are inherent in the materials used.

Grade	K+ through 8+ Grade Plus Classes and Above and Beyond Curriculum and Projects by Grade
Kindergarten Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Art</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>

Appendix K: Gifted and Talented Program Supplements

First Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Second Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Third Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Fourth Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Fifth Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>

**July 24, 2012**

**Appendix K: Gifted and Talented Program Supplements**

Sixth Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Seventh Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
Eighth Grade Plus:	<p>Core Knowledge Reading List</p> <p>Additional material that promotes student growth in Mathematics, Reading &amp; Language Arts, Science, Social Studies</p> <p>Enter suggested online educational games and projects</p> <p>Projects that are Patriotic</p> <p>Projects that teach Money Management</p> <p>Great American Heroes</p>
9-12 Secondary Plus:	<p>Summer and Classic Reading List</p> <p>Read Atlas Shrugged and Friedrich Hayek</p> <p>Additional work in Mathematics, English, Literature, Science, Social Studies, Technology and computer programs (See Note and Items 4 and 5 Above for specific details)</p> <p>Modules emphasizing all the knowledge we want students to possess upon leaving high school that we do not have time or opportunity to teach</p> <p>Great American Heroes and World Leaders</p>

American Heritage Charter School (AHCS), in accordance with the Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

AHCS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. AHCS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

## **I. Introduction**

According to Idaho Falls City Census 2010 results, the population of the area was approximately 56,813 people. From 2000 to 2010, the Idaho Falls city population growth percentage was 12.0% (or from 50,730 people to 56,813 people). 29.3% of the Idaho Falls city residents were under 18 years of age. Census 2010 race data for Idaho Falls city include the racial breakdown percentages of 0.6% black, 1.0% Asian and 12.9% Hispanic. Also, there were 22,977 housing units in Idaho Falls city, 92.3% of which were occupied housing units.

According to Bonneville County Census 2010 results, the population of the area was approximately 104,234 people. From 2000 to 2010, the Bonneville County population growth percentage was 26.3% (or from 82,522 people to 104,234 people). 31.5% of the Bonneville County residents were under 18 years of age. Census 2010 race data for Bonneville County include the racial breakdown percentages of 0.5% black, 0.8% Asian and 11.4% Hispanic. Also, there were 39,731 housing units in Bonneville County, 92.2% of which were occupied housing units.

American Heritage Charter School (AHCS) is a proposed K-12 charter school, to be located in Idaho Falls, Idaho. AHCS will be seeking authorization by the Idaho Falls School District #91. The school will enroll students in three phases: K-8 in Fall 2013, with a maximum capacity of 244 students. AHCS plans to expand to grades 9-12 beginning with the 2014-15 school year. This will increase enrollment to 364. In the third phase, AHCS will begin offering blended program courses, grades K-12. Blended program students will enroll in online courses and participate in classes and activities at school. (See AHCS Charter for complete details.)

The staff is anticipated to include 10 full-time teachers, 8 support staff, and 1 full time principal.

The school academic program consists of State required curriculum, with music, art, drama, and technology related electives, clubs, and athletic programs. School personnel are involved in community and state organizations and community activities.

## **II. Progression of Student through LEP Program**

**Appendix L: Limited-English Proficiency Program**

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program as required by Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617, and 08.02.03.112(5), which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

**III. LEP Program Goals and Procedures**

AHCS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

**A. Program goals**

Students whose dominant language is not English should be enrolled in AHCS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of AHCS. Students will be identified by appropriate testing; teacher referral will be considered, but will not be a determining factor. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

**B. Student Enrollment Procedures**

AHCS will establish the following procedure for identifying students whose language is not English.

1. AHCS will have registration cards for every new student that include at least the question: What is the primary language spoken in the home?
2. If a response is any language other than English, AHCS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
  - a. If the student scores Advanced on the ELL placement test, the student is not eligible for services and will be placed in the regular classroom. Factors other than English language proficiency are more likely the reason for the student's performance; therefore, AHCS will examine other appropriate avenues to support the student, such as Title I.
  - b. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific

**Appendix L: Limited-English Proficiency Program**

English language services. The parent will then be given the opportunity to waive services to improve English skills.

4. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction, based on scientifically-based research.”
5. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years.
6. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

**C. Assessment Procedures for Program Entrance and Measurement of Progress**

1. AHCS’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable AHCS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.
4. AHCS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students’ level of English proficiency.
5. AHCS’s testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to AHCS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. AHCS’s testing coordinator will administer the IELA each spring (approximately February through April).
8. AHCS plans to use the following state adopted Idaho English Language Development Level Descriptors:

**Level 1 – Beginning**

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on

familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

#### **Level 2 - Advanced Beginning**

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

#### **Level 3 – Intermediate**

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

#### **Level 4 - Early Fluent**

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics.

Appendix L: Limited-English Proficiency Program

They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him.

The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.



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Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

D. Exit from LEP Program

AHCS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (4 or 5) and EF+ on all subdomains tested on the IELA;  
AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
  - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
  - b. Secondary: Core content area GPA (non-modified) of 2.0; or
  - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, AHCS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30<sup>th</sup> of each year.

E. Return to LEP Program

In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. AHCS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and

**Appendix L: Limited-English Proficiency Program**

coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. AHCS's testing coordinator will recommend that these students be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
  - b. classroom or unit assessments
  - c. student work
  - d. other statewide assessments
  - e. conversations with the student and parents
2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, AHCS's testing coordinator will make sure all documentation is placed in the student's cumulative file.
  3. AHCS's reclassification form for the student file might include, but may not be limited to the following:
    - a. Date
    - b. Student name
    - c. Student ID number
    - d. Student LEP number
    - e. Original entry date into the LEP program
    - f. Exit date of original LEP program
    - g. Total previous years in the (an) LEP Program prior to exiting
    - h. Criteria for originally exiting the LEP program
    - i. Reason for placing the student back into the LEP program
    - j. Signature of LEP Coordinator
    - k. Signature of Principal
    - l. Copy of notification letter sent to parents
  4. AHCS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.
  5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. AHCS will track the exact number of years (total) that a student has been in an LEP program.

**IV. LEP Educational Program, Instructional Approach, and Classroom Accommodation**

At American Heritage Charter School we are dedicated to serving all students with the most current research based curriculum and teaching strategies, including our LEP learners.

**A. Program Model**

AHCS will probably be using Integrated ESL/Inclusion ESL/Sheltered Instruction as our program model. . The integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staff work closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Research has shown that an inclusionary, least-restricted environment is a sound educational practice for all special learners. ESL learners can learn English from peers and feel more successful if they are part of the whole group. Transitioning from ESL is not a problem when they have been part of the classroom all along. ESL students also move into content area materials more readily when they have been included in these subjects.

Drawbacks include the problems of including new English learners in classroom activities and the difficulties for classroom teachers to accommodate the various needs of a variety of students. AHCS will utilize all necessary resources, such as trainings, input and feedback from Idaho Department of Education personnel, etc. to minimize these potential difficulties.

**B. Instructional Approach**

1. Our instructional approach is the SIOP model which encompasses the Language Experience Approach. Teacher preparation focuses on clearly defined objectives. Supplementary materials include charts, graphs, pictures, and illustrations. Our instruction builds on our students' prior knowledge and experiences in order to enhance their language learning. We also integrate content teaching with our English language teaching to gain the highest quality of instruction. Within the general education classroom, teachers and para-professionals provide re-teach as indicated by individual needs. Teachers focus on academic language in their instruction.
2. Our LEP program includes integrated settings with small group interventions. The approach for specific students will vary according to the identified needs of each student. This is consistent with American Heritage Charter School's educational approach with the Special Education, Title 1 and Gifted and Talented programs. (See Also, Charter Appendix H)
3. The following are examples of some of the methods teachers will employ: (See also attached appendix, ESL Strategies)
  - a. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
  - b. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
  - c. Interactive lectures with frequent comprehension checks.
  - d. Cooperative learning strategies (Kagan, 1985).

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- e. Focus on central concepts rather than on details by using a thematic approach.
  - f. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).
4. The Principal/Designee will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher's aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.
  5. The specific curriculum has not been identified at this time. AHCS will counsel with reputable entities and the authorized chartering entity and utilize recommended resources and products, including those suggested by the Idaho Department of Education's website, ([http://www.sde.idaho.gov/site/curricular\\_materials/adoption\\_guide.htm](http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm)) to determine the curriculum that will best meet the needs of our students.

In addition, we believe that as the building principal is deemed responsible for the success of the LEP program, we would like the principal (and of course the Board) involved in the decision as to which curricular choices will best serve our specific population.

C. Additional Support

1. Students not achieving at expected levels may receive additional help with the infusion of a pullout program, in which the student is temporarily removed from the classroom for specialized attention. The pullout program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is *required* for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. *A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom.* The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

D. Staff

Since ESL happens in the classroom, classroom teachers become "ESL teachers." AHCS will hire or contract for adequate staff to meet the needs of our ESL population. The Board recognizes the need for the individual to have strong qualifications and a solid resource base as

**Appendix L: Limited-English Proficiency Program**

1) he/she could serve a number of students, and 2) the role as a trainer/resource and guide to school personnel in the instruction of second language learners.

All aides will be para-professionals who work with LEP students, preferably with experience, training, or language study in the language of the majority of the LEP population.

**E. Professional Development**

Professional development focuses a great deal on the training of mainstream staff. The ESL staff will need more intense training but since much of the ESL instruction happens in the classroom, all teachers need to be knowledgeable on appropriate methods and techniques. When a certain instructional approach is chosen, all staff will be trained in it.

1. AHCS will utilize the self-reflection tool to monitor the effectiveness of teachers and will provide ongoing training as needed.
2. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
3. Teachers will be given instruction on use of the SIOP model, including the following components:
  - a. Component 1: Lesson Preparation
  - b. Component 2: Building Background
  - c. Component 3: Comprehensible Input
  - d. Component 4: Strategies
  - e. Component 5: Interaction
  - f. Component 6: Practice/Application
  - g. Component 7: Lesson Delivery
  - h. Component 8: Review and Assessment
4. The Principal will utilize the SIOP model to evaluate use of sheltered instruction, and will monitor progress of each teacher in the model.

**F. Entrance/Exit Criteria (See Also Section III.D Above)**

Students who are limited in their English proficiency enter the program. Exiting will be in stages and based on the student's English language proficiency and academic achievement. Classroom teachers may play a key role in assessment and evaluation of student progress. Students who have moved into the mainstream classroom curriculum may still require "monitoring."

**V. Equal Access to Other School District Programs**

- A. Statewide Assessments: Idaho Standards Achievement Test (ISAT) and Idaho Reading Indicator (IRI)

**Appendix L: Limited-English Proficiency Program**

1. LEP students must take the ISAT and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.
2. ISAT
  - a. All LEP students must take the ISAT.
  - b. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs.
  - c. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations.
  - d. All other LEP students will be coded as LEP and take all ISAT tests.
  - e. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency calculations, only if they are specifically coded as LEPX.
  - f. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT.
3. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT. Rules Governing Thoroughness 08-02-03-0502 111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

**VI. Parent and Community Involvement**

AHCS will communicate in writing with all parents.

**A. Notification of Placement and Parental Rights**

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.
2. The following information should be included in the Notification of Placement:
  - a. The reasons for the identification, which may include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.

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- b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
  - c. Methods of instruction used in the program in which the LEP student is or will be participating in.
  - d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
  - e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
  - f. How the program will specifically help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
  - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
  - h. How the program meets the objectives of the individualized education program of a child with a disability.
  - i. Information pertaining to parental rights that includes written guidance on:
    - i. the right that parents have to have their child immediately removed from the program upon their request;
    - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
    - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.
3. Open meetings will be conducted throughout the year with appropriate interpreters present.

**VII. Program Evaluation, Review, and Improvement**

AHCS will evaluate the success of the LEP Program to ensure student success.

**A. Using Data to Drive Decision Making for LEP Programs**

Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the "data". Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:
  - a. Race/ethnicity
  - b. Gender
  - c. Migrant, Immigrant or Refugee status
  - d. Free or reduced lunch

**Appendix L: Limited-English Proficiency Program**

- e. Individualized Education Plan (IEP) for special education
  - f. Gifted
  - g. LEP Program of service
  - h. 1<sup>st</sup> year in a U.S. school (LEP1)
  - i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
  - j. English language proficiency assessment data (IELA)
  - k. Academic achievement data
    - i. Classroom grades
    - ii. ISAT, IRI
2. AHCS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.
3. AHCS will use the following grading procedures for students participating in LEP programs:
- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
  - b. AHCS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All AHCS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
  - c. Graduation requirements (See Tab 3.IV.I.)
4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

**VIII. Budget Narrative (See Charter Appendices Q-R)**

American Heritage Charter School will use the LEP funds to employ certified personnel as needed to help students meet proficiency. The LEP funds will also be used to purchase supplies and curriculum to be used specifically to aid the LEP learners in meeting proficiency.

**IX. Appendices (See ESL Strategies below)**

**ESL STRATEGIES**

AHCS will use proven, effective strategies such as those outlined below to meet the needs of our ESL students:

- 1. Methodologies/Approaches, such as: Total Physical Response (TPR), Natural Approach, Whole Language Approach, etc.
- 2. Visuals (Graphic Organizers and Other Audio/Visuals), such as: Flow Charts, Maps, Pictures, Computer/Software; Realia, Demonstrations, Captioning, etc.



**Appendix L: Limited-English Proficiency Program**

3. Interactive Strategies (Cooperative Learning Activities), such as: Peer Buddy, Pairs and Threes, Think/Pair/Share, etc.
4. Other Interactive Strategies, such as: Field Trips, Role Play, Dialogue Journals, etc.
5. Modified Class Work (Based on Level of English Proficiency), One-on-one instruction with Teacher or Aide, Repeat/Paraphrase/Slow Down, Drills (Substitution, Expansion, Paraphrase, Repetition), etc.
6. Multicultural Resources, such as: Guest Speakers, Cultural Sharing, Varied Holiday Activities, etc.
7. Alternative Assessment Instruments, such as: Content Retelling, Student Self-rating and Evaluation, Writing Sample, etc.

**July 24, 2012**

Appendix M: Portfolios

**Proposed AHCS Portfolio POLICY**

September 2013

**Portfolio Expectations for Grades K-12**

American Heritage Charter School is setting a policy based upon the charter requirement for all students to complete a portfolio that follows them from year to year through graduation. The portfolio for grades K-6 will be hard copy and contain the items required. Sample Rubrics are included in Appendix J of the Charter. The Elementary Portfolio culminates in the 6<sup>th</sup> grade graduation where the entire seven (7) years of the portfolio will be on display for parents and students to enjoy.

Upon entering seventh grade, all students will be required to have a digital portfolio. The digital portfolio will follow the student to graduation from AHCS. The portfolios will be displayed at Commencement and will be expected to be the beginning of a digital resume for applying for employment or college entrance. The portfolio will be managed by the student's advisory teacher at grades 7-12.

- A Final Rubric will be developed by the AHCS staff and administration.
- The Rubric will be presented to the AHCS board for approval by July of the opening year of school.
- The Rubric cannot not be changed without AHCS board approval.

**Portfolios are one of the unique features of American Heritage Charter School.**

- Online and blended students both have the opportunity and expectation to complete a portfolio.

Adopted: \_\_\_\_\_

**July 24, 2012**

Appendix M: Portfolios

**RUBRIC TO BE APPLIED TO EACH SECTION OF THE STUDENT PORTFOLIO**

Grade to be reported on the Student's End of Course Grade Report

Topic of Evaluation	Level 1 1 Pt. Possible	Level 2 2 Pts. Possible	Level 3 3 Pts. Possible	Level 4 4 Pts. Possible	Level 5 5 Pts. Possible	Points Earned
Overall Neatness						
Creativeness						
Formatting						
Organization						
Completion as Directed						
<b>TOTAL POINTS</b>						

Total points possible:      25 Pts. Excellent  
   20 Pts. Good  
   15 Pts. Acceptable  
   10 Pts. Barely Acceptable

American Heritage Charter School expects all of the students, as written in the charter, to complete the Portfolio to the best of their ability as guided by the teacher(s).

**July 24, 2012**

Appendix M: Portfolios

Teacher Responsibilities  
PORTFOLIO REQUIREMENT BY GRADE  
Revised November 2011

Grades K through 6:

Home room teachers are responsible to organize at the beginning of the school year and continue the creation and collection process for the portfolio through the school year. Every student's cumulative portfolio encompassing the student's total schooling at AHCS **WILL** be displayed at the Academic Fair for the parents, students, and public to peruse. The portfolio is the responsibility of the student, but must be guided and evaluated as to acceptability and quality of student work by the teacher. **This portfolio is to represent the student's BEST WORK!**

Grades 7 through 12:

Advisory teachers are responsible to organize at the beginning of the school year and continue the creation and collection process for the portfolio through the school year. Every student's cumulative portfolio encompassing the student's total schooling at AHCS **WILL** be displayed at the Academic Fair for the parents, students, and public to peruse. The portfolio is the responsibility of the student, but must be guided and evaluated as to acceptability and quality of student work by the teacher. **This portfolio is to represent the student's BEST WORK!**

It is the responsibility of the Principal and the Head Teacher to be sure the portfolio process is taking place. It is the responsibility of the teacher to be sure every student has an acceptable portfolio. If the student does not have a portfolio, they will be responsive to the Principal.

## PORTFOLIO REQUIREMENT BY GRADE

Kindergarten	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
First	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
Second	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
Third	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
Fifth	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
Sixth	<p>Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> Reading, Language, Mathematics, Science, Social Studies, Art</p> <p><b>Required best in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p>
Seventh	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 7<sup>th</sup> Grade Cross Curricular Project</b></p>

Eighth	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 8<sup>th</sup> Grade Cross Curricular Project</b></p>
Ninth	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 9<sup>th</sup> Grade Cross Curricular Project</b></p> <p><b>Recommended Inclusion:</b> Student evidence of Senior project</p>
Tenth	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 10<sup>th</sup> Grade Cross Curricular Project</b></p> <p><b>Recommended Inclusion:</b> Student evidence of Senior project</p>
Eleventh	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 11<sup>th</sup> Grade Cross Curricular Project</b></p> <p><b>Required Inclusion:</b> Student evidence of development of the Senior project</p>
Twelfth	<p>Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio.</p> <p><b>Required best work in each of the following areas:</b> English, Mathematics, Science, Social Studies, Selected elective</p> <p><b>Required best work in one of the monthly Hero Projects:</b> Work must show individuality, creativity, and understanding</p> <p><b>Required Inclusion in the portfolio is the Required 12<sup>th</sup> Grade Cross Curricular Project</b></p> <p><b>Required Inclusion:</b> Senior project (paper, presentation, project, pictures of Academic Fair participation)</p>

## Sample Portfolio First Grade Portfolio

Student Name:

Year:

Entries	Description	✓
<b>Reading</b>	Choose a “favorite book” and re-read it silently on the reading horse. Read the book again orally to the class. Complete a picture summary comprehension sheet.	
<b>Language</b>	Identify something that interests you. Read about it and write a topic sentence with at least 3 supporting sentences. Add illustrations and present orally to the class.	
<b>Mathematics</b>	Students will complete an individual money booklet that showcases their understanding of money-value of coins, and what can be purchased with a set amount of money.	
<b>Social Studies</b>	The Birth of our Nation-students will compile individual books identifying by picture and short statements, important people from the beginning of our nation: George Washington, Thomas Jefferson, Benjamin Franklin, Native Americans, African Americans, and women. Recognize the U.S. flag, the Liberty Bell and the Eagle.	
<b>Science</b>	The Human Body- students will connect science with real life by completing experiments and hands on activities. These will be documented with record sheets, logbooks, and an activity book that showcases knowledge of the five body systems and system models.	
<b>Art</b>	Create examples of art that show knowledge of color, line, and shape as elements of art.	
<b>Hero Project</b>	Benjamin Franklin as a Patriot, inventor, and writer. Create a written biography with illustrations showcasing knowledge of Benjamin Franklin as a founding father, recognizing his inventions and his writings. Focus on Franklin’s experiment with the kite by building individual kites.	
<b>Core Knowledge Project</b>	Identify: Country, People, Art and Music from CK emphasis for 1 <sup>st</sup> grade. Read one CK book with parents and complete book report.	

## **The Research on Portfolios in Education**

### **By Dr. Helen C. Barrett**

There are many educators who advocate the use of portfolios in education, both with students and teachers. The empirical research, however, is very limited and focuses more on the development of teaching portfolios than on K-12 student portfolios in the classroom. The literature shows many accepted purposes for portfolios, which may make it difficult to research with any precision. In classrooms, portfolios are not so much an instructional strategy to be researched, but more of a means to an end: to support reflection that can help students understand their own learning and to provide a richer picture of student work that documents growth over time.

Artists have maintained portfolios for years, often using their collection for seeking further work, or for simply demonstrating their art; an artist's portfolio usually includes only their best work. Financial portfolios contain a comprehensive record of fiscal transactions and investment holdings that represent a person's monetary worth. By contrast, an educational portfolio contains work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells. There are many purposes for portfolios in education: learning, assessment, employment, marketing, showcase, best works. The examples discussed in this paragraph should make it obvious that the term "portfolio" should always have a modifier or adjective that describes its purpose.

The use of "portfolio assessment" in education emerged in the late 1980s, primarily in college writing classrooms (Belanoff, Elbow, 1991) to address the needs for accountability: the emphasis on portfolio **assessment**. In K-12 classrooms, the emphasis was more on portfolios as a showcase for learning, as a counterpoint to traditional forms of assessment or to illuminate capabilities not covered by standardized testing: the emphasis on **portfolio** assessment. According to Kathleen Blake Yancey and Irwin Weiser (1997), those purposes are becoming reversed, with post-secondary institutions exploring the wide varieties of purposes for portfolios (learning, advising, employment) and with state departments of education (Kentucky, Vermont, Connecticut) designing statewide models of student portfolios for statewide assessment.



In their synthesis of "Portfolio Research: A Slim Collection," Herman and Winters (1994) note the following:

Well-designed portfolios represent important, contextualized learning that requires complex thinking and expressive skills. Traditional tests have been criticized as being insensitive to local curriculum and instruction, and assessing not only student achievement but aptitude. Portfolios are being heralded as vehicles that provide a more equitable and sensitive portrait of what students know and are able to do. Portfolios encourage teachers and schools to focus on important student outcomes, provide parents and the community with credible evidence of student achievement, and inform policy and practice at every level of the educational system. (Educational Leadership, October 1994, pp. 48-55)

These authors go on to discuss the lack of empirical evidence to support these claims. Joanne Carney (2001) noted in the literature review for her dissertation that the research literature on portfolios has not changed much in the seven years since Herman & Winters published their article.

Collections of writing are considered here as a special case of a class of new performance assessments known as "portfolio assessments." Although models of portfolio assessment differ, it is common practice that students' classroom work and their reflections on that work are assembled as evidence of growth and achievement. The goal is to produce richer and more valid assessments of students' competencies than are possible from traditional testing... However, little is known regarding the capacity of portfolio assessments to support judgments that are valid for large-scale [assessment] purposes. (Novak, Herman & Gearhart, 1996)

Even so, the multiple purposes for which portfolios can be developed makes the research task even more challenging. Adding to the multiple purposes, there are many different contexts that portfolios can be found: K-12 schools, higher education, professional portfolios, making comparison a further challenge. Following are excerpts from several documents published by ERIC that focuses on several different contexts: K-12 Student Portfolios and Teaching Portfolios.

### **K-12 Student Portfolios**

In a Consumer Guide on "Student Portfolios: Classroom Uses" the U.S. Department of Education (November 1993) noted the following:

WHAT DOES THE RESEARCH SAY? Research shows that students at all levels see assessment as something that is done to them on their classwork by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work.

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

(<http://www.ed.gov/pubs/OR/ConsumerGuides/classuse.html>)

## I. Idaho's Accountability System

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

## II. Priority Schools (One-Star Rating)

Priority Schools are identified as those schools that receive a One-Star rating, or a total point range of 39 or less. A One-Star rating does meet the ESEA Flexibility definition of "priority school," which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

If AHCS is identified as a priority school, the following measures will be taken:

- A. After the State conducts an Instructional Core Focus Visit, AHCS staff and Board will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:
  1. *Transformation model*, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
  2. *Turnaround model*, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).
  3. *Governance Partnership Model* in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:

Appendix N: AHCS School Improvement Plan

- a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
    - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that has a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;
  4. *Special Rule for District Charter Schools:* For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.
- B. After choosing the best Turnaround Model, AHCS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to persistently low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused AHCS to be identified for the Turnaround Plan category.
- C. AHCS will use the State's WISE Tool to write its Turnaround Plan, including:
1. Describing plans and implementation efforts in the use of data to inform instruction for continuous improvement. Examples may include:
    - a. The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
    - b. Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
    - c. Instructional Teams use student learning data to plan instruction.
    - d. Teachers re-teach based on post-test results.
    - e. The principal plans opportunities for teachers to share their strengths with other teachers.
  2. Developing and implementing a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs. Examples may include:
    - a. All teachers verbally praise students.

- b. All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
  - c. Office and support staff are trained to make the school a ‘welcoming place’ for parents.
  - d. All teachers display classroom rules and procedures in the classroom.
3. Developing and implementing plans that provide ways in which the family and community can engage in the school improvement process. Examples may include:
- a. The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement.
  - b. All teachers maintain a file of communication with parents.
  - c. All teachers systematically report to parents the student’s mastery of specific standards-based objectives.
  - d. Board will intentionally and formally seek input on policy and governance decisions regarding school turnaround and continuous support.
- D. The indicators AHCS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.
- E. Once identified, AHCS understands it will remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. AHCS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

F. Timeline

<b>Plan Timeline &amp; When the Status Takes Effect</b>	<b>School Requirements</b>	<b>Authorizing Charter Entity Requirements and Board</b>
<i>School year prior to the school year during which the first One Star rating is earned</i>	<i>Depends on Star Rating Level</i>	<i>Depends on Star Rating Level</i>
Continuous Improvement Plan <i>The year following the first One Star rating</i>	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Turnaround Plan -Year 1 <i>The year following the second One Star rating</i>	<p><i>Fall</i> Participate in Instructional Core Focus Visit</p> <p>Begin providing School Choice Begin providing Supplemental Tutoring Services</p> <p><i>Winter/Spring</i> Create school level Turnaround Plan aligned with turnaround principles and other state requirements</p>	<p><i>Fall</i> Participate in Instructional Core Focus Visit</p> <p>Enroll Board and school in appropriate technical assistance programs</p> <p>Choose school Turnaround Option</p> <p>Create level plan for school turnaround principles</p> <p><i>Winter/Spring</i> Oversee the development of school level Turnaround Plan</p> <p>Review school level Turnaround Plan for approval before submission to the State</p>
Turnaround Plan -Year 2 <i>Consecutive year after "Turnaround Plan – Year 1"</i>	<p>Full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to Turnaround Plan</p>	<p>Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State</p>

<b>Plan Timeline &amp; When the Status Takes Effect</b>	<b>School Requirements</b>	<b>Authorizing Charter Entity Requirements and Board</b>
Turnaround Plan -Year 3 <i>Consecutive year after “Turnaround Plan - Year 2”, unless the exit criteria is met.</i>	Continue full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements Submit updates and revisions to Turnaround Plan  <i>NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Turnaround Requirements one year early.</i>	Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements  Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State
Turnaround Plan -Year 4 <i>Consecutive year after “Turnaround Plan - Year 3”</i>	n/a	If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with governance according to the context and leadership capacity school Board

### III. Two-Star Rating

#### A. Rapid Improvement Plan

If AHCS receives a two-star rating, the Board and authorizing charter entity will collaborate with the State Department of Education to develop and Rapid Improvement Plan using the WISE tool. AHCS will follow the required steps, guidelines, and procedures in a manner similar to those outlined in Section II above.

B. Timeline

<b>Plan Timeline &amp; When the Status Takes Effect</b>	<b>School Requirements</b>	<b>Authorizing Charter Entity and Board</b>
<i>School year prior to the school year during which the first Two Star rating (or less) is earned</i>	<i>Depends on Star Rating Level</i>	<i>Depends on Star Rating Level</i>
Continuous Improvement Plan <i>The year following the first Two Star rating (or less)</i>	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Rapid Improvement Plan - Year 1 <i>The year following the second Two Star rating (or less)</i>	<p><i>Fall</i> Participate in Instructional Core Focus Visit</p> <p>Begin providing School Choice</p> <p>Begin providing Supplemental Tutoring Services</p> <p>Create school level Rapid Improvement Plan aligned with turnaround principles and other state requirements</p>	<p><i>Fall</i> Enroll school in appropriate technical assistance programs</p> <p>Oversee the development of school level Rapid Improvement Plan Review school level Turnaround Plan for approval before submission to the State</p>
Rapid Improvement Plan - Year 2 <i>Consecutive year after “Rapid Improvement Plan – Year 1”</i>	<p>Full implementation of school level Rapid Improvement Plan and other state requirements</p> <p>Submit updates and revisions to Rapid Improvement Plan</p>	<p>Provide continuous support and monitoring of school level Rapid Improvement Plan aligned and other state requirements</p> <p>Review updates and revisions to school level Rapid Improvement Plan for approval before resubmission to the State</p>



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Appendix N: AHCS School Improvement Plan

Plan Timeline & When the Status Takes Effect	School Requirements	Authorizing Charter Entity Requirements and Board
Rapid Improvement Plan- Year 3 <i>Consecutive year after “Rapid Improvement Plan- Year 2”, unless the exit criteria is met.</i>	Continue full implementation of school level Rapid Improvement Plan and other state requirements  Submit updates and revisions to Rapid Improvement Plan  <i>NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Rapid Improvement Plan Requirements one year early.</i>	Provide continuous support and monitoring of school level Rapid Improvement Plan and other state requirements  Review updates and revisions to school level Rapid Improvement Plan for approval before resubmission to the State
Rapid Improvement Plan- Year 4 <i>Consecutive year after “Rapid Improvement Plan - Year 3”</i>	n/a	If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Rapid Improvement Plan – Year 3, the State will intervene as appropriate with authorizing charter entity governance.

American Heritage Charter School Board  
Proposed Performance Evaluations Policy

The AHCS Board of Directors is proposing adoption of the following policy pursuant to the requirements of Idaho Statute 08.02.02.120 and sections of Idaho Code as identified below:

A. Performance Evaluations

1. AHCS will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.
2. AHCS's evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:
  - a. Planning and Preparation:
    - i. Demonstrating Knowledge of Content and Pedagogy;
    - ii. Demonstrating Knowledge of Students;
    - iii. Setting Instructional Goals;
    - iv. Demonstrating Knowledge of Resources;
    - v. Designing Coherent Instruction; and
    - vi. Assessing Student Learning.
  - b. Learning Environment:
    - i. Creating an Environment of Respect and Rapport;
    - ii. Establishing a Culture for Learning;
    - iii. Managing Classroom Procedures;
    - iv. Managing Student Behavior; and
    - v. Organizing Physical Space.
  - c. Instruction and Use of Assessment:
    - i. Communicating Clearly and Accurately;
    - ii. Using Questioning and Discussion Techniques;
    - iii. Engaging Students in Learning;
    - iv. Providing Feedback to Students;
    - v. Demonstrating Flexibility and Responsiveness; and
    - vi. Use Assessment to Inform Instruction and Improve Student Achievement.
  - d. Professional Responsibilities:
    - i. Reflecting on Teaching;
    - ii. Maintaining Accurate Records;
    - iii. Communicating with Families;
    - iv. Contributing to the School and District;
    - v. Growing and Developing Professionally; and
    - vi. Showing Professionalism.

3. AHCS's evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code).
4. AHCS's policies for evaluating certificated employees will identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel.

**B. Evaluation Policy Content**

AHCS's evaluation policies will include, at a minimum, the following information:

1. Purpose: statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions.
2. Evaluation criteria: statements of the general criteria upon which certificated personnel will be evaluated.
3. Evaluator: identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility will have received training in evaluation.
4. Sources of data: description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation will be included as one (1) source of data.
5. Procedure: description of the procedure used in the conduct of certificated personnel evaluations.
6. Communication of results: the method by which certificated personnel are informed of the results of evaluation.
7. Personnel actions: the action, if any, available to AHCS as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, AHCS will take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.
8. Appeal: the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.
9. Remediation: the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
10. Monitoring and evaluation: A description of the method used to monitor and evaluate AHCS's personnel evaluation system.
11. Professional development and training: a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.
12. Funding: a plan for funding ongoing training and professional development for administrators in evaluation.
13. Collecting and using data: a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

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**Appendix O: AHCS Evaluations: Policy, Job Description, and Forms**

14. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.
15. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan.

**C. Frequency of Evaluation**

The AHCS evaluation policy will include a provision for evaluating all certificated personnel on a fair and consistent basis.

**D. Personnel Records**

Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

Adopted: \_\_\_\_\_

## JOB DESCRIPTION

### Administrator for AHCS Charter School

Expectations of service from an administrator at AHCS follow:

1. **OVERALL SCHOOL MANAGEMENT:** Create a team and work with the team of teachers and employees, lead in school activities to create the *school culture* necessary to make AHCS be the school outlined in the charter, get the school accredited and maintain that accreditation, manage lunch program, busing, and other daily operational issues.
2. **FACILITY OVERSIGHT:** It is the job of the principal to track and suggest updates as appropriate to the AHCS sight. The principal also recommends purchases of equipment as well as getting equipment into workable order.
3. **SCHOOL FINANCE:** The principal creates and monitors the budget and overall monetary health of the school. In conjunction with the clerk, the principal reports spending history and plans to the Board of Trustees.
4. **TEACHER AND EMPLOYEE MANAGEMENT:** The principal is in charge of advertising for individuals for positions, setting up interviews and participating in the interview process.
5. **PUBLIC RELATIONS.** All the following groups will be communicated with positively by the principal: suppliers, parents, students, competitors, stakeholders, employees, Board of Trustees.
6. **EVALUATION:** The principal conducts all evaluations on all employees and reports as necessary to the Board of Trustees. (It is important for the principal to be aware about what can and what cannot be reported to the Board of Trustees since they are the hiring and firing entity.)
7. **STUDENT DISCIPLINE AND MANAGEMENT:** If will be expected the principal will work with the students, teachers, and parents in discipline issues. Policies will be read, followed, and updated as required to enforce the Code of Conduct outlined in the Charter for AHCS.
8. **CURRICULUM:** The principal will be sure the curriculum is used in the appropriate ways by the teachers. The principal will work with the teachers to make necessary alterations and changes to accomplish the goals outlined in the charter.
9. **POLICIES:** The principal will help create and then will follow all the policies of AHCS.
10. **PARENT FACULTY ORGANIZATION:** The Principal will work with the PFA to assure both the school and PFA are working side by side and not defeating each other's purposes.

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**Appendix O: AHCS Evaluations: Policy, Job Description, and Forms**

**American Heritage Charter School  
Administrator Evaluation Rubric**

Name:

Date:

Principal Expectations	Level 1	Level 2	Level 3	Level 4	Level 5	Calculated Score
Overall School Management	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Facility Oversight	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
School Finance	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Teacher and Employee Management	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Public Relations	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Employee Evaluation	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Student Discipline & Management	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Curriculum Monitoring	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Policy Updating and Enforcement	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Parent Faculty Organization	Needs Training	Below Expectations	Meets Expectations	Above Expectations	Exceeds Expectations	
Total Score						

Exceeds Expectations = 50 points

Rehire = 30 – 40 points

No hire or Plan of Improvement = 0-29

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Appendix O: AHCS Evaluations: Policy, Job Description, and Forms

AHCS Administrator Evaluation Worksheet By Expectation

Name:\_\_\_\_\_ Date:\_\_\_\_\_

To be completed by Head Administrator, Board Chair, and selected parent as per the Board Chair and Head Administrator, and Principal.

Overall School Management:

Facility Oversight:

School Finance:

Teacher and Employee Management:

Public Relations:

Evaluation:

Student Discipline and Management:

Curriculum Monitoring:

Policy Updating and Enforcement:

Parent Faculty Organization:

Recommendations and Commendations:

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Appendix O: AHCS Evaluations: Policy, Job Description, and Forms

American Heritage Charter School

Chief Financial Officer Job Description

Educational Requirements

- Firm understanding of public accounting
- Very familiar with Microsoft Word and Excel
- Must have learned or be willing and able to learn PowerSchool, ISEE, and accounting software

Job Description

- Keep accounting records for entire school
- Serve as Clerk to the Board
- Oversee attendance recording
- Serve as Registrar
- Other duties as assigned



**July 24, 2012**  
**Appendix P: School Safety Continuum**

**School Safety Continuum**

Idaho State Department of Education  
Safe & Drug Free Schools

Description	Low (no cost)	Guarded (low cost)	Elevated (medium cost)	High (largest cost)
EOP	Stakeholder Buy In	Team Development	Write Plan	Implementation Plan & Training of Staff
Memorandum of Understanding - MOU	<----- Establish Agreement with Appropriate Agencies, Vendors & Organizations ----->			
Drills/ Scenarios /Tabletops	<----- Develop regular Drill Schedule with Accountability System ----->			
Student Training & Awareness	<----- Establish Ongoing Awareness Training for Students by means of Announcements, Class Discussions, etc. ----->			
Staff Background check	All staff members, full or part time to include all advisors, coaches and volunteers that have contact with students. School districts should adopt a comprehensive background check policy that includes fingerprint checks, personal history statements and polygraph verification.			
Staff Training & Awareness	Make CRP & Information Available to all staff	All Staff ICS 100 training (online), inservice training on security and emergency procedures. Develop partnerships with local first responders to host and participate in local training.	Local and instate offsite training for NIMS, ICS, Emergency Procedures	Out of state training for NIMS, ICS, Emergency Procedures. Train the Trainer courses to develop staff training cadre
Staff Supervision & Visibility	Consistent staffing for supervision in common areas of schools during non-class times	Assign additional staff already on campus to (collateral) safe school and or security posts during non-class time e.g., monitor lunch room, cameras, popular gathering areas	District assign school Resource Officers, Patrol based Police Officers and School Security Officers to all secondary schools. School district to develop and implement the hiring of off-duty Police officers as school security.	District assign school Resource Officers, Patrol based Police Officers and School Security Officers to all schools. Develop certification and training program for all civilian security officers
Security Staff Selection and Training	Comprehensive background check, ICS 100 training (online), inservice training, NIMS 700 training, CPR, first aid and Basic Life Support training, State wide school security and safety specialist certification.			
Staff Equipment	N/A	Flashlight with batteries, whistles, traffic (type) vest for high visibility and identification, space blankets, first aid kits, pens, notepad, emergency information cards (contacts, phone numbers, procedures).	High quality aircraft aluminum flashlights and batteries, bullhorn, Surveyor (type) vest for visibility and identification and limited load bearing capability for equipment, food bars and water. Develop and provide "Go-kits" or Evacuation kits for buildings or critical areas of responsibility such as school nurse, security officer, etc.	Rechargeable flashlight systems, enhanced high visibility vest systems with load bearing capabilities for emergency supplies such as documentation materials, flashlights, first aid supplies, food bars and water. Comprehensive first aid supplies ranging from minor treatment to BLS to trauma. (radios addressed in radio section). Develop and provide "Go-kits" or Evacuation kits for every classroom, facility and or area of responsibility.
Radio Systems	N/A	FRS type radios for onsite communications between staff members	UHF/VHF radio system for more reliable onsite communications between staff members	UHF/VHF multi channel radio system for more reliable onsite communications between staff members. This system should include patch for effective communication with first responders, multiple channels should include at minimum: 1- operations channel for daily activities. 2- administrative channel for supervisory, security and onsite law enforcement personnel for secure transmission sensitive information
Visitor Check-in	Develop and implement policies and procedures that require all visitors to check-in with school staff prior to conducting business on campus. Train all staff to identify and report all unauthorized visitors.	Signage on all exterior doors that indicate directive for all visitors to sign in at office prior to entry.	Visitor badge system made of color coded time sensitive materials	Hardware and software technology that allows cursory back ground check of visitors and monitors time visitors are on campus.
Building Design	<----- Integrate more Security oriented mindset when designing school building architecture ----->			

**July 24, 2012**  
**Appendix P: School Safety Continuum**

**School Safety Continuum**  
 Idaho State Department of Education  
 Safe & Drug Free Schools

Description	Low (no cost)	Guarded (low cost)	Elevated (medium cost)	High (largest cost)
Camera System	N/A	Minimal camera installments at exterior entry points and parking lots.	Additional camera installments in hallways and cafeteria.	Comprehensive camera system throughout school interior and exterior.
Digital Video Recording System	N/A	Minimal system and storage	Advanced system and storage	Web Based visual inspection and recall of video, redundant storage at offsite location and redundant power system.
Notification System	Establish telephone calling trees and incorporate parent volunteers for mass notifications. Email group could be started using student registration as a venue to collect email information	Notification section added to current district web-site or start district web site for purpose of disseminating information on critical incidents		Automated mass text message / email notification system that can be employed remotely from any computer with email access
Key Control	Establish policies and procedures to document and regulate the issuance/duplication /return of keys only to those personnel that have a documented need and justified use for a given key <i>and/or key card</i>	Mandated accountability of existing keys be means of biannual inventories. Develop and implement staff training in the area of key control.	Manual key lock boxes for key check-in/check-out.	Electronic key lock boxes for automatic check-in/check-out.
Door Control	Lock exterior doors forcing all incoming traffic through specified entry points.	Access Control - Remote locking of specified entry points.	Access Control - Card/badge reader for student admittance and attendance at specified entry point.	Access Control - Biometric systems such as palm readers, retinal scanner, finger print reader, etc. for student admittance and attendance at specified entry point.
PA System	N/A	Interior (Classrooms) PA system to notify teachers and student.	Interior 2-way communication PA system	Interior and Exterior PA system
Metal Detectors	N/A	Hand Held Wands	Primary Door Metal Detector and Hand Held Wands	Permanent Metal Detectors
Fencing	N/A	Perimeter fence	Minimal ingress/egress points	Complete perimeter fence with minimal ingress/egress points and highly visible numbering system for fire drills/evacuations and first responder staging areas
Incident Command Organization	Organize forms and supplies so that they can be easily accessed and / or moved in short order.	Consider purchasing rolling catabag case(s) and / or plastic boxes to keep forms and any supplies that will be needed at the command center	Add Command Board	Pre-assembled ICS / NIMS kits with section markers and identification vests.
Intelligent Video	N/A	Fixed Camera with integrated intelligent video capabilities	PTZ Cameras with intelligent video and auto-track capabilities	Security network based server with software based intelligent video and auto-track for full system wide capabilities
Individual Security Uniforms	N/A	Screen printed shirts and jackets that create high visibility for dedicated security personnel	Same as guarded but add weather appropriate outerwear, traffic / identification vest	Full uniform pants and shirts as well as complete outer wear appropriate for weather to include issued security equipment (flashlight, radio, glove pouch, etc.)
Individual Security Equipment	N/A	Handcuffs, chemical spray, nitrile gloves, pens, field notebooks,	field medical kit, rechargeable flashlight, digital camera, video camera, digital recorder	Bullet resistant vests, radios laser/tactical shield
Security Mobility	N/A	Bicycle	Golf cart / Mule Type vehicle	Full Size vehicle with equipment
School resource Officer Individual Supplies	N/A	Medical kit / Trauma Sponges		Appropriate Police Rifle / Shotgun and Pistol, Load Bearing Vest with large capacity for pistol / rifle and shotgun ammunition. Light and Sound diversionary devices, gas mask, ballistic helmet, knee and elbow pads, ballistic shield

## IDAHO SCHOOL RESPONSE GUIDELINES FOR SUICIDE AND SUDDEN DEATH

### Suicide crisis response and postvention is critical as it:

- Maintains student and staff safety
- Provides support to grieving and/or traumatized victims
- Screens and/or refers and follows-up with those who may need more support.
- Reduces the likelihood of contagion for suicide, other self-harm and violent crises

IDAPA 08.02.03.160 states that “the State Board of Education rule requires that each school district adopt, and review annually, a comprehensive district-wide policy and procedure encompassing...7. Suicide Prevention...” among others. The following information is derived from best practices in school suicide prevention including, “*Sudden Death – Suicide – Critical Incident: Crisis Response Procedures For Principals and Student Services Staff*, Madison Metropolitan School District, August 2005; *Maine Youth Suicide Prevention: Youth Suicide Prevention, Intervention & Postvention Guidelines*, The Maine Youth Suicide Prevention Program, 2006; and the Schools and Suicide Work Group, a sub-committee of the Idaho Council on Suicide Prevention.

### Responsibilities of School Principal or Designee

1. Verify the death with law enforcement, coroner's office, hospital, or family of the deceased.  
**IMPORTANT:** the death may be labeled a suicide ONLY AFTER it has been officially determined by the coroner.
2. Convene Crisis Response Team immediately.
3. Contact the family of the deceased to express condolences and offer support.
4. Inform 1) your school district office, 2) The State Department of Education at 208-332-6960, and 3) administrators of schools where siblings are enrolled.
5. Notify staff - If news of the death is received **prior to the start of the school day**, ensure all staff have been contacted via phone tree prior to start of school about the death and how the school response will proceed. Plan a staff planning session before the school day. If news is received **during the school day**, see Crisis Response Team procedures for proper handling of staff notification.
6. Act as media spokesperson. Direct all staff to refer all media requests to principal or designee.  
**Prompt response to the media is critical to help mitigate rumors.** When speaking with media, focus on the positive steps of the school's postvention plan to help students through the immediate crisis. Offer warning signs (if coroner has ruled a suicide or confirmed that the death is being investigated as such) and resources where parents and student can get help. See [Sample Media Statements](#).
7. Ensure school secretary is prepared to deal with calls concerning the death. See [Sample Script](#).
8. Schedule time and place for after school de-briefing for school personnel to provide emotional support and review next steps.
9. Provide information about the death and funeral arrangements to parents of other students when the information becomes available. Include information about suicide warning signs (if coroner has ruled a suicide or confirmed that the death is being investigated as such), support services available to students at school and other community resources. [See Sample Letter](#).

**DO NOT REFER TO THE DEATH AS A SUICIDE** unless 1) the coroner has made the official certification and 2) the family of the deceased does not object. Otherwise, refer to it as a sudden death or that it is being investigated as a suicide **IF** that is known to be a fact in the case.

**DO NOT CLOSE THE SCHOOL.** For safety purposes, permit students to leave school early **only** with parental permission and documentation. Implement an enhanced system of tracking student attendance. Follow regular school routines to the extent possible.

**DO NOT ANNOUNCE NEWS OF THE DEATH OVER THE LOUD SPEAKER OR IN A SCHOOL ASSEMBLY.** See Crisis Response Team procedures for proper handling of student notification.

**DO NOT** EMPTY THE DECEASED STUDENT'S LOCKER OR GATHER PERSONAL EFFECTS WITHOUT FIRST CONTACTING THE FAMILY. The family of the deceased may prefer to do this in privacy or to have school personnel do it for them. Provide quiet time and support to meet their wishes.

### **Responsibilities of School Crisis Response Team**

*The school Crisis Response Team manages the emotional fallout within the school community to decrease the potential for contagion (copycat behavior). The team will likely meet several times during the first day.*

1. Contact law enforcement to verify the facts of the case if not already obtained in the call by the principal.
2. Implement counseling support plan, which should include:
  - a. Assess what resources are needed. Consider requesting resources from neighboring school districts and contacting clergy if appropriate.
  - b. Clarify responsibilities for support of school personnel, students and parents with regard to grief counseling, debriefing, etc.
  - c. Designate rooms and personnel for crisis counseling.
  - d. Coordinate with district or community mental health services for additional resources.
3. Implement communication plan, which should include:
  - a. Write or review existing scripts for: secretaries, staff announcement, student announcement, and parent letter. Scripts should be honest and direct. See [Sample Announcements](#).
  - b. Notify staff - If news of the event happens **prior to the start of the school day**, conduct a staff planning session. See [Guidelines for Staff Session](#). If news of the event happens **during the school day**, or if phone tree notification was not implemented before the start of school, assign team members to first notify staff who taught the deceased student or other staff who might have had extensive contact. The team member should be accompanied by another adult in case the staff member is unable to continue his/her duties. Substitutes may be needed.
  - c. Notify closest friends of deceased if known – Individually notify those students who may be particularly at risk. Student services staff provides support now and ongoing. Encourage students to call parents for support. Keep in mind that the family of the deceased may have the best information about which students were friends and might be at risk.
  - d. Notify all staff and students – Read announcement from a written message, class by class. Notify as many classes simultaneously as possible (as resources allow). Provide special support in classes of the deceased student, or for any teacher or student needing assistance. **Pay close attention to students who attempted suicide, or have previously experienced loss by suicide or another recent loss.** See [Identifying At-Risk Students](#).
  - e. Ensure notification of other schools where there are siblings or others who may be affected including schools where the deceased student was engaged in extracurricular activities.

**DO NOT** REFER TO THE DEATH AS A SUICIDE unless 1) the coroner has made the official determination and 2) the family of the deceased does not object. **Always stick to the known facts of the case only.**

- **If the coroner has not officially determined the death to be a suicide**, refer to the event as a sudden death or say that it is being investigated as a suicide IF that is a known fact in the case.
- **SQUELCH RUMORS** – Rumors create more anxiety and trauma. If the coroner has not yet ruled and there are students or anyone sharing undocumented information, take them aside and explain that it would be better and safer to share only what is known to be documented fact.
- **If the coroner HAS ruled it a suicide** but the family objects to that label or does not want it used in the announcement, a good compromise is to honor the family's wishes for the

announcements (use “sudden death”), but if asked by students say that it was ruled a suicide by the coroner.

**DO EXERCISE DISCRETION** regarding the kind of information shared.

**DO NOT USE EXCESSIVE DETAIL**, e.g., discussion of method of death

**DO NOT GLORIFY OR VILIFY THE SUICIDE VICTIM**

**DO NOT CONDUCT PREVENTION TRAINING** for students following a suicide, such as training which includes risk factors and warning signs, etc.

4. Assign staff member to follow the deceased student’s schedule to observe reactions and comments of students and follow-up as necessary.
5. Identify, monitor and assist students who are considered at risk for suicide. Follow-up with these individuals and their families should continue for as long as necessary. All school staff should be especially sensitive to students who are particularly affected by the death such as the deceased’s close friends and peer groups, teams, clubs, etc. of which they were members including those at other schools. These students will need to talk about their reactions. Attention to these students may help prevent future suicidal behavior. Keep in mind that in small schools, this may mean every student. See [Identifying At-Risk Students](#).
6. Consider and provide accommodations for reintegration of the deceased student’s siblings. Ensure that this is addressed if siblings attend a different school.
7. Conduct daily debriefing with faculty and staff during the crisis and postvention periods.
8. Document activities as dictated by school protocols. Documentation is important as each crisis presents an opportunity to improve the process for handling the next crisis.

**DO NOT ALLOW INAPPROPRIATE MEMORIAL ACTIVITIES - Avoid any activities that glorify, glamorize or sensationalize the death.** *“A delicate balance must be struck that creates opportunities for the student to grieve but that does not increase suicide risk for other school students...”* (Suicide Prevention Resource Center, 2004)

**AVOID that which other vulnerable youth may see as a way to receive recognition for considering suicide. DO NOT ALLOW:**

- Memorial services within the school building
- Sending all students to the funeral or cancelling classes for the funeral
- Flying the flag at half-mast
- Large student assemblies about the victim or a moment of silence at assemblies
- Dedication of sports events or other events
- Permanent markers or memorials of any kind, e.g. at the student’s locker, plaques, trees, benches, retirement of a sports jersey, shrines of any kind, etc.

**ALLOW that which honors the student who died and can help the living. ALLOW:**

- Donations collected for the bereaved family, charities, suicide prevention efforts or youth support programs
- Positive notes or memories written by those students and staff who wish, to be given to the family
- Dedication pages in school newspapers or yearbooks that treat the dedication equally with that of any other. Common guidelines suggest a photograph, name, birth and death dates and something about what they did while living.

Also, assign an appropriate school official to monitor social media related to the deceased student such as MySpace, Facebook and Twitter pages. In some cases, the site may need to be taken down.

**DO remember self-care during this process! Be aware of your own emotional response to these events and take care of yourself.** See [Self Care](#).

For immediate or ongoing questions or concerns contact the State Department of Education at 208-332-6960. If you feel any student or staff poses an immediate threat to themselves or another, contact your local Department of Health and Welfare office.

For more information on school-related suicide prevention, intervention and postvention go to [www.spanidaho.org](http://www.spanidaho.org) or [www.sprc.org](http://www.sprc.org).

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Appendix ~~LR~~: Internet Access Conduct Policy and Agreement

AMERICAN HERITAGE CHARTER SCHOOL  
INTERNET ACCESS CONDUCT POLICY AND AGREEMENT

~~CA~~. *Acceptable Uses*

1. Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. Unacceptable Uses of Network. The following are considered unacceptable uses and constitute a violation of this policy:
  - a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by AHCS's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
  - b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
  - c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
  - d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
  - e. Students may be prohibited from using e-mail (except AHCS e-mail accessed through a web browser) .E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

~~IXB~~. *Internet Safety*

Appendix LR: Internet Access Conduct Policy and Agreement

Each AHCS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

AHCS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

**AC.    *Definition of "Harmful to Minors"***

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**BD.    *Methods of Ensuring Acceptable Internet Usage***

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

1. educating students to be "Net-smart;"
2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;
3. using "Acceptable Use Agreements";
4. using behavior management practices for which Internet access privileges can be earned or lost; and
5. appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

**CE.    *Confidentiality of Student Information***

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information



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Appendix ~~LR~~: Internet Access Conduct Policy and Agreement

about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

~~DE~~. ***Internet Access Conduct Agreements*** (~~See Appendix L~~)

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to AHCS's computer system and/or Internet Service.

~~EG~~. ***Warranties/Indemnification***

AHCS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. AHCS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. AHCS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to AHCS and will indemnify and hold AHCS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with AHCS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

~~FH~~. ***Violations***

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

*Every student, regardless of age, must read and sign below:*

I have read, understand, and agree to abide by the terms of AHCS's *Internet Use and Safety Policy*. Should I commit any violation or in any way misuse my access to AHCS's computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (Print) \_\_\_\_\_ Home Phone: \_\_\_\_\_

User's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Status: Student \_\_\_\_ Staff \_\_\_\_ Patron \_\_\_\_ I am 18 or older \_\_\_\_ I am under 18 \_\_\_\_



**July 24, 2012**

Appendix LR: Internet Access Conduct Policy and Agreement

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent, (*If applicant is under 18 years of age, a parent must also read and sign this agreement.*)

As the parent of the above named-student, I have read, understand and agree that my student will comply with the terms of AHCS's *Internet Use and Safety Policy* for the student's access to AHCS's computer network and/or the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my student's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless AHCS, the Board, Administrators, teachers and other staff against all claims, damages, losses, and costs, of whatever kind, that may result from my student's use of his/her access to such networks or his/her violation of AHCS's policy. Further, I accept full responsibility for supervision of my student's use of his/her access account if and when such access is not in the school setting. I hereby give my student permission to use the building-approved account to access AHCS's computer network and the Internet.

Parent (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

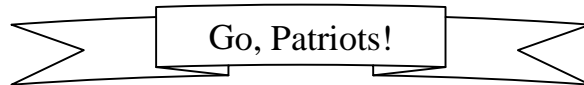
Home Phone: \_\_\_\_\_ Address: \_\_\_\_\_

Date: \_\_\_\_\_

This Agreement is valid for the \_\_\_\_\_ school year only.

# American Heritage Charter School

Student Handbook  
2013-14 Academic Year



## Mission Statement

American Heritage Charter School strives to provide  
an excellent educational choice where students  
have the opportunity to become  
an informed and involved citizenry.

## Vision Statement

American Heritage Charter School  
creates patriotic, educated leaders.

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## ACADEMICS

### Class Schedule

Requests for a change in schedule must be made with the School Clerk and have the approval of the teachers of classes involved. Once the student has received approval from the teachers, the request is submitted to the Principal/Designee for final approval. Class schedules cannot be changed after the first week of each trimester.

### Community Service Project

All students will participate in a yearly community service project as outlined:

1. Grades K-5: community projects established and supported by class parents
2. Grades 6-8: class sponsored community projects
3. Grades 9-11: individual/small group community projects
4. Grade 12: community action piece as part of the student's senior project
5. All students will achieve satisfactory status or above as measured by classroom/individual assignments and/or tasks based on teacher developed rubrics.

A culminating survey taken by the targeted focus group, involved students, teachers and/or parents resulting in an 80% or above positive feedback.

### Grading Policy

Letter grades will be recorded with the corresponding numeric value when possible. The following scale for letter grades will be used:

90-100.....	A
80-89 .....	B
70-79 .....	C
60-69 .....	D
59 or below .....	F

Grades will be a matter of record and a student should feel free to ask the teacher how their grades are determined.

### Graduation Requirements

Pass 10<sup>th</sup> grade ISAT  
 Four (4) years of English  
 Four (4) years of Mathematics  
 Four (4) years of Science/Health  
 Two (2) years of Spanish (or test out by passing oral and written test for college intermediate Spanish)  
 Four (4) years of Social Science  
 Four (4) years of Academy Focus  
 GPA of 75% on a 100% scale to receive a diploma

### Honor Roll

The Honor Roll is compiled and published for grades 7-12 each trimester to honor students with good grades. The Honor Roll will be determined by grade point.

3.50 – 4.00 High Honors  
 3.00 – 3.49 Honors

### Middle Level Credit System (IDAPA 08.02.03.107)

American Heritage Charter School will develop and adopt a policy that addresses the following:

#### Credit Requirements

AHCS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. AHCS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

Students repeating classes in grades 7-8 (Grades 9-12 beginning with the 2014-15 school year.) will be required to repeat the class or classes of failure. The classes in which the student was successful will not be repeated. (For example, if a student repeats seventh-grade English, that student may be enrolled in seventh- AND eighth-grade English simultaneously.)

#### Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.

#### Alternate Mechanism

AHCS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by AHCS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Report Cards and Progress Reports

Report cards will be compiled at the end of each grading period. Report cards will be mailed to parents. Students are to return the attached *Acknowledgement of Receipt of Report Card* with the signature(s) of parent. Progress reports and/or deficiency notices will be mailed to parents' mid-term of the trimester.

Schoolwork Make-Up Policy

Make-up Work is required for all absences.

If a student is absent on the day work is assigned, students will be given two (2) days to complete the assignment for the first day absent and one (1) day for each additional day absent.

When due dates are announced prior to absences, all work and tests are still subject to original assigned dates.

Make-up tests must be taken in a timely manner; arrangements must be made with the teacher upon the student's return.

Absences due to school activities require planning on the student's part. Any type of pre-planned absence requires that the student come in prior to the absence to collect any work that will be missed. Assignments are subject to the same due dates as if the student had been in the classroom that day, or are due immediately upon his or her return to class.

Late homework is a different issue from make-up work. Late homework policies will vary and are at the discretion of the classroom teacher.

Senior Project

Completion of a senior project is a graduation requirement.

Responsibility: Senior students **MUST** have completed as bare minimum requirements a written research paper, presentation at the Academic Fair and in class, and a product

Monitoring Responsibility: Advisor of the Senior Class is the driving force to get the student organized and moving forward.

1. Written research paper must be explained, monitored, and graded by the secondary English teacher or a certified secondary English teacher agreed upon by the principal and head teacher.
2. Presentation must be explained, monitored, and graded by the secondary head technology teacher or a certified secondary technology teacher agreed upon by the principal and head teacher.
3. Product must be explained, monitored, and graded by the secondary advisor to the student in conjunction with the English teacher, the Technology teacher, Professional Technical, etc.)

**TIMELINE:**

1. It is **highly recommended** the student identify the senior project by the 9, 10, or 11<sup>th</sup> grade, but it is **mandatory** the student identify the project by the end of the first trimester of the senior year. This process will be guided by the senior advisor as the student may not be enrolled in senior English, or the subject area affecting the project.
2. The senior student will be allowed, but not required, to enroll in a class designed to facilitate work on the senior project during the second and third trimester. (The student must have the Senior Project completed for the Academic Fair, so the Academic Fair should be set for the latter part of May.)
3. Grading and acceptance of the Senior Project must be completed prior to the Academic Fair by all the evaluating parties.

**FINAL SENIOR PROJECT REQUIREMENT**

The Senior Project **WILL BE INCLUDED** in the Senior Portfolio.

Valedictorian/Salutatorian Requirements

AHCS's valedictorian will be the senior who has completed all coursework and has the highest GPA. The salutatorian will be the senior who has completed all coursework and has the second highest GPA. Internships will be an acceptable part of a valedictorian or salutatorian's course of study; however, work release will disqualify a student from consideration.

**ATTENDANCE POLICY**

AHCS recognizes the need for students to attend school on a regular and consistent basis to ensure their academic success. Consequently, AHCS has set a goal of a daily average school absentee rate of less than 5% when calculated on a monthly basis.

Absences

If student will be absent from school, parents must notify the office at 208-934-4567 as soon as possible. If not notified, AHCS will call parents to check on the student's whereabouts. Upon return to school, students must present a note from parents indicating his/her reason for the absence before being permitted to resume his/her studies.

Excessive Unexcused Absences

If students accumulate nine (9) or more absences in a trimester without documentation from a qualified healthcare professional that a medical condition exists, the lack of attendance will be considered a habitual problem, and student's may lose credits. Parents will be notified in writing. Students and parents will be required to appear before the Board to appeal loss of credit for the trimester in which the absences occurred.

Tardies

Students will be counted tardy if they have not arrived in their classroom by the time the tardy bell rings. Tardy students will be required to check in at the school office to obtain a note for admittance into class.

Truancy

A truancy occurs when a student is absent from class or classes without previous consent or knowledge of the school and/or parents, or for reasons not acceptable to school officials. This includes an absence from school or class after a student has arrived at school and then leaves without the permission of a school official. The student will receive a zero for any assignments given during the period(s) missed.

For the purposes of the following procedures, any truancy that occurs within a given school day will be deemed one truancy. The length of detention or suspension time assigned to the student under this policy will be determined by the Principal/Designee.

1st Truancy: The Principal/Designee will have a conference with the student. Detention or in-school suspension time will be assigned by the Principal/Designee.

2nd Truancy: The Principal/Designee will have a conference with the student and the student's parents. In-house suspension will be assigned to the student as deemed appropriate by the Principal/Designee.

3rd Truancy: The Principal/Designee will have a conference with the student and the student's parents. The student will be suspended for a period deemed appropriate by the Principal/Designee. The student will sign an attendance contract which clearly indicates that any further truancy can, at the Principal/Designee's discretion, result in a recommendation to the Board that the student be classed as a habitual truant and that they be expelled under provision of Idaho Code 33-205 and 33-206.

4th Truancy: At the option of the Principal/Designee, if a student is truant a fourth time, the Principal/Designee may repeat the procedure outlined for a 3rd truancy or follow the procedure for recommending that the student be classed as a habitual truant for the remainder of the trimester. Students will receive a "0" for work missed while truant.

**HEALTH AND SAFETY POLICIES & PROCEDURES**

Birth Certificates or Proof of Identity

Pursuant to Idaho Code, Section 18-4511, the person enrolling the student must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa or other governmental documentation of the child's identity. AHCS is required to contact the State Department of Health and Welfare and local law enforcement when this law is violated.

Campus Visitation

Parents are welcome and encouraged to visit the school. All persons visiting AHCS are: (1) required to sign in at the office, (2) explain the purpose of their visit, and (3) wear a visitor ID badge while in the building or on campus. Students are discouraged from inviting guests to visit them while they are at school. Those students who wish to bring guest speakers/volunteers to school are encouraged to do so; however, they must prearrange the visit with the Principal/Designee.

### Child Abuse/Neglect Reporting

Idaho Law (Section 16-1601 et.sep.) requires that any person having reason to believe a student has been abused, abandoned, or neglected report the allegations to either the Idaho Department of Health and Welfare or a law enforcement agency. School personnel do not conduct any investigations into said allegations. The legal requirement is limited to reporting only.

### Classroom Conduct

Students are to:

1. treat all peers, faculty, administration and visitors with respect, including but not limited to, no swearing, trash talking, bullying, or insubordination)
2. be in their seats with necessary classroom equipment when the bell rings.
3. always have a teacher-signed hall pass or agenda when out of the classroom.
4. follow AHCS's computer, network, and Internet policies when working on computers.
5. refrain from random Internet surfing, streaming music, using headphones with or without iPod players, program surfing to "see how something works," or using cell phones are not acceptable and will result in appropriate disciplinary action.
6. leave gum and/or candy off campus. ~~[Sack lunches are the only food/drink allowed on campus.]~~
7. remember cell phones are NEVER allowed in the classroom. [If cell phones are brought to school, they must be checked at the school office at the beginning of the day to be returned at the end of the day. If phones are detected in the classroom, they will be confiscated until such time as the parents can come to school and pick them up. Disciplinary action may follow.]

All faculty members are expected to enforce the above rules in their classrooms.

### Code of Conduct

AHCS expects students to be able to conduct themselves in such a manner that few rules are necessary. A violation of any school rule or regulation may result in disciplinary action, including, but not limited to, suspension, removal, expulsion, or possible court action.

- **Academic Dishonesty:** Cheating, stealing answers, plagiarizing, and academic dishonesty in any form, including inappropriate use or misuse of the school's computer network and Internet, including violating the *Internet Access Conduct Agreement*.
- **Creating False Emergencies:** Creating a false emergency, including misuse of fire alarms. Bomb threats or other such false emergencies will result in disciplinary action, and/or involvement of appropriate local, county, and/or federal enforcement agencies.
- **Damage or Theft of Private Property:** Causing damage or attempting to damage or steal private property on school premises.
- **Disruption:** Including, but not limited to, running, littering the school, making excessive noise, such as loud or boisterous talking or shouting.
- **Bullying/Fighting/Harassment:** Verbally or physically harassing or harming another student or any AHCS personnel or interfering with or disrupting the job function of any AHCS personnel.
- **Illegal Acts:** Commission of acts that by law are considered felonies or misdemeanors in courts of law.
- **Initiation and/or Hazing:** Ceremony, ritual, test, or period of instruction in which student is subjected to any or all of the following: rough practical jokes, ridicule, persecution or harassment with meaningless, difficult, abusive, disagreeable, and/or humiliating tasks.
- **Insubordination:** Refusal to follow the reasonable directive of a staff member or AHCS personnel.
- **Littering:** Refusal to dispose of unneeded items in approved receptacles.
- **Profanity:** Abusive, vulgar, or irreverent language.
- **Public Display of Affection:** Participating in displays of physical affection is not allowed.
- **Throwing Snowballs/Water Balloons or Water Devices:** Throwing snowballs/water balloons or discharging a water (squirt) device.
- **Traffic Violations:** Violations on campus against speed limit, stop signs, and Idaho Traffic Laws.
- **Vandalism:** Destruction or disfiguring of public and/or private property.
- **Weapons, Fireworks, and Dangerous Instruments:** Possession, handling, or transporting a firearm, dirk knife, bowie knife, dagger, metal knuckles, or any deadly and dangerous weapons as defined in Section 921 of Title 18 of the United States Code, including any knife, any explosive, including firecrackers, or any other dangerous object [Dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property], on or about his/her possession while on the property of the AHCS, while engaged in a school activity on other property, and/or while riding school-provided transportation.

*Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way that could cause physical injury to any person is in violation of this policy.*

*Violation of the weapons policy will result in immediate suspension and expulsion for a minimum of one year or as determined by the Board on a case-by-case basis. The suspension and expulsion includes no participation in or watching of any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board.*

Any school employee or designee has jurisdiction over AHCS students during any school activity. If consequences are necessary for an infraction, the Principal/Designee may follow the protocol of discipline procedures, or may choose to enforce any of the consequences nonsequentially, or assign an appropriate work consequence as befitting to student and situation.

### Discipline Procedures

*Due Process*

When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

#### *Consequences*

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
  - a. Loss of privileges
  - b. Detention (lunch hour or before or after school)
  - c. Phone call to parent
  - d. Letter sent to the parent
  - e. Student and parent conference with Principal
  - f. Suspension from extracurricular activities
  - g. In-school suspension
  - h. Out-of-school suspension
  - i. Referral to Status Offenders Service
    - i. Behavioral
    - ii. Attendance
    - iii. Truancies, etc.
  - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion

The Principal determines appropriate consequences for infractions.

#### *Suspension Policy*

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

##### Temporary Suspension

AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

##### In-school Suspension

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

#### *Expulsion Policy*

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

#### *Reenrollment to School Following Expulsion*

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.



Drug Abuse Policy

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1,000 feet from the boundary of any school property.

This policy includes the following three sections:

1. Random/Voluntary Drug-, Alcohol-, and Tobacco-Use Policy
2. Drug Abuse Policy for Students Involved in School Activities
3. Reasonable Suspicion Drug Policy

Random/Voluntary Drug-, Alcohol-, and Tobacco-Use Policy

*Philosophy*

Parents should be involved in all aspects of their student's education, including drug, alcohol, and tobacco prevention programs and counseling.

*Definitions*

**Controlled Substances:** Include, but are not limited to opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents of the substances contained in the plant, any material, compound, mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

**Drug:** Any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substance, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance whose use is intended to alter mood.

**Reasonable Suspicion:** An act of judgment by intervention trained school personnel, which leads to a reasonable and prudent belief that a student is in violation of use or "under the influence" of drugs and/or controlled substances. The fact that a student has previously disclosed use of a controlled substance will not be deemed a factor in determining reasonable suspicion at a later date. Reasonable suspicion does not include intentional harassment of a difficult student.

**Intervention Trained:** School personnel who have completed an accredited course related to illegal substance, their physical characteristics, physiological effects, and how student behavioral changes typically associated with the use of such products may be evidenced in the classroom.

*Policy*

It is a violation of AHCS policy for a student to possess, use, buy, sell, or give away drug paraphernalia, controlled substances, or drugs on any school premises or at any school-sponsored activities, regardless of location, or to have such substances on his/her person, in his/her locker, vehicle, school bus, or other property.

Students reasonably suspected by intervention-trained personnel of any of the above will be identified, examined, and reported in accordance with the law. The student's parent will be contacted as soon as possible.

A urinary analysis (UA) drug screening can be an automatic part of the referral process, done at the discretion of the Principal/Designee. When there is "reasonable suspicion" that a student is under the influence of drugs, he/she will be given a UA, which screens for amphetamines, cocaine, morphine, PCP, and THC, and which provides immediate results. A positive UA will be sufficient to justify the need for assessment as well as result in parent notification and referral to law enforcement personnel, as allowed by Idaho Code 33-210. If there is a question as to the results or the validity of the UA, the specimen will be sent to a local, certified lab with which AHCS will contract for authentication. Referrals, records, assessments, and UA results are classified as confidential.

Students of suspicion or who have a substantiated controlled substance or drug problem will be offered assistance.

Any student who voluntarily discloses using or being under the influence of any drug or controlled substance while on school grounds or under school supervision and before he/she is reasonably suspicioned to be in violation of the law and this policy will be provided anonymity to the extent that:

Disclosure is held confidential on a faculty "need-to-know" basis;

1. Notification is provided to parents; and
2. Available counseling is offered at the school level.

Once a student is reasonably suspicioned to be in violation of the law and this policy, regardless of any previous voluntary disclosure, the Principal/Designee will immediately notify the local law enforcement agency and will seek a law enforcement evaluation of the student. The evaluation may seek transfer of school custodial responsibility to the appropriate law enforcement agency.

Voluntary disclosure of use or being under the influence of any drug or controlled substance to school personnel while the student was off school grounds and not under the supervision of the school, may not be reported unless in the best interest of the student or required by school district policy, or State Code.

*Discipline*

Discipline for students who possess, use, buy, or give away drug paraphernalia, controlled substances or drugs, on any school premises or at any school-sponsored activity, regardless of location will involve suspension and possible expulsion.

*Process*

The following process applies to first and second/subsequent offenses on school property and at school-sponsored activities, regardless of location:

1. A student's person and/or personal effects, including, but not limited to purse, book bag, etc., may be searched whenever a school official has reasonable suspicion that the student is in possession of materials which violate AHCS policy or law.

2. Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and desks. Periodic general inspection of lockers and desks may be conducted by authorized school officials for any reason at any time without notice, without consent, and without a search warrant. The interiors of lockers may be inspected whenever an authorized school official has reasonable suspicion that materials which violate AHCS policy or law are contained therein. Such inspections may be conducted without notice, without consent, and without a search warrant.
3. Students are permitted to park on school premises as a matter of privilege, not right. The school retains the authority to conduct routine patrols of school parking lots and inspections of the exterior of automobiles on school property.

**First Offense**

1. The student's parents and law enforcement personnel will be notified as soon as possible; AND
2. The student will be subject to a ten (10) day suspension by Principal/Designee; AND
3. The Principal/Designee may reduce the suspension to three days when:
  - a. The student and parents show evidence of attendance at a local substance abuse meeting (AA, ALA Teen) and agree to a drug and alcohol assessment provided at a State-approved alcohol/drug agency in the area and conducted by a Certified Alcoholism/Drug Abuse Counselor, at the family's expense, and follow the recommendations of the agency.
  - b. The student submits a copy of the recommendation prior to re-admittance. Reduction in length of suspension or extracurricular ineligibility will be immediately revoked by the Principal/Designee whenever a student fails to follow through with the evaluation recommendation.

**Second/Subsequent Offense:**

1. The student's parent(s)/guardian(s) and law enforcement personnel shall be notified as soon as possible; AND
2. The student will be subject to a ten (10) day suspension at the discretion of the Principal/Designee; AND
3. The student and parent will attend a hearing with the Board or Board Approved Intervention Team.

All students and parents must sign a contract at the beginning of each activity, which contains these guidelines and resulting penalties for offenses. Activities, sports, and extracurricular activities are defined as all activities sponsored by AHCS including clubs, class officers, drama, pep band, INEEL, etc. There will be no break between school sport seasons. For purposes of this policy, the next sport season begins the same day the previous sport season ends. Non-sport season summer vacation time is excluded from this policy.

In the case of and also for those activities and clubs which do not have a regular season, the first penalty is for the remainder of a season defined as August - October (Fall), November – February (Winter), and March - May (Spring) if the chemical dependency assessment and evaluation are followed. Field trips that are a part of classroom instruction are not considered an extracurricular activity.

Any appeal of the above penalties or any change in procedures may only be made to the Board.

Suspensions and expulsions of students with disabilities as defined by Public Law 94-142 and subsequent amendments, Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act, and the Americans with Disabilities Act will follow said guidelines as well as the provisions of this policy.

AMERICAN HERITAGE CHARTER SCHOOL  
DRUG-, ALCOHOL-, AND TOBACCO-USE POLICY  
STUDENT CONTRACT

**NOTE: THIS FORM IS INCLUDED SEPARATELY IN THE SECTION OF YOUR PACKET THAT INCLUDES ITEMS TO BE SIGNED AND RETURNED.**

I understand and will abide by AHCS's *Drug-, Alcohol-, and Tobacco-Use Policy*. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, school disciplinary and/or appropriate legal action may be taken.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date of Signature

As the parent of this student, I have read the attached *Drug-, Alcohol-, and Tobacco-Use* policy.

\_\_\_\_\_  
Parent Name (Printed)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date of Signature

**American Heritage Charter School Drug-, Alcohol, or Tobacco-Use Policy  
for Students Involved in School Activities**

*Philosophy & Objectives*

School activities play an integral part of the total educational process of students enrolled in American Heritage Charter School (AHCS). Because activities provide an educational opportunity, participants and coaches/advisors strive to meet the following objectives:

- Promote and contribute to the goals of the total educational program;
- Promote good citizenship and respect for rules and authority;
- Promote involvement and community interest in activities;
- Promote good sportsmanship;
- Learning the value of competitive participation;

- Development of individual and team skills;
- Practicing good health habits;
- Practicing physical, intellectual, and artistic development; and
- Representing the school and community in a positive manner.

Participation in activities is not considered to be a right, but rather, it is a privilege.

The illegal use, possession, distribution, or sale of tobacco, alcoholic beverages, or other controlled substances is strictly forbidden.

If a student involved in school activities tests positive, is cited by police, or is under “reasonable suspicion” of committing any of the above, a review of the situation will take place before sanctions are applied.

It is not acceptable for a student to be in attendance at a gathering where the student knows rules of conduct are being violated. If a student is known to be at a gathering of this nature, sanctions will also take place.

If students choose to participate in activities, they do so voluntarily, and, therefore, there are expectations beyond the required expectations of students who do not wish to participate in activities. These include maintaining academic eligibility, abiding by rules set forth by the coach/advisor, and setting high standards for behavior. Moreover, commitment to activities requires that participants refrain from the use or possession of controlled substances.

#### *Definitions*

- 1. Reasonable Suspicion:** Otherwise unexplained behavior which, based on specific objective facts and reasonable inferences drawn from these facts, or any substantive evidence pointing to either use, possession, or distribution of illicit drugs, unlawful alcohol or tobacco, may constitute “Reasonable Suspicion.”

Reasonable Suspicion may arise:

- From direct observation of an individual;
- From a pattern of abnormal conduct;
- When the individual has been arrested for, convicted of, or identified as the target of a criminal investigation into a tobacco, alcohol or drug related offense; and/or
- Based on information provided either by reliable and credible sources or independently corroborated.

Although reasonable suspicion does not require certainty, mere hunches are not sufficient to meet the standard. In any reported case, the Principal and Athletic Director must investigate and substantiate the facts before consequences are carried out.

- 2. Extracurricular Activity:** Any school competition that occurs out of the regular classroom setting. These include sanctioned activities such as, but not limited to, music, drama, debate, speech, cheerleading, dance, drill team, basketball, cross-country, football, golf, tennis, track, volleyball, and wrestling.
- 3. Participation:** “Participation” in an activity (including practice), as used in this policy, will include competition in any given activity, and includes managers.
- 4. Alcoholic Beverages:** Any beverage that contains alcohol, including, but not limited to beer, wine, coolers, and liquor.
- 5. Drugs:** Any controlled substances as defined in Idaho Code 37-2705 or 37-2707, except those possessed and/or used pursuant to a valid prescription.
- 6. Seasons:** The activity season extends from the first day of tryouts to the last day of competition. There will be no break between school activity seasons. For purposes of this policy, the next activity begins the same day the previous activity ends. This also applies for a student that, for instance, participates in only one or two activities. For example, if a violation occurs 2 days before the end of the football season and the student's next activity is track, the sanction will “carry-over” to the spring.

The non-activity season starts when the last State Tournament ends for spring sports and the first day of practice starts for fall sports. This time is excluded from the policy.

#### *Determination of Violations*

When there is reasonable suspicion to believe that a student has violated this policy by committing any of the above acts, an investigation will be conducted by the Principal and Athletic Director.

- As part of the investigation process, the student will receive written notice of the allegation that he/she violated the policy, and will be given an informal meeting with the investigators. Parents and the head coach/advisor are also encouraged to attend this meeting.
- In the event that a student self-reports the violation, upon being questioned by a coach, Athletic Director, or administrator; the first offense sanction will be reduced by 50% (one (1) week, consisting of at least a one (1) game suspension).
- Student has a right to face his/her accuser(s).

#### *Appeals*

- A student may appeal the determination that he/she has violated this policy and/or the penalty imposed by filing a written request with the Principal within ten (10) days of the date the determination is made. The request for an appeal must clearly state the reasons why the review is being requested. The review will be an informal meeting of the student, parents if desired, and Principal. The Principal will issue a written decision within five (5) school days of the date of the review.
- If the students’ appeal to the Principal is not successful, the student has the right to appeal to the American Heritage Charter School Board of Directors by filing a written request with the Board Secretary within ten (10) days of the date the determination is made. The request for an appeal must clearly state the reasons why the review is being requested. The Board will issue a written decision within five (5) school days of the date of the review. The decision of the Board is final.
- Students will abide by all other terms of their suspension until a final determination is made regarding their appeal.

#### *Sanctions (Sanctions will accumulate through grades 9-12)*

##### **FIRST OFFENSE:**

- Automatic suspension remainder of sport season and next sports season;
  - No attendance at school activities for two weeks after 3p.m.
- OR

- Drug Assistance Prevention Program for 6 weeks;
- Suspended from the current extracurricular activity for two (2) weeks, but can participate in practice; or
- Mandatory drug testing for three (3) months.

**SECOND OFFENSE:**

- Suspended from activities for one calendar year  
OR
- Drug Assistance Prevention Program for six (6) weeks;
- Suspended from current sport and next sport season;
- Mandatory drug testing remainder of school or six (6) months;
- No attendance at school activities for two (2) weeks after 3p.m.

Required recommendation must be met or student is automatically placed at next step.

**THIRD OFFENSE:**

- No participation in extracurricular activities for the remainder of one's school career; or
- No attendance at school activities after 3:00 p.m. for one year.

AMERICAN HERITAGE CHARTER SCHOOL (AHCS)  
STUDENT-PARENTAL DRUG-TESTING CONSENT FORM

**NOTE: THIS FORM IS INCLUDED SEPARATELY IN THE SECTION OF YOUR PACKET THAT INCLUDES ITEMS TO BE SIGNED AND RETURNED**

We, the undersigned Student and Parent, understand that Student's performance as a participant in AHCS extracurricular activities and the reputation of the Student's school are dependent, in part, on the Student's conduct as an individual. We, the Student and Parent have read the drug policy in this handbook and hereby agree to accept and abide by the standards, rules, and regulations set forth by American Heritage Charter School's Board and the sponsors for the activity in which Student participates. In order to participate, this form must be signed and on file at American Heritage Charter School.

We also authorize American Heritage Charter School to conduct random drug testing of urine specimens provided by Student, to test for illegal drugs and/or alcohol use. We also unconditionally authorize the release of information concerning the results of such test to the Parent and Principal.

This testing will be deemed consent for the purpose of the Family Education Right to Privacy Act.

Student Name (Printed) \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent Name (Printed) \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Emergency School Closure**

Occasionally AHCS is forced to close school because of unforeseen circumstances. A sudden storm that threatens to close the roads, power outages, or maintenance problems are some of the reasons school will be closed. Parents will be given an emergency closure plan form to complete and return to the school at the beginning of the school year.

*In the event of school closure while school is in session*, teachers will consult the emergency closure plan on file and help students follow their plan. A school official will contact KLIX 1310 AM, KART 1400 AM, KVMX MIX 103 FM radio stations, and KMVT television station to request the posting and broadcast of a special "school closure" bulletin at least 30 minutes prior to students' dismissal.

*In the event of school closure prior to commencement of school session*, a school official will contact KLIX 1310 AM, KART 1400 AM, KVMX MIX 103 FM radio stations, and KMVT television station to request the posting and broadcast of a special bulletin to notify students and parents that school will not be in session.

**Head Lice**

The best way to control the spread of head lice is early detection and treatment. AHCS will direct the school nurse and/or other properly-trained personnel to conduct periodic checks for head lice. If head lice are detected during such checks, the office will contact the parent to pick up the student. Prior to re-admittance to AHCS, proof (box top, bottle, etc.) of treatment must be presented, and the school nurse and/or other properly-trained personnel must re-check the student's hair.

**Illness/Injury/Emergency Treatment**

It is extremely important that a student's file is accurate so a parent or designated alternate contact can be reached in case of illness or injury to your student. No medication will be administered without your written consent. (See Also, *Medications Policy* below.)

When a student is injured, staff will provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The Principal/Designee will immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a student develops symptoms of illness while at school, the responsible school officials will do the following:

1. Isolate the student immediately from other students in a room or area segregated for that purpose.
2. Inform the parent as soon as possible about the illness and request him or her to pick up the student.
3. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the Principal/Designee immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

### Immunization Records

Idaho Code, Section 39-4801, requires all students attending Idaho public schools to provide evidence documenting current immunizations required by the State of Idaho.

### Insurance

AHCS does not furnish health or accident insurance for any student. However, you may purchase one of several optional protection plans. Insurance applications and claim forms will be made available in the school office.

### Internet Use and Safety

#### Acceptable Use of Electronic Networks

All use of electronic networks will be consistent with AHCS's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

#### Terms and Conditions

1. Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. Privileges – The use of AHCS's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. His or her decision is final.
3. Unacceptable Use – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
  - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or state law;
  - b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
  - c. Downloading copyrighted material for other than personal use;
  - d. Using the network for private financial or commercial gain;
  - e. Wastefully using resources, such as file space;
  - f. Hacking or gaining unauthorized access to files, resources, or entities;
  - g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
  - h. Using another user's account or password;
  - i. Posting material authored or created by another, without his/her consent;
  - j. Posting anonymous messages;
  - k. Using the network for commercial or private advertising;
  - l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
  - m. Using the network while access privileges are suspended or revoked.
4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
  - a. Be polite. Do not become abusive in messages to others.
  - b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
  - c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
  - d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
  - e. Do not use the network in any way that would disrupt its use by other users.
  - f. Consider all communications and information accessible via the network to be private property.
5. No Warranties – AHCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. AHCS will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. AHCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. Indemnification – The user agrees to indemnify AHCS for any losses, costs, or damages, including reasonable attorney fees, incurred by AHCS, relating to or arising out of any violation of these procedures.
7. Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Principal/Designee. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. Telephone Charges – AHCS assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. Copyright Web Publishing Rules – Copyright law and AHCS policy prohibit the republishing of text or graphics found on the Web or on AHCS Websites or file servers, without explicit written permission.
  - a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page

- crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
  - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
  - d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
  - e. Student work may only be published if there is written permission from both the parent and the student.
11. Use of Electronic Mail.
- a. AHCS’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by AHCS. AHCS may provide e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
  - b. AHCS reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
  - c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
  - d. Electronic messages transmitted via AHCS’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with AHCS. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of AHCS. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
  - e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
  - f. Use of AHCS’s electronic mail system constitutes consent to these regulations.

#### Internet Safety

1. Internet access is limited to only those “acceptable uses,” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members will supervise students while students are using AHCS Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each AHCS computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Principal/Designee.

The system administrator and Principal/Designee will monitor student Internet access.

#### Leaving Campus

A student who has been in school during any part of the day and who must leave during any part of the school day must get permission from the office and must sign-out. Upon returning, the student must check in at the office and sign-in. Students leaving school grounds without permission will be truant.

Boyfriends and/or girlfriends may not pick up AHCS students and transport them off campus without written permission from parents.

No persons other than parents and parent-authorized individuals may pickup and transport students from the school grounds between the hours of 7:30 a.m. and 4:30 p.m. to ensure the safety of students and staff.

#### Medications

If a student needs to take medication during the school day, the medication must be brought to the office in its original packaging with a form, signed by parent, indicating the (1) name of the medication as it appears on the prescription bottle, (2) dosage instructions, (3) duration of administration of medication, and (4) reason for which medication is being taken.

ALL MEDICATION MUST BE PROVIDED IN THE ORIGINAL PRESCRIPTION CONTAINER WITH PROPER LABELING. THIS INCLUDES NON-PRESCRIPTION MEDICATION. NO MEDICATION OF ANY TYPE WILL BE ADMINISTERED BY ANY SCHOOL PERSONNEL UNLESS PROVIDED BY PARENT WITH WRITTEN CONSENT.

Medication administered on a regular basis at school will be stored in a locked area in the office. These procedures will be followed in every case for the safety of all students!

#### Sexual Harassment/Intimidation of Students

Sexual harassment is a form of sex discrimination and is prohibited in AHCS. An employee, Charter School agent, or student engages in sexual harassment whenever he/she makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student’s academic status; or
2. has the purpose or effect of:
  - a. substantially interfering with the student’s educational environment;
  - b. creating an intimidating, hostile, or offensive educational environment;
  - c. depriving a student of educational aid, benefits, services, opportunities or treatment; or
  - d. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.



The terms “intimidating,” “hostile” and “offensive” include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults or name calling, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should contact a counselor, teacher, Title IX coordinator or administrator who will assist them in the complaint process. Supervisors or teachers who knowingly condone, or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation, may themselves be subject to discipline.

Any AHCS employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of AHCS who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with the discipline policy. Any person knowingly making a false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and expulsion with regard to students.

AHCS will make every effort to ensure that employees or students accused of sexual harassment or intimidation is given an appropriate opportunity to defend themselves against such accusations.

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination, and will lead to disciplinary action against the offender.

Any individual seeking further information should contact the Principal/Designee for the name of the current Title IX Coordinator for AHCS. The Principal will insure that the student and employee handbooks identify the name, address, and telephone number of the individual responsible for coordinating AHCS’s compliance efforts.

An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

### Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

AHCS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person’s pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

#### *Level 1: Informal*

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

#### *Level 2: Principal*

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Principal will investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal’s decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal’s decision. This request must be submitted to the Board within fifteen (15) days of the Principal’s decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal will turn the complaint over to the Nondiscrimination Coordinator who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

#### *Level 3: The Board*

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter will be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision will be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

### Volunteers

AHCS welcomes and encourages volunteers. Volunteers can enhance the educational experience of students in numerous ways—both at home and at school. Volunteers are required to register at the school office and receive a Visitor ID badge. This procedure will be followed each time a person volunteers at the school.

#### *Definition of Volunteer*

Volunteers are persons who assist in school or school programs. Volunteers are encouraged to use their time and effort to support school and school programs. A volunteer will be an individual who:

- Has not entered into an express or implied compensation agreement with AHCS;

- Is excluded from the definition of “employee” under appropriate state and federal statutes;
- May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and
- Is not employed by AHCS in the same or similar capacity for which he/she is volunteering.

Volunteers who have unsupervised access to students are subject to AHCS’s policy mandating background checks.

*For more information on how you can become involved, please contact the school office.*

### Weapons Policy

(See, *Code of Conduct*, under “Health and Safety Policies & Procedures” section above)

## SCHOOL POLICIES & PROCEDURES

### Activity Card

The purchase of an activity card entitles the student to become a member of the student body with all privileges of the organization. The activity card entitles the student to take part in extracurricular activities. Any student participating in American Heritage Charter School activities may be required to purchase an activity card.

### Assemblies

All assemblies for students, except pep assemblies, will be opened with a Pledge of Allegiance to the Flag. Students will report to their regularly scheduled classes for attendance and then the students will be dismissed by notification from the office.

### Controversial Issues

Controversial issues may be discussed in the classroom and a student may be excused from all or some of that instruction if his or her beliefs so dictate. The parent may also make that request. The teacher will provide an appropriate and alternative assignment of equal time if the teacher and the Principal/Designee approve the request. The teacher will require written parent permission prior to a topic they feel may be highly controversial.

### Dances

Dances may be held during the school year for high school students. Dances must be approved by the Principal/Designee. After students enter a dance, they are not allowed to leave and re-enter the dance or the building. All school rules apply at dances. Dances for students in ninth through twelfth grades end at 11:30 p.m. It is the responsibility of the sponsoring club/organization to provide chaperones to include teachers and parents. Without chaperones, the dance will be cancelled.

### Dress Code

Students are reminded that their appearance (clothing and grooming) significantly affects the way others respond to them. Since it is the duty of the Board of Directors to provide an educational atmosphere conducive to learning, minimizing disruptions or distractions, and to protect the health, safety, and morals of students, all students will abide by the uniform code of dress outlined by AHCS when the student is on any school premises or at any school sponsored activity, regardless of location. AHCS’s Uniform Code of Dress is outlined below, and may be changed by the Principal with approval from the Board at any time. On September 2, 2008, the Board voted to amend the dress code. Additions are in bold; deletions are struck through.

*Uniform Code* (Principal may choose to alter the Uniform Code on a per student basis as requested by parent.)

1. Clothing must be clean and in good condition.
2. No denim is allowed.
3. No head coverings are permitted indoors except as permitted under special circumstances outlined by Principal/Designee.
4. Students are prohibited from wearing excessive cosmetics **or coming to school with extreme hairstyles as determined by the Principal/Designee.**
5. Students are permitted to wear no more than one pair of earrings while at school or at any school-sponsored activity, regardless of location.

#### Shirts

- Red, white, or blue shirts in solid colors with collars and sleeves, such as a Polo® or a button-down shirt. Turtlenecks in approved colors may be worn under shirts with collars and sleeves.
- Vests and/or sweaters in solid, approved school colors may also be worn over shirts.
- Shirts must be tucked in at all times.
- AHCS t-shirts and/or sweatshirts may be worn on approved days.
- May not be made of fleece or nylon material typically used in athletic wear.
- Must be made of opaque material.
- Must extend past waist and/or top of pants.
- May not show any chest or torso in front or back.
- Must have sleeves that cover any tattoos.

#### Pants/Shorts/Skirts/Skorts/Jumpers/Capri’s

- Tan or navy blue pants/skirts/shorts/skorts/jumpers/Capri’s) made of cotton, cotton-polyester blend, linen, wool, or corduroy. May not be made of fleece or nylon material typically used in athletic wear.
- Must reach a student’s hips or midsection. (No undergarments may show above the pant line.)
- Shorts must be no less than mid-thigh in length. Skorts/jumpers/skirts must reach no less than three inches above the knee while student is kneeling.



- No pockets are permitted on the sides of clothing.
- Must cover any tattoos.

#### Footwear

- Socks/tights-solid colors of tan, brown, navy blue, white, or black.
- Shoes-no flip flops are permitted; heels must be of moderate height.
- Winter footwear-must be removed at the door and replaced with appropriate footwear.

#### Outerwear

- Worn outside is not considered part of the dress code and must be removed while indoors.

Students may wear clothing they currently own if it conforms to AHCS's uniform code. Parent may purchase appropriate clothing at any clothier of their choice. Often vendors offer schools a discount so are encouraged to compare pricing before purchasing apparel.

Students are not to wear or carry items of apparel (accessories, cosmetics, tattoos, jewelry—including body piercing) which depict or allude to, by picture, symbol or word, drugs, including alcohol and tobacco, controlled substances, drug paraphernalia, gangs, violence, sexually explicit, lewd, indecent or offensive material, or illegal acts. The wearing, using, or displaying of any gang clothing or attire (based upon the Principal/Designee's reasonable belief that gangs may be present in a school) jewelry, emblem, badge, symbol, sign, codes or other things which evidence membership or affiliation in any gang is prohibited on any school premises or at any school-sponsored activity, regardless of location.

Head coverings are inappropriate in the school building during regular school hours, unless the Principal/Designee specifically makes an exception to the policy.

Unless the Principal/Designee indicates otherwise, students will wear footwear at all times. When students are in lab classes, closed-toe footwear is required.

#### *Interpretation and Implementation of Policy*

The building Principal/Designee will use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the building Principal/Designee will be final. Principals, administrators, and teachers will use reasonable discretion in enforcing this policy.

#### *Enforcement*

Parents will be notified each time a student is in violation of the dress code. Parents will be responsible for facilitating prompt compliance with the dress code. Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire. All time missed from classes for failure to adhere to this policy will be deemed unexcused absences. Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations will be subject to disciplinary action up to and including suspension or expulsion, depending on all the facts and circumstances for violating the uniform dress code.

#### *Temporary Exceptions*

In order to allow appropriate attire for a particular educational or school activity, the building Principal/Designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day.

### Driving

Students who drive cars to school are to obey school rules and regulations concerning all speed limits, safe driving and parking area rules.

### Equal Education, Nondiscrimination and Sex Equity

Equal educational opportunities will be available for all AHCS students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless student. Any student may file a discrimination grievance using the Uniform Grievance Procedure.

No student, will on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding discrimination or intimidation should be directed to the Principal/Designated Coordinator. An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

In compliance with federal regulations, AHCS will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries.

AHCS will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff or volunteers with disabilities. AHCS considers this behavior to constitute discrimination on the basis of disability in violation of state and federal law.

### Extracurricular and Interscholastic Activities

Students may participate in sanctioned sports and activities through ~~Gooding~~Idaho Falls School District #91 as determined by AHCS and ~~Gooding~~Idaho Falls School District #91 (GIFSD).

**AHCS intends to offer intramural activities as requested by stakeholders.**

The following represents American Heritage Charter School's Eligibility Policy and Guidelines.

To be academically eligible for athletics and cheerleading, a student must:

1. Be enrolled full-time or dual enrolled (see definition in graduation requirements).
2. Have received no failing grades during the preceding nine-week grading period.
3. Have earned credits in at least five (5) full-credit subjects in the previous trimester or grading period for which credit is granted.

Academic eligibility will continue until that particular sport season or activity has been completed. Any student who is enrolled and participates in a Chapter 1 or Special Education program and does not meet the eligibility requirements may be declared eligible by a favorable vote of at least five (5) of the student's seven (7) classroom teachers.

Students who do not come to school the day of an activity for a full day will not be allowed to participate in that activity unless a special problem beyond the student's control arises and is acknowledged by the Principal, athletic director, coach, and/or advisor.

A student can be declared ineligible to participate in an activity by decision of the Principal/Designee because of poor citizenship. This ineligibility can extend from one day to the remainder of the activity season. The Principal/Designee will make his/her decision after meeting with the teachers, coaches, and advisors involved and according to written guidelines included in this handbook. Each coach or advisor may add any additional training rules to this policy upon review and approval by athletic director and Principal/Designee. All policies must be on file with school clerk.

*Clubs and Organizations*

There will be officially recognized clubs and organizations at AHCS, to be determined by staff and students after school commences.

*Student Transportation*

Students will be transported by Cheneya Contracted Bus Company that is familiar with and compliant with all applicable state and federal regulations. ~~Cheney~~The Contracted Bus Company will provide a regular pick-up and drop-off route in our district. Areas outside of the district will have a one designated pick-up and drop-off location. Students must comply with the rules of the school and bus company while riding the bus. Discipline issues on the bus will be handled by the bus company and supported by AHCS.

Family Educational Rights and Privacy Act of 1974

(See Also, *Record-Keeping*)

Parents have the right to have access, inspect, and limit disclosure of personally identifiable information from permanent school records. When students reach eighteen years of age, these rights are exercised by them. Parents or eligible students need only to contact the Principal/Designee and request the record review.

Fees

Parents will be advised in advance of any fees, required or optional. Students will be charged for damage and/or replacement costs for misused school property, which includes buildings, books, equipment, and materials. The teacher and Principal/Designee will assess the costs.

Field Trips

Field trips to community agencies, businesses, or other locations can provide valuable information that coincides with a teacher's curricular goals. Teachers will inform parent of upcoming events and will send a permission slip home with students. No student will be permitted to participate in a field trip without written consent from parent!

Food and Drinks

No food, drink, gum or candy is permitted in any buildings. Lunch will be eaten in the designated area or outside the building.

Freedom of Expression

Students have the right to freedom of expression in so far as it does not interfere with the educational process or climate. Students also have the right not to be infringed upon by other students' expression.

Lockers

(NOTE: Lockers may not be available to students. Students should be prepared to use a backpack or similar portable storage device to store and transport school supplies.) If students are offered the use of a locker, lockers are and remain throughout the year the property of the entity from whom AHCS is leasing facilities. Students are allowed to use the lockers as long as they are kept clean and not damaged. The lockers are subject to search at any time without notification by the Principal/Designee. Students are advised not to store valuables in their lockers.

Lost/Stolen Property

Valuable items should not be brought to school. AHCS is not responsible for lost or stolen articles. Reports of stolen property will be referred to the Principal/Designee. Lockers offer limited security even when locked.

Record-Keeping

(See Also, *Family Educational Rights and Privacy Act of 1974*)

All student records will be maintained in a secure location by the School Clerk.

*Information Changes*

Any changes in address, contact information, parent's place of employment, emergency contact, care provider, or healthcare provider should be reported to the school office to ensure accuracy of student's records.

*Release of Student Information*

Biological parents/court-appointed guardians of students are entitled to information regarding their students. The exception to this policy is if the legal system has issued an order restricting that exchange of information. If such an order exists, parent must provide a copy to the school, for inclusion in student's file so AHCS may act accordingly.

Information will only be released to a third party with written parental consent.

Student Body Officer Elections (Grades 6-12 only)

*Classes and Clubs*

Most of these are governed by the constitution approved by the Student Council. Most organizations will have definite grade requirements. Before any new activity or club can be formed, it must have the permission of the Board. All clubs and activities have sponsors and no money will be spent or activities placed on the school calendar without consent of the sponsor.

*The Election Process*

Balloting for Student Body Officers will be done in the spring for the next school year. This voting will be by secret ballot.

Should any Student Body Officer fall below a 3.00 GPA at the end of the nine weeks, that office will be declared vacant and a new election for that position will be held by secret ballot.

The call for student body elections will be by the Principal/Designee during April. Petitions can be picked up in April and are to be returned as scheduled. All petitions must be signed by the Principal/Designee to assure the eligibility of candidates.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap. It is the policy of the American Heritage Charter School not to discriminate in any educational programs or activities.

Telephones

The school maintains an office business phone so that the school can be contacted for important matters. Students and staff will not be requested to come to the phone during class time. In cases of emergency, the student will be given a message and access to the telephone as appropriate. Students may use phones in the classroom with teacher permission. The office phone may be used by students with permission of the office staff.

July 24, 2012

# Debra Ann Bailey Infanger

1240 S. 35<sup>th</sup> W. Idaho Falls, Idaho 83402 (208) 539-7271  
[debyinfanger@yahoo.com](mailto:debyinfanger@yahoo.com)

## EDUCATION RELATED EXPERIENCE

<b>NORTH VALLEY ACADEMY, INC.</b>	2006-PRESENT
• Founder, President and Board Chair	Gooding, Idaho
<b>GOODING SCHOOL DISTRICT</b>	1997-2007
• Substitute teacher at secondary level	Gooding, Idaho
<b>LDS CHURCH EDUCATIONAL SYSTEM</b>	1995-2006
• Volunteer Early Morning Seminary Teacher	Gooding, Idaho
• Managed Small Budget, Developed Lesson Plans, Instructed over 200 students	
<b>GOODING SCHOOL DISTRICT VOLUNTEER PARTICIPATION</b>	1983-2005
	Gooding, Idaho
• Served on various Parent Teacher Association committees	
• Started and coordinated a program 1992 to allow local government employees to volunteer at the public schools one hour per week without having to clock out of work	
• School-to-Work Parent Representative	
• Served on two hiring committees for School District Superintendent	
• Served as a board member of Committee to advertise for School Bond and consult on design of new middle/elementary school	
• Served on Math curriculum committee	

## WORK EXPERIENCE

<b>STATE FARM INSURANCE</b>	1979-PRESENT
• Secretary and Office Manager	Gooding, Idaho
• Vice-President of John N. Infanger Ins, Agency, Inc.	
• Licensed in property, casualty, life, and disability insurance	
<b>INFANGER CONSTRUCTION</b>	2002-2010
• Manager of family partnership	Gooding, Idaho
• Oversaw construction and sale of seven homes and remodel of North Valley Academy Charter School	
<b>GOODING NOVUS REPAIR (WINDSHIELD REPAIR BUSINESS)</b>	1983-2004
• Owner and Operator	Gooding, Idaho
<b>VILLAGE PROPERTIES</b>	1982-1992
• Licensed Realtor	Gooding, Idaho

## EDUCATION

<b>Western Governors University</b>	Currently enrolled
• One year left, BS Business Management	
<b>BYU-JERUSALEM</b>	Winter 1996
• Travel seminar on Middle Eastern studies Israel	
<b>ATTENDED BOISE STATE UNIVERSITY</b>	1978-1979
• Courses in Business, Accounting and Real Estate	
<b>KUNA HIGH SCHOOL.</b>	1973-1977
• Graduated Valedictorian	Kuna, Idaho

## COMMUNITY INVOLVEMENT

• Volunteer at St. Mary's Catholic Church Soup Kitchen	1997-2007
• Volunteer at Gooding Festival of Trees	2001-2007

## PERSONAL INFORMATION

- Married to John N. Infanger for 34 years
- Five Married Children, Eleven Grandchildren
- Hobbies include designing homes, gardening, visiting grandchildren, participating in Church activities, and public school reform

Gayle Yakovac-DeSmet  
1386 South 2100 East  
Gooding, Idaho 83330

PERSONAL DATA  
2012

Graduated High School: 1965  
Graduated with Bachelor Degree: 1970  
Major: Bachelor in General  
Business (added Business  
Education classes)  
Graduated with Master in Business 1979  
Technology Education  
Graduated with Educational Specialist 1999

Taught at Gooding High School: Typing I and II; Keyboarding I, II, III; Office Procedures; Recordkeeping;  
Business English; Business Law; Economics (high school and dual credit); Personal Finance; Introduction  
to Computers I and II; Computer Operating Systems 30 Years

Taught Adult Business and Computer classes for College of Southern Idaho 10 Years

Taught contracted computer software classes for local businesses At inception of  
computers in the  
offices

Technology Trainer for Gooding School District & 1990-2000  
Taught classes for several Magic Valley School district's teachers (mostly dual credit)

Technology Director for Gooding School District 1995-2000

Gooding High School Principal 2000-2005

One of the founders for North Valley Academy Charter School 2006-2008

Head Administrator for North Valley Academy Charter School 2006-2012

Principal for North Valley Academy Charter School 2010-2011

In my personal life I have owned, in a partnership, a farm and cattle operation and was an active  
operator by being an active working partner.

I have worked diligently to help young people "find their way" by cultivating their interest and ability in  
horseback riding through the United States Pony Club Organization. I shared organization and teaching  
with one other person in that endeavor for 20 years.

Children consumed my entire life both as a job and as a recreational endeavor. My goal has been to  
create adults whom are willing and able to live a meaningful life that builds responsible and productive  
citizens and patriots.

## JAMES R. DALTON

(208) 528-6635

6050 Gleneagles Dr., Idaho Falls, Idaho 83402

jrdalton11@gmail.com

### PROFESSIONAL EXPERIENCE

#### **RIVERBEND HOLDINGS, LLC & AFFILIATES**

**2010 – PRESENT**

*General Counsel*

*Idaho Falls, ID*

- Provide general legal counsel to group of companies, including general corporate, employment law, real estate and water law, mergers & acquisitions, investment shareholder litigation & SEC enforcement actions; matters involving the Foreign Corrupt Practices Act; breach of fiduciary duty suits brought by bankruptcy trustees and creditors against corporate directors/officers; complex multi-jurisdictional business litigation; multiparty contract disputes; and other commercial litigation matters in state and federal court
- Drafted motions, briefs, and legal memoranda; conducted extensive legal research on diverse issues; conducted intensive fact investigation of voluminous discovery materials

#### **JONES DAY**

**2007 – 2008, SEP 2009 – 2010**

*Associate Attorney*

*Dallas, TX*

- Experience in securities and shareholder litigation & SEC enforcement actions; matters involving the Foreign Corrupt Practices Act; breach of fiduciary duty suits brought by bankruptcy trustees and creditors against corporate directors/officers; complex multi-jurisdictional business litigation; multiparty contract disputes; and other commercial litigation matters in state and federal court
- Drafted motions, briefs, and legal memoranda; conducted extensive legal research on diverse issues; conducted intensive fact investigation of voluminous discovery materials

#### **THE HONORABLE N. RANDY SMITH, U.S. Court of Appeals, 9th Cir.**

**AUG 2008 – SEP 2009**

*Judicial Law Clerk*

*Pocatello, ID*

- Assisted the court in hearing and deciding federal appeals of civil, criminal, and administrative matters
- Drafted bench memoranda and conducted legal research; assisted in preparing orders, & written opinions
- **Assistant to Adjunct Professor, Idaho State University:** Taught undergraduate courses in business law and legal environment of business; prepared lessons and taught classes on contracts, Uniform Commercial Code, business organizations, securities, torts, and constitutional law

#### **WILLIAMS, MESERVY & LOTHSPREICH**

**FEB 2006 – DEC 2006**

*Associate/Deputy City Prosecutor, City of Jerome*

*Jerome, ID*

- Contract City Prosecutor; represented State on misdemeanor criminal prosecutions; drafted city ordinances; drafted pleadings, memoranda, and briefs on various civil and criminal issues
- Guardian *ad litem* attorney; represented the interests of children in child protection proceedings
- Assisted in representation of clients regarding water rights, local land use applications and appeals, state administrative appeals before the Idaho Industrial Commission, probate, real estate purchase and sales, agricultural leases, business organization, unlawful detainer, adoption, and divorce and child custody; drafted various motions, briefs, and legal memoranda, including a brief to the Idaho State Supreme Court

#### **THE HONORABLE JOHN MELANSON, Snake River Basin Adjudication**

**JAN 2006 – FEB 2006**

*Judicial Extern – Idaho Fifth District Court*

*Twin Falls, ID*

#### **GOVERNOR DIRK KEMPTHORNE, State of Idaho**

**DEC 2000 – JAN 2006**

*Special Assistant / Chief Speech Writer / Contract Writer*

*Boise, ID*

- Principal writer for hundreds of speeches and other documents, including five “State of the State” addresses; Coordinated public events; advised and assisted on homeland security, military affairs, Hispanic affairs, and natural resources; conducted research on policy issues and legislative history

## JAMES R. DALTON

### EDUCATION

**J. REUBEN CLARK LAW SCHOOL, BRIGHAM YOUNG UNIVERSITY** **APR 2006**  
*Juris Doctor, magna cum laude*, Order of the Coif, GPA 3.72 *Provo, UT*

- **Activities:** Lead Articles Editor, BYU Law Review; A. Sherman Christensen American Inn of Court; 1st Year Moot Court Competition Finalist; Natural Resource Law Society; Trial Practice
- **Honors:** Hugh B. Brown Barristers Award (selected by faculty for academic excellence and class room preparedness); J. Reuben Clark Award (selected by faculty for academic excellence and service);
- Highest Grade Awards:** Contracts, Constitutional law, and Oil & Gas

**UNIVERSITY OF IDAHO** **DEC 2000**  
*B.G.S / Minor in Spanish* *Moscow, ID*

- Majority of coursework in Civil Engineering and Spanish
- **Activities:** Elected ASUI Student Body President; Co-Chair of the University Recreation Center Task Force; Idaho Statewide Engineering Advisory Committee; NCAA Steering Committee; ASUI Student Senate; Phi Delta Theta Fraternity
- **Honors:** University of Idaho Alumni Award for Excellence; University of Idaho Outstanding Senior Award; Associated Students University of Idaho Distinguished Service Award; College of Engineering Dean's List; Tau Beta Pi Engineering Honor Society; State of Idaho Scholarship; Robert C. Byrd Honors Scholarship; McDonnell Douglas Scholarship; Nike/Rocky Mountain PGA Scholarship

**AMERICAN JEWISH COMMITTEE, Project Interchange Seminar** **AUG 1997**  
• Participated in Educational Seminars on Middle East peace *Jerusalem, Israel*

### PUBLICATIONS

- Comment, *There Is Nothing Light About Feathers: Finding Form In The Jurisprudence of Native American Religious Exemptions*, 2005 BYU L. REV. 1575 (2005)
- Note, *Making Politics De Minimis in the Political Process: The Unworkable Implications of Cox v. Larios in State Legislative Redistricting and Reapportionment*, 2004 BYU L. REV. 1999 (2004)

### UNPUBLISHED WORKS

- When Trespassers Ask For Water: A City's Claim for a Federal Indian Water Right* (unpublished 2006) (completed in 2006 under supervision of Professor Larry EchoHawk) (analyzing the City of Pocatello's claim in the Snake River Basin Adjudication to water rights derived from the Shoshone-Bannock Tribes' federal reserved water rights)
- The Kempthorne Record* (April 2006) (part of public record in Idaho State archives) (detailing the initiatives and accomplishments of Idaho Governor Dirk Kempthorne from 1998-2006)

### OTHER EXPERIENCE

**PARR WADDUPS**, *Summer Associate, Salt Lake City, UT* **SUMMER 2005**  
**UNITED STATES NAVY**, *Intern/Paralegal Specialist, Washington, D.C.* **SUMMER 2004**  
**LOBBYIST/GOVERNMENT RELATIONS**, ASUI, University of Idaho **JAN – JUN 1998**  
**ENGINEER'S AID/SURVEYOR**, *Idaho Transportation Department, Shoshone, ID* **SUMMER 1996**  
**DRAFTSMAN AND LABORER**, *Westec Construction, Jerome, ID* **SUMMER 1994 –1995**  
**FARM WORKER**, *Dalton Family Farm, Jerome, ID* **1980 –1992**

### BAR ADMISSIONS

**IDAHO STATE BAR**, Scored in 98th Percentile on July 2006 Multi-State Bar Exam **SEP 2006**  
**TEXAS STATE BAR**, Scored in Top 3 on February 2007 Bar Exam **MAY 2007**  
**U.S. DISTRICT COURT FOR THE DISTRICT OF IDAHO** **SEP 2006**  
**U.S. COURT OF APPEALS FOR THE NINTH CIRCUIT** **AUG 2009**

## JAMES R. DALTON

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### OTHER HONORS/AWARDS

<b>GOVERNOR'S MEDALLION</b> , <i>presented by Idaho Governor for outstanding public service</i>	<b>2003</b>
<b>PRESIDENTIAL SCHOLAR AWARD</b> , <i>awarded in Washington D.C. by President Clinton</i>	<b>1994</b>

### SKILLS/INTERESTS

- Fluent in spoken and written Spanish with translation experience
- Golf, tennis, basketball, digital photography, American history, U.S. politics, current world events

### SELECT SPEECHES WRITTEN

#### **Principal Writer**

##### **SPEECHES DELIVERED BY IDAHO GOVERNOR DIRK KEMPTHORNE**

- 2004 Idaho State of the State Address (Jan. 7, 2004, broadcast statewide)
- "Rx for the ESA," Address at UC Santa Barbara on 30th Anniversary of the Endangered Species Act (Nov. 2003)
- "The Role Of Federal-State Partnerships In Tough Times," Address at Kennedy School of Government, Harvard University, Cambridge, MA (May 29, 2003)
- 2003 Idaho State of the State Address (Jan. 7, 2003, broadcast statewide)
- Remarks for National Governors Association Meeting, Boise, ID (July 2002, broadcast nationwide on C-Span)
- 2002 Idaho State of the State Address (Jan. 7, 2002, broadcast statewide)
- Keynote, Associated Taxpayers of Idaho Annual Conference (Nov. 2001, Dec. 2002)
- Anadromous Fish Recovery – Northwest Power Planning Council, Boise, ID (April 3, 2002)
- The Energy Crisis – Speech to Federal Energy Regulatory Commission (April 10, 2001)

#### **Contributing Writer**

##### **SPEECHES DELIVERED BY IDAHO GOVERNOR DIRK KEMPTHORNE**

- 2005 Idaho State of the State Address (Jan. 7, 2003, broadcast statewide)
- 43rd Gubernatorial Inaugural Address (Jan. 6, 2003, broadcast statewide)
- 2002 Idaho State Budget Message (Jan. 9, 2002, broadcast statewide)
- Remarks to Western Governors Association Energy Policy Roundtable (Feb. 2, 2001)
- Idaho Energy and Water Outlook (Feb. 22, 2001)

#### **Select Speeches Delivered**

- Idaho Vietnam Veterans Moving Wall Memorial (Oct. 7, 2002)
- Testimony to Joint Finance-Appropriation Committee, Idaho State Legislature (Jan. 1998)
- Testimony to Senate Transportation Committee, Idaho State Legislature (Feb. 1998)
- Testimony to Senate and House Education Committees, Idaho State Legislature (Feb. 1998)
- After Dinner Speaker for University of Idaho Class of 1947 Reunion (Oct. 1997)
- Commencement Speech, University of Idaho (May 16, 1997)
- Speech for University Presidential Inauguration, Robert A. Hoover, University of Idaho (April 4, 1997)
- Speech for Groundbreaking of University of Idaho Commons Building (April 3, 1997)

### SELECTED PUBLIC EVENTS COORDINATED

- 43rd Idaho Inaugural Ball Committee, Boise, ID (January 11, 2003)
- 2003 Idaho State Gubernatorial Inauguration Committee, Boise, ID (January 6, 2003)
- September 11th Commemoration – "Idaho Remembers" Ceremony, Boise, ID (September 11, 2002)
- Pledge of Allegiance Rally, Boise, ID (July 1, 2002)
- "Day of Prayer and Remembrance" following 9/11 terrorist attacks, Boise, ID (September 14, 2001)

### COMMUNITY INVOLVEMENT

- Volunteer, Dallas Volunteer Attorney Program, Dallas, TX (2009)



**July 24, 2012**

## **JAMES R. DALTON**

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- Founder, North Valley Academy Charter School, Gooding, ID (2007)
- Member, Idaho State Citizen Corps Council, Boise, ID (2003)
- Judge, Idaho State High School Debate Championships, Boise, ID (1998)

**MICHAEL D. BATT**

9478 Garden Grove Ln., Idaho Falls, ID 83401

[mikedbatt@gmail.com](mailto:mikedbatt@gmail.com)

208-524-2802

***Professional Experience***

***Riverbend Holdings, LLC, Idaho Falls, ID (May 2010-Present)***

***General Manager*** ***October 2010-Present***

- Implemented significant cost savings and revenue enhancement measures through strategic tax planning, business acquisitions, business closures, improved operational efficiency tactics, and debt reduction strategy
- Negotiated several multimillion dollar transactions including asset sales, asset acquisitions, company mergers, joint ventures, and foreclosure settlements

***Chief Operating Officer*** ***May 2010-September 2010***

- Managed all finances for conglomerate of businesses including Title Companies, Real Estate Development company, Radio Station Company, Ranch and Farm Operation, Construction Company
- Prepared plan to manage complex real estate holdings and worked with team to execute plan

***Melaleuca, Inc., Idaho Falls, ID (December 2007-April 2010)***

***Manager of Marketing Services*** ***January 2010-April 2010***

- Improved profitability on a per customer basis by over 10 percent in four months
- Created strategic plan to continue ongoing success of Marketing Services Department and began execution of plan

***Sr. Financial Analyst*** ***December 2007-January 2010***

- Developed new measurement process for company to align various department activities with overall company profitability
- Supported Chief Operating Officer, National VP of Sales, and other Directors/Managers with budget creation and expense management
- Identified and implemented over \$1.2 million in cost savings and profit generating ideas
- Prepared financial analyses for several multimillion dollar decisions

***Utah Jazz Retail Division, Salt Lake City, UT (April 2000-February 2007)***

***General Manager/Vice President*** ***October 2004-February 2007***

- Responsible for all aspects of 39-store retail operation in 7 states
- Coordinated efforts of purchasing department, regional managers, distribution warehouse, accounting department, and e-commerce operation
- Improved company profits over 220% in 2 years
- Led company to best profit year in organization history
- Increased inventory turns 61% in 3 years

***Controller***

May 2001-February 2005

- Prepared and analyzed monthly financial statements
- Prepared and maintained operating budget and sales forecasts
- Managed warehouse operation
- Designed, implemented and managed *Open-to-Buy* program to improve inventory turns and coordinate efforts of purchasing department

***E-commerce Manager***

April 2003-October 2004

- Oversaw initial design, inventory selection and advertising campaign for new site
- Led site to profitability during 1<sup>st</sup> year of operation

***Assistant Controller***

May 2000-April 2001

- Improved process for bank reconciliations and inventory reconciliations
- Performed all accounts payable and accounts receivable functions
- Performed daily and monthly cash reconciliations and other general ledger reconciliations

**Rose Ranch & Dairy, LLC, Snowville, UT (August 2002-February 2003) – purchased by owner of Utah Jazz**

***Controller***

August 2002-June 2003

- Functioned in controller role during acquisition of 25,000 acre farm/ranch
- Set up general ledger accounts for new company
- Performed physical inventory of all new assets

***Education***

**Master of Business Administration (MBA)**, David Eccles School of Business, University of Utah, December 2003

**Bachelor of Science in Accounting**, Marriott School of Management, Brigham Young University, April 2000

***Computer Skills***

Microsoft Suite (Advanced Excel, VBA, Word, PowerPoint, Access)  
MAS 200, Quickbooks, Retail Pro

***Language Skills***

Mandarin Chinese (Conversational)  
Finnish (Conversational)  
German (Basic)

July 24, 2012

## Sara Schofield

8044 N. 5th W. Idaho Falls, ID 83401 (208) 881-0228

sbschofield@yahoo.com

### EDUCATION

Ricks College- Associates Degree	1995-1998
Vice President in Chi Chapter of LDSSA	<i>Rexburg, ID</i>
Associated Women Students Representative	
Oregon City High School	1992-1995
Junior Class President	<i>Oregon City, OR</i>
Student Body President	
Health Advisory and Nutritional Services Advisory Committee	
Outdoor School Counselor	
Letterman in Activities	

### WORK EXPERIENCE-

SCHOFIELD STUDIO	1999-present
Proprietor of vintage and handmade goods business	<i>Idaho Falls, ID</i>
HERITAGE HALLS BYU	1998-1999
Hall Adviser over three buildings in student housing	<i>Provo, Utah</i>
DOWNEAST OUTFITTERS	1997-1998
Store Manager and opened St. George location	<i>Idaho &amp; Utah</i>
ACADEMY FOR GIRLS	1996
Counselor for 12-14 year old girls as a youth program put on by CES Youth and Family Programs	<i>Utah &amp; Texas</i>
Y.E.S.S. PROGRAM	1994-1995
Mentor for 8-12 year old underprivileged children	<i>Portland, OR</i>
GRAHAM MECHAM ENTERPRISES	1993-1995
Employee for several craft businesses	<i>Portland, OR</i>
OREGON CRAFT & FLORAL	1992-1993
Employee at retail craft store	<i>Gresham, OR</i>

### CHURCH and COMMUNITY-

Group Leader for a Power of Moms Learning Circle  
Very active in varied callings/service through The Church of Jesus Christ of Latter Day Saints  
Volunteer at Soup Kitchen and Cannery  
Active in local 4H club where my children participate by raising steers  
Organized and assembled 100+ Hygiene Kits for Haiti Relief  
Participated in application process for Excelsior Academy Charter School in Tooele Utah  
Teacher in a neighborhood Joy School for Preschoolers  
BYU Women's Conference Hospitality Project Leader  
Blood Drive Coordinator

### PERSONAL-

I am a wife to Chris Schofield for fourteen years, and mother of five children... (13)Addison, (12)Landon, (7)Oliver, (4)Tade and (2)Charlie. I love taking in new cultures and food, and have savored trips to England, Scotland, Holland, Africa, Egypt, France and the Virgin Islands. I love to create beautiful things for my home, study art, and listen to music. Family is my joy, and life long learning makes me happy.

**Tappia Lynn Freed Infanger**

1818 Castelli Dr. Ammon, ID 83401

[tappiainfanger@gmail.com](mailto:tappiainfanger@gmail.com)

(208) 589-5249

**EDUCATION:**

- **Brigham Young University**—graduate  
*Provo, UT*  
BS in Psychology with Minor in English 2001-2004
- **Fran Brown School of Hair Design**—graduate 1999-2000  
*Layton, UT*
- **Morgan High School**—graduate 1998-2000  
*Morgan, UT*  
Sterling Scholar Winner in category of Dance; earned full-ride scholarship
- **Viewmont High School**—sophomore year 1997-1998  
*Bountiful, UT*

**WORK EXPERIENCE:**

- **State Farm Insurance**—staff member 2007-Present  
*Idaho Falls, ID*  
Currently licensed by state of Idaho in Life/Health/Fire/Casualty
- **Cosmetologist**—contracted work 2008-Present  
*Idaho Falls, ID*
- **Choreographer/Dance Instructor** 2009-Present  
*Twin Falls, ID HS, Morgan, UT HS, Escalante, UT HS*
- **Piano Teacher** 2008-2010  
*Idaho Falls, ID*  
Six students ages 7-14
- **Aspen Salon**—hair dresser 2002-2004  
*Pleasant Grove, UT*
- **Research Assistant for Professor Grant Underwood at BYU** 2002-2004  
*Provo, UT*  
Worked on Joseph Smith Papers Project, library research, archival research
- **Angles Salons**—hair dresser 2001-2002  
*American Fork, UT*

**COMMUNITY INVOLVEMENT:**

- **Parent Volunteer at Rimrock Elementary** 2010-Present  
*Idaho Falls, ID*
- **Volunteer church service for children ages 18 mos.-18 years** 2000-Present  
*Utah, Idaho*  
Leadership positions, planning activities, teaching lessons, musical instruction
- **Volunteer Coordinator for Huntsman Cancer Institute Gold Tournament** 2002-2003  
*Salt Lake City, UT*

**PERSONAL INFORMATION:**

- Married to J. Ray Infanger for 7 years
- Three children
- Interests include reading, decorating, cooking, and being involved in LDS church activities

## M. TRENT VANDERSLOOT

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### EDUCATION; ACADEMIC AND EXTRACURRICULAR LEADERSHIP

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#### **Brigham Young University of Idaho**

**July 2010**

*B.S. in Business Management*

- Finance emphasis
- Marketing emphasis

#### **Energy Society**

**June 2010 – August 2010**

*President/Founder*

- Founded the society to provide a venue to enhance students' value as employable members in the energy industry.
- Recruited 27 members within two weeks of establishment.

#### **Newel K. Whitney Society – Brigham Young University of Idaho**

**December 2005 – July 2006**

*Director of Events*

- Supervised, operated, and hosted 3 events that featured business competition events for over 80 students per event.
- Piloted the Entrepreneur of the Year competition in which students competed with business plans for grants for start-up companies.

### EXPERIENCE

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#### **Riverbend Communications**

**October 2011 - present**

*Account Executive*

Riverbend Communications owns 5 radio stations in the Eastern Idaho market: Classy 97, Z103, KBEAR 101, The Hawk 105, and NewsTalk 690.

- Generating an increase to client base for the company.
- Establishing a network of influential contacts in the Idaho Falls area.

#### **Richey, May & Co. LLP**

**August 2010 – October 2011**

*Business Development / Sales Specialist*

Richey, May & Co. is a CPA firm providing professional services (consulting, tax and audit services) primarily to mortgage bank clients and other financial services companies such as community banking, hedge funds, and broker-dealer firms.

Richey, May is the leading CPA firm in the mortgage banking industry nation-wide.

- Exceeded sales expectations in first fiscal year by selling 149% of sales quota.
- Generated sales of professional services by contacting C-level executives and creating a network of referral sources.
- Organized and implemented B2B marketing/sales strategy and sales SWOT team to emerge the firm into a new industry niche to boost sales growth.

#### **Platinum Auto Glass, Rexburg, Idaho**

**August 2003 – August 2010**

*Owner, Manager*

Platinum Auto Glass was a small auto glass repair and replacement services business. We worked heavily with insurance companies to cover customers' cost of service.

- Managed sales and services of company while attending a university full-time.
- Maintained continuous sales growth year after year.
- Generated annual sales growth of over 16% in 2008, 2009, 2010.
- Trained and supervised sales representatives in customer service and sales skills.
- Demonstrated sales experience by establishing and maintaining B2B client relationships to increase sales growth.

#### **Gem State Markets**

**April – July 2009**

*Intern, Sales Director*

Gem State Markets was a company established to allow students to compete with businesses on campus for a semester.

The service company provided flea markets to the Rexburg, Idaho area and concessions on BYU-Idaho campus.

- Organized, trained and managed sales department of the student-run business for the semester.
- Trained and managed 32 part-time employees to sell company products, services, and event sponsorships.
- Achieved being the highest profiting of 5 other student-run companies that semester.

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### **Idaho National Laboratory (INL) / Batelle Energy Alliance (BEA)**

**January – April 2009**

#### *Intern*

The INL is an engineering national lab operated by BEA. It is dedicated to supporting nuclear and energy research for both private and government sectors.

- Demonstrated skills in research of markets, economics, regulations, and business implications by assisting in writing the report for the U.S. ethanol production, trade, and pro forma for the International Energy Agency (IEA Bioenergy Task 40 report).

### **ADDITIONAL ACCOMPLISHMENTS**

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#### *Eagle Scout Award Recipient*

**2000**

- Led scout troop of 8 other scouts in a large community service project at a local high school
- Received over 25 skill awards.
- Taught and employed the principles of scouting (Scout Oath, Scout Law, etc.)

#### *Debate Competition Champion*

**March 2009**

- Demonstrated communication and debate skills by Achieving first place in the annual BYU-I Debate Competition against 30 other competitors.

#### *Full-time Service Volunteer Representative*

**September 2001 – August 2002**

- Volunteered as a missionary in Brazil and eastern United States.
- Established communication skills and work ethic by contacting thousands of individuals and presenting a customized message for each appointment.

**Budget Assumptions:**

Budgeted expenditures for American Heritage Charter School were estimated by analyzing the expenditures of North Valley Academy, which is similar in size and scope. Unit calculations for the first report period were computed using 92% attendance rate. Unit calculations for best 28 weeks were computed using 95% attendance rate for elementary and 93% attendance rate for secondary.

Facility costs were estimated using North Valley Academy's experience with leasing facilities and NVA's current escrow expenses as a base.

American Heritage Charter School intends to contract for student transportation. The bid process will follow Idaho Codes 33-1510; 33-402 (2) and (3); and 67-2806. Transportation costs (\$114,190) for budgeting were estimated using the SDE funding cap reimbursable cost information for Taylor's Crossing Charter School.

Cash flow statement includes revenue in the month of July 2013 for an advance payment in accordance of Idaho Code 33-5208 (4) and (5) and section 33-1006.

AHCS intends to pursue the possibility of taking advantage of a program called Experience Works. "Experience Works is a national, charitable, community-based organization that helps older adults get the training they need to find good jobs in their communities." North Valley Academy takes advantage of this program for custodial services. Experience Works pays a gentleman for 20 hours per week year round to do custodial/grounds work.

Title II-A funds will be used to provide training for staff in the areas of special needs children. The funds will be used for professional development in technology literacy and to offer scholarships for staff pursuing endorsements in academic subjects to comply with HQT requirements. AHCS may explore offering financial incentives in recruiting and retention of highly qualified teachers.

American Heritage Charter School will actively seek REAP, Migrant Education, Innovative and other available federal funding if the demographics of the school qualify. AHCS plans to seek state funding for PTE programs upon the implementation of the secondary level. E-rate funding will also be sought for qualifying expenses.



July 24, 2012

American Heritage Charter School - Purchase Bldg  
Annual Budget Template

Purchase Bldg

	FY 14			FY 15			FY 16		
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	244	K-8		269	K-12		316	K-12 + On-line	
<b>Revenues:</b>									
State Apportionment		\$4,182	\$1,020,410		\$4,528	\$1,218,030		\$4,667	\$1,474,770
State Transportation		85%	97,060		85%	107,010		85%	125,710
Nutrition Program	\$ 394		96,250	\$ 293		78,820	\$ 287		90,690
Federal Grants (Charter Grant)									
Contributions/Donations			215,000			375,000			315,000
Albertson Grant			250,000						
Title IA			45,000			45,000			45,000
Title VI-B			34,421			34,421			34,421
Title II-A			5,000			5,000			5,000
State Revenue - IRI/LEP/GT			5,450			5,450			5,450
State Revenue - Technology			6,123			8,983			
State Revenue - Math & Science						27,568			27,568
<b>Total Revenues</b>			\$1,774,714			\$1,905,282			\$2,123,609
<b>Expenses:</b>									
<u>Salaries:</u>									
Teachers	\$ 40,996	10.7	\$438,660	\$41,410	14.4	\$596,300	\$42,030	15.1	\$634,650
Special Ed	\$ 40,996	1	41,000	\$41,410	1	41,410	\$42,030	1	42,030
Certified - Title IA	\$ 40,996	0.1	4,100	\$41,610	0.1	4,160	\$42,230	0.1	4,220
Instructional Aids - M&O	\$ 15,000	1	15,000	\$15,150	1	15,150	\$15,380	0.5	7,690
Instructional Aides - Title IA	\$ 17,000	1.5	25,500	\$17,170	2	34,340	\$17,430	2	34,860
Instructional Aides - Title VI-B	\$ 17,000	1	17,000	\$17,170	1.5	25,760	\$17,430	1.5	26,150
Classified/Office Staff	\$ 46,000	1	46,000	\$46,460	1.5	69,690	\$47,160	1.5	70,740
Administration	\$ 60,000	0.7	42,000	\$68,000	1	68,000	\$69,020	1.5	103,530
Nutritional Program	\$ 15,000	1.5	22,500	\$15,150	1.5	22,730	\$15,380	1.5	23,070
Librarian	\$ -	0	0	\$ -	0	0	\$ -	0	0
Maintenance/Other	\$ 20,000	1	20,000	\$20,200	1	20,200	\$20,500	1.5	30,750
<b>Total Salaries</b>			\$671,760			\$897,740			\$977,690
<u>Benefits:</u>									
Retirement/PERSI	11.6%		\$77,590	11.6%		\$104,140	11.6%		\$113,410
Health/Life Insurance	12.0%		80,610	12.0%		107,730	12.0%		117,320
Payroll Taxes	8.0%		53,740	8.0%		71,820	8.0%		78,220
Workers Compensation	0.4%		2,690	0.4%		3,590	0.4%		3,910
<b>Total Benefits</b>			\$214,630			\$287,280			\$312,860
<u>Operating Expenses:</u>									
Textbooks	\$ 100.00		\$24,400	\$ 75.00		\$20,180	\$ 28.00		\$8,850
Supplies			\$91,270			\$75,000			\$75,000
Equipment			\$175,000			\$83,000			\$55,000
Contract Services			\$10,000			\$12,500			\$47,000
Legal			\$2,000			\$2,000			\$2,000
Accounting			\$3,000			\$3,500			\$4,000
Advertising/Marketing			\$8,000			\$4,000			\$6,000
Gas/Electric			\$31,000			\$31,000			\$31,000
Telephone			\$2,500			\$2,500			\$2,500
Liability & Property Insurance			\$8,000			\$8,000			\$8,000
Testing & Assessment			\$2,000			\$2,000			\$3,000
Staff Development			\$50,500			\$35,500			\$15,500
Consulting			\$8,500			\$6,500			\$6,500
Travel			\$4,000			\$2,000			\$2,000
Postage			\$3,500			\$3,000			\$4,000
Rents and Leases									
Debt Retirement			\$214,095			\$214,095			\$214,095
Grounds & Maintenance			\$6,000			\$10,000			\$10,000
Miscellaneous			\$6,000			\$3,714			\$3,000
Transfer M&O to Nutrition			\$15,000						
<b>Total Operating Expenses</b>			\$664,765			\$518,489			\$497,445
<u>Program Expenses:</u>									
Transportation	\$ 468		\$114,190	\$ 468		\$125,890	\$ 468		\$147,890
Nutrition Program	\$ 205		68,350	\$ 172		46,326	\$ 182		57,391
Title IA			4,917			2,135			
Title VI-B			9,857			9,154			
Title II-A			5,000			5,000			5,000
<b>Total Program Expenses</b>			\$202,314			\$188,505			\$210,281
<b>Total Expenses</b>			\$1,753,469			\$1,892,014			\$1,998,276
<b>Net Operating Income/(Loss)</b>			\$21,245			\$13,268			\$125,333
<b>Beginning Fund Balance</b>			0			21,245			34,513
<b>Ending Fund Balance</b>			21,245			34,513			159,846

includes consumables

On-line program tuition + Speech Services

40 Yr. Mortgage (\$3.7)

**July 24, 2012**

## AHCS -Purchase Building

## Twelve-month cash flow

Fiscal Year Begins: Jul-13

[illegible]

**Budget Assumptions:**

Budgeted expenditures for American Heritage Charter School were estimated by analyzing the expenditures of North Valley Academy, which is similar in size and scope. Unit calculations for the first report period were computed using 92% attendance rate. Unit calculations for best 28 weeks were computed using 95% attendance rate for elementary and 93% attendance rate for secondary.

Facility costs were estimated using North Valley Academy's experience with leasing facilities and NVA's current escrow expenses as a base.

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AHCS intends to pursue the possibility of taking advantage of a program called Experience Works. "Experience Works is a national, charitable, community-based organization that helps older adults get the training they need to find good jobs in their communities." North Valley Academy takes advantage of this program for custodial services. Experience Works pays a gentleman for 20 hours per week year round to do custodial/grounds work.

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July 24, 2012

American Heritage Charter School - Renovate Church (Lease Option)  
Annual Budget Template

Lease Building

	FY 14			FY 15			FY 16		
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	244	K-8		269	K-12		316	K-12 + On-line	
<b>Revenues:</b>									
State Apportionment		\$4,182	\$1,020,410		\$4,528	\$1,218,030		\$4,667	\$1,474,770
State Transportation		85%	97,060		85%	107,010		85%	125,710
Nutrition Program	\$ 394		96,250	\$ 293		78,820	\$ 287		90,690
Federal Grants (Charter Grant)									
Contributions/Donations			125,000			225,000			125,000
Albertson Grant			250,000						
Title IA			45,000			45,000			45,000
Title VI-B			34,421			34,421			34,421
Title II-A			5,000			5,000			5,000
State Revenue - IRI/LEP/GT			5,450			5,450			5,450
State Revenue - Technology			6,123			8,983			
State Revenue - Math & Science						27,568			27,568
<b>Total Revenues</b>			\$1,684,714			\$1,755,282			\$1,933,609
<b>Expenses:</b>									
<u>Salaries:</u>									
Teachers	\$ 40,996	10.7	\$438,660	\$41,410	14.4	\$596,300	\$42,030	15.1	\$634,650
Special Ed	\$ 40,996	1	41,000	\$41,410	1	41,410	\$42,030	1	42,030
Certified - Title IA	\$ 40,996	0.1	4,100	\$41,610	0.1	4,160	\$42,230	0.1	4,220
Instructional Aids - M&O	\$ 15,000	1	15,000	\$15,150	1	15,150	\$15,380	0.5	7,690
Instructional Aides - Title IA	\$ 17,000	1.5	25,500	\$17,170	2	34,340	\$17,430	2	34,860
Instructional Aides - Title VI-B	\$ 17,000	1	17,000	\$17,170	1.5	25,760	\$17,430	1.5	26,150
Classified/Office Staff	\$ 46,000	1	46,000	\$46,460	1.5	69,690	\$47,160	1.5	70,740
Administration	\$ 60,000	0.7	42,000	\$68,000	1	68,000	\$69,020	1.5	103,530
Nutritional Program	\$ 15,000	1.5	22,500	\$15,150	1.5	22,730	\$15,380	1.5	23,070
Librarian	\$ -	0	0	\$ -	0	0	\$ -	0	0
Maintenance/Other	\$ 20,000	1	20,000	\$20,200	1	20,200	\$20,500	1.5	30,750
<b>Total Salaries</b>			\$671,760			\$897,740			\$977,690
<u>Benefits:</u>									
Retirement/PERSI		11.6%	\$77,590		11.6%	\$104,140		11.6%	\$113,410
Health/Life Insurance		12.0%	80,610		12.0%	107,730		12.0%	117,320
Payroll Taxes		8.0%	53,740		8.0%	71,820		8.0%	78,220
Workers Compensation		0.4%	2,690		0.4%	3,590		0.4%	3,910
<b>Total Benefits</b>			\$214,630			\$287,280			\$312,860
<u>Operating Expenses:</u>									
Textbooks	\$ 100.00		\$24,400	\$ 75.00		\$20,180	\$ 28.00		\$8,850
Supplies			\$100,000			\$75,000			\$73,000
Equipment			\$175,000			\$83,000			\$60,000
Contract Services			\$10,000			\$12,500			\$50,000
Legal			\$2,000			\$2,000			\$2,000
Accounting			\$3,000			\$3,500			\$4,000
Advertising/Marketing			\$8,000			\$4,000			\$6,000
Gas/Electric			\$31,000			\$31,000			\$31,000
Telephone			\$2,500			\$2,500			\$2,500
Liability & Property Insurance			\$8,000			\$8,000			\$8,000
Testing & Assessment			\$2,000			\$2,000			\$3,000
Staff Development			\$50,500			\$35,000			\$15,000
Consulting			\$10,500			\$9,000			\$9,000
Travel			\$4,000			\$2,000			\$2,000
Postage			\$5,000			\$3,000			\$4,000
Rents and Leases			\$65,000			\$65,000			\$65,000
Debt Retirement			\$0			\$0			\$0
Grounds & Maintenance			\$10,000			\$10,000			\$10,000
Miscellaneous			\$6,000			\$6,000			\$6,000
Transfer M&O to Nutrition			15,000						
<b>Total Operating Expenses</b>			\$531,900			\$373,680			\$359,350
<u>Program Expenses:</u>									
Transportation	\$ 468		\$114,190	\$ 468		\$125,890	\$ 468		\$147,890
Nutrition Program	\$ 205		68,350	\$ 172		46,326	\$ 182		57,391
Title IA			4,917			2,135			
Title VI-B			9,857			9,154			
Title II-A			5,000			5,000			5,000
<b>Total Program Expenses</b>			\$202,314			\$188,505			\$210,281
<b>Total Expenses</b>			\$1,620,604			\$1,747,205			\$1,860,181
<b>Net Operating Income/(Loss)</b>			\$64,110			\$8,077			\$73,428
<b>Beginning Fund Balance</b>			0			64,110			72,187
<b>Ending Fund Balance</b>			64,110			72,187			145,615

+ consumables  
Yr 3 + On-line program tuition

Y3 all exp. are sal/ben  
Y3 all exp. are sal/ben

July 24, 2012

# AHCS -Lease

## Twelve-month cash flow

Fiscal Year Begins: Jul-13

	Pre-Startup EST	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total Item EST	July 2014
Cash on Hand (beginning of month)		88,699	508,001	646,594	480,739	441,593	557,014	459,820	350,247	423,174	310,601	228,980	223,979	223,979	223,979
<b>RECEIPTS</b>															
State Revenue		279,368	245,843		67,048	223,494			167,621		11,073	100,572			33,524
Federal Revenue					23,661	7,781	23,661	7,781	23,661	7,781	23,661	7,781	23,661		
Other Revenue	250,000	215,000													
<b>Total REVENUE</b>	250,000	494,368	245,843	0	90,709	231,275	23,661	7,781	191,282	7,781	34,734	108,353	23,661	0	
<b>Total Cash Available</b> (before bills and payroll out)	250,000	583,067	753,844	646,594	571,448	672,868	580,675	467,601	541,529	430,955	345,335	337,333	247,640	223,979	257,503

<b>EXPENSES</b>															
Salaries	2,000	9,500	10,200	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680		
Fica	153	727	780	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642		
PERSI	231	1,097	1,178	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009		
Health Insurance		1,350	1,350	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650		
Purchased Services	3,000	10,000	9,500	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	11,500	
Contract/Consulting Services			850	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961		
Rent	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417		
Internet		325	325	325	325	325	325	325	325	325	325	325	325		
Phone		150	150	150	150	150	150	150	150	150	150	150	150		
Supply		24,000	57,000	45,000	9,000	9,000	12,000	7,000	7,000	9,000	9,000	7,000	7,000		
Textbook		22,000		15,000											
Utilities	500	500	500	500	500	1,500	3,500	5,000	6,000	6,000	2,000	1,000	700		
Transportation				12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688			
<b>SUBTOTAL</b>	11,301	75,066	87,250	165,855	114,855	115,855	120,855	117,355	118,355	120,355	116,355	113,355	101,617	0	
Capital purchase (specify)	150,000		20,000		15,000										
Other startup costs															
Reserve and/or Escrow															
<b>TOTAL CASH PAID OUT</b>	161,301	75,066	107,250	165,855	129,855	115,855	120,855	117,355	118,355	120,355	116,355	113,355	101,617	0	
<b>Cash Position</b> (end of month)	88,699	508,001	646,594	480,739	441,593	557,014	459,820	350,247	423,174	310,601	228,980	223,979	146,023	223,979	

<b>ESSENTIAL OPERATING DATA (non cash flow information)</b>															

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Facility costs were estimated using North Valley Academy's experience with leasing facilities and NVA's current escrow expenses as a base.

American Heritage Charter School intends to contract for student transportation. The bid process will follow Idaho Codes 33-1510; 33-402 (2) and (3); and 67-2806. Transportation costs (\$114,190) for budgeting were estimated using the SDE funding cap reimbursable cost information for Taylor's Crossing Charter School.

Cash flow statement includes revenue in the month of July 2013 for an advance payment in accordance of Idaho Code 33-5208 (4) and (5) and section 33-1006.

AHCS intends to pursue the possibility of taking advantage of a program called Experience Works. "Experience Works is a national, charitable, community-based organization that helps older adults get the training they need to find good jobs in their communities." North Valley Academy takes advantage of this program for custodial services. Experience Works pays a gentleman for 20 hours per week year round to do custodial/grounds work.

Title II-A funds will be used to provide training for staff in the areas of special needs children. The funds will be used for professional development in technology literacy and to offer scholarships for staff pursuing endorsements in academic subjects to comply with HQT requirements. AHCS may explore offering financial incentives in recruiting and retention of highly qualified teachers.

American Heritage Charter School will actively seek REAP, Migrant Education, Innovative and other available federal funding if the demographics of the school qualify. AHCS plans to seek state funding for PTE programs upon the implementation of the secondary level. E-rate funding will also be sought for qualifying expenses.

July 24, 2012

American Heritage Charter School - New Sweden Bldg. - Minimum Enrollment (Worst Case)  
Annual Budget Template

	FY 14			FY 15			FY 16		
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	188	K-8		235	K-12		242	K-12 + On-line	
<b>Revenues:</b>									
State Apportionment		\$ 4,628	\$870,040		\$ 4,825	\$1,133,850		\$ 4,836	\$1,170,280
State Transportation		85%	97,060		85%	107,010		85%	125,710
Nutrition Program	\$ 394		96,250	\$ 293		68,860	\$ 293		70,910
Federal Grants (Charter Grant)									
Contributions/Donations			125,000			200,000			175,000
Albertson Grant			250,000						
Title IA			45,000			45,000			45,000
Title VI-B			34,421			34,421			34,421
Title II-A			5,000			5,000			5,000
State Revenue - IRI/LEP/GT			5,450			5,450			5,450
State Revenue - Technology			6,123			8,983			8,983
State Revenue - Math & Science						27,568			27,568
REAP						25,000			25,000
E-rate						2,000			2,000
<a href="#">Insert Revenue Lines Here</a>									
<b>Total Revenues</b>			\$1,534,344			\$1,663,142			\$1,695,322
<b>Expenses:</b>									
<u>Salaries:</u>					1.0%			0.0%	
Teachers	\$ 40,996	10.37	\$425,130	\$ 41,410	14.4	\$596,300	\$ 41,820	14.4	\$602,210
Special Ed	\$ 40,996	1	41,000	\$ 41,410	1	41,410	\$ 41,820	1	41,820
Certified - Title IA	\$ 40,996	0.1	4,100	\$ 41,610	0.1	4,160	\$ 41,610	0.1	4,160
Instructional Aids - M&O	\$ 15,000	1	15,000	\$ 15,150	1	15,150	\$ 15,300	1	15,300
Instructional Aides - Title IA	\$ 17,000	1.5	25,500	\$ 17,170	2	34,340	\$ 17,340	2	34,680
Instructional Aides - Title VI-B	\$ 17,000	1	17,000	\$ 17,170	1.5	25,760	\$ 17,340	1.5	26,010

July 24, 2012

Classified/Office Staff	\$ 46,000	1	46,000	\$ 46,460	1.5	69,690	\$ 46,920	1.5	70,380
Administration	\$ 60,000	0.7	42,000	\$ 68,000	1	68,000	\$ 68,000	1	68,000
Nutritional Program	\$ 15,000	1.5	22,500	\$ 15,150	1.5	22,730	\$ 15,300	1.5	22,950
Librarian	\$ -	0	0	\$ -	0	0	\$ -	0	0
Maintenance/Other	\$ 20,000	1	20,000	\$ 20,200	1	20,200	\$ 20,400	1	20,400
Insert Salaries Lines Here									
Total Salaries			\$658,230			\$897,740			\$905,910
Benefits:									
Retirement/PERSI	11.6%		\$76,030	11.6%		\$104,140	11.6%		\$105,090
Health/Life Insurance	12.0%		78,990	12.0%		107,730	12.0%		108,710
Payroll Taxes	8.0%		52,660	8.0%		71,820	8.0%		72,470
Workers Compensation	0.4%		2,630	0.4%		3,590	0.4%		3,620
Insert Benefits Lines Here									
Total Benefits			\$210,310			\$287,280			\$289,890
Operating Expenses:									
Textbooks	\$ 100.00		\$24,400	\$ 60.00		\$14,100	\$ 28.00		\$6,780
Supplies			\$91,270			\$68,000	includes consumables		\$68,000
Equipment			\$165,000			\$65,000			\$50,000
Contract Services			\$10,000			\$12,500	Online pgm tuition/Spch Svcs		\$12,500
Legal			\$2,000			\$2,000			\$2,000
Accounting			\$3,000			\$3,500			\$3,500
Advertising/Marketing			\$8,000			\$4,000			\$4,000
Utilities			\$31,000			\$31,000			\$31,000
Telephone			\$2,500			\$2,500			\$2,500
Liability & Property Insurance			\$8,000			\$8,000			\$8,000
Testing & Assessment			\$2,000			\$2,000			\$2,000
Staff Development			\$50,500			\$35,500			\$35,500
Consulting			\$8,500			\$6,500			\$6,500
Travel			\$4,000			\$2,000			\$2,000
Postage			\$3,500			\$3,000			\$3,000



July 24, 2012

Rents and Leases					
Debt Retirement					
Grounds & Maintenance		\$6,000		\$15,000	\$15,000
Miscellaneous		\$6,000		\$3,714	\$3,714
Transfer M&O to Nutrition		\$15,000			
Insert OE Lines Here					
Total Operating Expenses		\$440,670		\$278,314	\$255,994
Program Expenses:					
Transportation	\$ 607	\$114,190	\$ 536	\$125,890	\$147,890
Nutrition Program	\$ 337	68,350	\$ 191	46,326	57,391
Title IA		4,917		2,135	
Title VI-B		9,857		9,154	
Title II-A		5,000		5,000	5,000
Insert Program Expenses Lines Here					
Total Program Expenses		\$202,314		\$188,505	\$210,281
Total Expenses		\$1,511,524		\$1,651,839	\$1,662,075
Net Operating Income/(Loss)		\$22,820		\$11,303	\$33,247
Beginning Fund Balance		0		22,820	34,123
Ending Fund Balance		22,820		34,123	67,370

July 24, 2012

American Heritage Charter School - Best Case Scenario - New Sweden  
Annual Budget Template

	FY 14			FY 15			FY 16		
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	244	K-8		269	K-12		316	K-12 + On-line	
<b>Revenues:</b>									
State Apportionment		\$ 4,182	\$1,020,410		\$ 4,528	\$1,218,030		\$ 4,667	\$1,474,770
State Transportation		85%	97,060		85%	107,010		85%	125,710
Nutrition Program	\$ 394		96,250	\$ 293		78,820	\$ 287		90,690
Federal Grants (Charter Grant)									
Contributions/Donations			75,000			150,000			75,000
Albertson Grant			250,000						
Title IA			45,000			45,000			45,000
Title VI-B			34,421			34,421			34,421
Title II-A			5,000			5,000			5,000
State Revenue - IRI/LEP/GT			5,450			5,450			5,450
State Revenue - Technology			6,123			8,983			
State Revenue - Math & Science						27,568			27,568
<a href="#">Insert Revenue Lines Here</a>									
<b>Total Revenues</b>			\$1,634,714			\$1,680,282			\$1,883,609
<b>Expenses:</b>									
<u>Salaries:</u>					0.0%			1.5%	
Teachers	\$ 40,996	10.7	\$438,660	\$ 41,000	14.2	\$582,200	\$ 41,620	15.1	\$628,460
Special Ed	\$ 40,996	1	41,000	\$ 41,000	1	41,000	\$ 41,620	1	41,620
Certified - Title IA	\$ 40,996	0.1	4,100	\$ 41,610	0.1	4,160	\$ 42,230	0.1	4,220
Instructional Aids - M&O	\$ 15,000	1	15,000	\$ 15,000	1	15,000	\$ 15,230	0.5	7,620
Instructional Aides - Title IA	\$ 17,000	1.5	25,500	\$ 17,000	2	34,000	\$ 17,260	2	34,520
Instructional Aides - Title VI-B	\$ 17,000	1	17,000	\$ 17,000	1.5	25,500	\$ 17,260	1.5	25,890
Classified/Office Staff	\$ 46,000	1	46,000	\$ 46,000	1.5	69,000	\$ 46,690	1.5	70,040

# July 24, 2012

Administration	\$ 60,000	0.7	42,000	\$ 68,000	1	68,000	\$ 69,020	1.5	103,530
Nutritional Program	\$ 15,000	1.5	22,500	\$ 15,000	1.5	22,500	\$ 15,230	1.5	22,850
Librarian	\$ -	0	0	\$ -	0	0	\$ -	0	0
Maintenance/Other	\$ 20,000	1	20,000	\$ 20,000	1	20,000	\$ 20,300	1.5	30,450
Insert Salaries Lines Here									
Total Salaries			\$671,760			\$881,360			\$969,200
<u>Benefits:</u>									
Retirement/PERSI	11.6%		\$77,590	11.6%		\$102,240	11.6%		\$112,430
Health/Life Insurance	12.0%		80,610	12.0%		105,760	12.0%		116,300
Payroll Taxes	8.0%		53,740	8.0%		70,510	8.0%		77,540
Workers Compensation	0.4%		2,690	0.4%		3,530	0.4%		3,880
Insert Benefits Lines Here									
Total Benefits			\$214,630			\$282,040			\$310,150
<u>Operating Expenses:</u>									
Textbooks	\$ 100.00		\$24,400	\$ 75.00		\$20,180	\$ 28.00		\$8,850
Supplies			\$100,000			\$75,000	+ consumables		\$73,000
Equipment			\$175,000			\$83,000			\$60,000
Contract Services			\$10,000			\$12,500	Yr 3+Online pgm tuition		\$50,000
Legal			\$2,000			\$2,000			\$2,000
Accounting			\$3,000			\$3,500			\$4,000
Advertising/Marketing			\$8,000			\$4,000			\$6,000
Gas/Electric			\$31,000			\$31,000			\$31,000
Telephone			\$2,500			\$2,500			\$2,500
Liability & Property Insurance			\$8,000			\$8,000			\$8,000
Testing & Assessment			\$2,000			\$2,000			\$3,000
Staff Development			\$50,500			\$35,000			\$15,000
Consulting			\$10,500			\$9,000			\$9,000
Travel			\$4,000			\$2,000			\$2,000
Postage			\$5,000			\$3,000			\$4,000
Rents and Leases									
Debt Retirement			\$0			\$0			\$0

July 24, 2012

Grounds & Maintenance		\$10,000		\$20,000		\$30,000
Miscellaneous		\$6,000		\$6,000		\$6,000
Transfer M&O to Nutrition		15,000				
Insert OE Lines Here						
Total Operating Expenses		\$466,900		\$318,680		\$314,350
Program Expenses:						
Transportation	\$ 468	\$114,190	\$ 468	\$125,890	\$ 468	\$147,890
Nutrition Program	\$ 280	68,350	\$ 173	46,326	\$ 182	57,391
Title IA		4,917		2,135	Y3 all exp. are sal/ben	
Title VI-B		9,857		9,154	Y3 all exp. are sal/ben	
Title II-A		5,000		5,000		5,000
Insert Program Expenses Lines Here						
Total Program Expenses		\$202,314		\$188,505		\$210,281
Total Expenses		\$1,555,604		\$1,670,585		\$1,803,981
Net Operating Income/(Loss)		\$79,110		\$9,697		\$79,628
Beginning Fund Balance		0		79,110		88,807
Ending Fund Balance		79,110		88,807		168,435

July 24, 2012

American Heritage Charter School - New Sweden Bldg. - Most Likely  
Annual Budget Template

	FY 14			FY 15			FY 16		
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	203	K-8		242	K-12		250	K-12 + On-line	
<b>Revenues:</b>									
State Apportionment		\$ 4,643	\$942,630		\$ 4,836	\$1,170,280		\$ 4,740	\$1,184,970
State Transportation		85%	97,060		85%	107,010		85%	125,710
Nutrition Program	\$ 394		96,250	\$ 293		70,910	\$ 287		71,750
Federal Grants (Charter Grant)									
Contributions/Donations			100,000			150,000			100,000
Albertson Grant			250,000						
Title IA			45,000			45,000			45,000
Title VI-B			34,421			34,421			34,421
Title II-A			5,000			5,000			5,000
State Revenue - IRI/LEP/GT			5,450			5,450			5,450
State Revenue - Technology			6,123			8,983			
State Revenue - Math & Science						27,568			27,568
REAP						25,000			25,000
E-rate						2,000			2,000
<a href="#">Insert Revenue Lines Here</a>									
<b>Total Revenues</b>			\$1,581,934			\$1,651,622			\$1,626,869
<b>Expenses:</b>									
<u>Salaries:</u>					1.0%			1.5%	
Teachers	\$ 40,996	10.7	\$438,660	\$ 41,410	14.2	\$588,020	\$ 42,030	14.4	\$605,230
Special Ed	\$ 40,996	1	41,000	\$ 41,410	1	41,410	\$ 42,030	1	42,030
Certified - Title IA	\$ 40,996	0.1	4,100	\$ 41,610	0.1	4,160	\$ 42,230	0.1	4,220
Instructional Aids - M&O	\$ 15,000	1	15,000	\$ 15,150	1	15,150	\$ 15,380	1	15,380
Instructional Aides - Title IA	\$ 17,000	1.5	25,500	\$ 17,170	2	34,340	\$ 17,430	2	34,860
Instructional Aides - Title VI-B	\$ 17,000	1	17,000	\$ 17,170	1.5	25,760	\$ 17,430	1.5	26,150

# July 24, 2012

Classified/Office Staff	\$ 46,000	1	46,000	\$ 46,460	1.5	69,690	\$ 47,160	1.5	70,740
Administration	\$ 60,000	0.7	42,000	\$ 68,000	1	68,000	\$ 69,020	1	69,020
Nutritional Program	\$ 15,000	1.5	22,500	\$ 15,150	1.5	22,730	\$ 15,380	1.5	23,070
Librarian	\$ -	0	0	\$ -	0	0	\$ -	0	0
Maintenance/Other	\$ 20,000	1	20,000	\$ 20,200	1	20,200	\$ 20,500	1	20,500
Insert Salaries Lines Here									
Total Salaries			\$671,760			\$889,460			\$911,200
<u>Benefits:</u>									
Retirement/PERSI	11.6%		\$77,590	11.6%		\$103,180	11.6%		\$105,700
Health/Life Insurance	12.0%		80,610	12.0%		106,740	10.0%		91,120
Payroll Taxes	8.0%		53,740	8.0%		71,160	8.0%		72,900
Workers Compensation	0.4%		2,690	0.4%		3,560	0.4%		3,640
Insert Benefits Lines Here									
Total Benefits			\$214,630			\$284,640			\$273,360
<u>Operating Expenses:</u>									
Textbooks	\$ 100.00		\$24,400	\$ 60.00		\$14,520	\$ 28.00		\$7,000
Supplies			\$100,000			\$68,000	includes consumables		\$65,000
Equipment			\$175,000			\$75,000			\$25,000
Contract Services			\$10,000			\$12,500	Online pgm tuition/Spch Svcs		\$20,000
Legal			\$2,000			\$2,000			\$2,000
Accounting			\$3,000			\$3,500			\$4,000
Advertising/Marketing			\$8,000			\$4,000			\$6,000
Utilities			\$31,000			\$31,000			\$31,000
Telephone			\$2,500			\$2,500			\$2,500
Liability & Property Insurance			\$8,000			\$8,000			\$8,000
Testing & Assessment			\$2,000			\$2,000			\$3,000
Staff Development			\$50,500			\$35,500			
Consulting			\$10,500			\$6,500			\$2,000
Travel			\$4,000			\$2,000			\$2,000
Postage			\$3,500			\$3,000			\$4,000
Rents and Leases									

July 24, 2012

Debt Retirement					
Grounds & Maintenance		\$10,000		\$10,000	\$30,000
Miscellaneous		\$6,000		\$3,714	\$3,000
Transfer M&O to Nutrition		\$15,000			
Insert OE Lines Here					
Total Operating Expenses		\$465,400		\$283,734	\$214,500
Program Expenses:					
Transportation	\$ 563	\$114,190	\$ 520	\$125,890	\$147,890
Nutrition Program	\$ 337	68,350	\$ 191	46,326	57,391
Title IA		4,917		2,135	
Title VI-B		9,857		9,154	
Title II-A		5,000		5,000	5,000
Insert Program Expenses Lines Here					
Total Program Expenses		\$202,314		\$188,505	\$210,281
Total Expenses		\$1,554,104		\$1,646,339	\$1,609,341
Net Operating Income/(Loss)		\$27,830		\$5,283	\$17,528
Beginning Fund Balance		0		27,830	33,113
Ending Fund Balance		27,830		33,113	50,641

July 24, 2012

# AHCS---New Sweden Bldg. - Most Likely Scenario

## Twelve-month cash flow - Yr #1

Fiscal Year Begins: Jul-13

	Pre-Startup EST	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total Item EST	July 2014
Cash on Hand (beginning of month)		94,116	133,467	592,778	487,673	456,308	569,238	485,797	385,974	419,672	333,849	251,908	249,698	249,698	249,698

### RECEIPTS

State Revenue			536,144		63,076	210,253			115,639			94,613			31,538
Federal Revenue				1,000	26,664	7,781	27,664	7,781	26,664	22,781	26,664	7,781	25,891		
Other Revenue	250,000	100,000	15,000												
<b>Total REVENUE</b>	250,000	100,000	551,144	1,000	89,740	218,034	27,664	7,781	142,303	22,781	26,664	102,394	25,891	0	
<b>Total Cash Available</b> (before bills and payroll out	250,000	194,116	684,611	593,778	577,413	674,342	596,902	493,578	528,277	442,453	360,513	354,302	275,589	249,698	281,236

### EXPENSES

Salaries	2,000	9,500	10,200	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680	60,680		
Fica	153	727	780	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642		
PERSI	231	1,097	1,178	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009	7,009		
Health Insurance		1,350	1,350	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650		
Purchased Services	3,000	10,000	9,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500		
Contract/Consulting Services			850	1,961	3,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961		
Rent															
Internet		325	325	325	325	325	325	325	325	325	325	325	325		
Phone		150	150	150	150	150	150	150	150	150	150	150	150		
Supply		15,000	57,000	7,000	7,000	7,000	12,000	7,000	7,000	7,000	9,000	7,000	7,000		
Textbook		22,000		2,000											
Utilities	500	500	500	500	500	1,500	2,500	4,000	5,000	5,000	3,000	1,000	700		
Transportation				12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688	12,688			
<b>SUBTOTAL</b>	5,884	60,649	81,833	106,105	106,105	105,105	111,105	107,605	108,605	108,605	108,605	104,605	91,617	0	
Capital purchase (specify)	150,000		10,000		15,000										
Other startup costs															
Reserve and/or Escrow															
<b>TOTAL CASH PAID OUT</b>	155,884	60,649	91,833	106,105	121,105	105,105	111,105	107,605	108,605	108,605	108,605	104,605	91,617	0	
<b>Cash Position</b> (end of month)	94,116	133,467	592,778	487,673	456,308	569,238	485,797	385,974	419,672	333,849	251,908	249,698	183,972	249,698	

### ESSENTIAL OPERATING DATA (non cash flow information)




## Types of Interaction Activities

Online courses should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course. Examples of learning activities that foster the following types of interaction:

### Student-Instructor Interaction

Regular interaction among students is necessary to design a collaborative, student-centered environment in which a community of learners is created.

Methods of interaction	Description (add specifics for your course)
Email	Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
Class discussion board	The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
Announcements	Announcements will be posted to the class as often as needed. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
Chatroom	Chat allows the instructor to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.
IdahoLive	Webconferencing allows the instructor to interact with students in real-time, over the Internet and with an audio connection. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.
Web logs	Web logs, or blogs, will be used as an interactive writing tool for the instructor and students to discuss and give feedback on topics relating to the course.
Other	

### Student-Student Interaction

Regular interaction among students is necessary to design a collaborative, student-centered environment in which a community of learners is created.

Methods of interaction	Description (add specifics for your course)
Email	Students will be encouraged to email each other to ask questions about the course, including assignments. They will complete at least one assignment in which they use email to facilitate a peer-editing lesson. An example assignment is...
Class discussion board	Students will post to the discussion board in each session, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is...
Group work	Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is...
Blogs and Wiki's	Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is...
Chatroom	As an adjunct to the group discussion board, students will use the class chatroom to discuss their group project in real-time. An example is...
Other	

Appendix X: Interaction Activities

**Student-Content Interaction**

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. *The content must cover all of the content detailed in the course outline of record.*

Methods of interaction	Description (add specifics for your course)
Class discussion board	Each session will contain at least one class discussion relating to the topic(s) of the session. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is...
Group work	There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, PowerPoint presentations, or web sites. An example assignment is...
Written papers	Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short papers on...  There will be a term paper on...
Internet research	Students will use the Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is...
Quizzes, tests/exams	Quizzes will be used in each session to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions.
Practice quizzes	Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.
Journal writing	Students will maintain a journal to record reactions to topics being studied and to record personal reflections. In their journals, students will write...
Mini-lectures	Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of...  PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes. Each session will contain one narrated PowerPoint presentation that covers the main points of the session. Deaf students will have access to the narration via a text transcript. An example presentation will cover...  Podcast lectures will be chunked and up to 5 minutes in duration but no longer than 10 minutes. Each session will contain one podcast that covers the main points of the session. Deaf students will have access to the podcast via a text transcript. An example podcast will cover...
Simulations	Simulations will be used by students so they can participate in, and learn from, processes that might otherwise be less available because of danger, expense or logistical difficulties. An example simulation is...
Guest speakers	Experts on specific topics will be invited into the class so they can present information and/or their experiences to students. This will be done via text in the discussion board. It can also be done in the chatroom or by posting podcasts. Students will interact with

Appendix X: Interaction Activities

Methods of interaction	Description (add specifics for your course)
	the guest speaker in the discussion board by posting questions and comments. An example guest speaker will be...
Video	Streaming video clips will be used to demonstrate procedures and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. Deaf students will have access to the videos via a text transcript. An example video will cover...
Virtual field trips	Students will “attend” virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities, such as discussions. An example field trip and corresponding activity are...
Games	Games will be used as review activities to reinforce previously learned material and to prepare for exams. Jeopardy!-style games, crossword puzzles, flash cards, etc., will be created for online delivery. Games will be used to review for...
Brainstorming	Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. It will work best in the chatroom, but because the class is asynchronous, students will better appreciate it being done in the discussion board. An example brainstorming activity will be...
Projects	Students will complete a capstone project that demonstrates the mastery of an outcome(s) of the course. This project will be submitted either as a written paper, a PowerPoint presentation, or a web site. An example project is...
Peer-editing/critiquing	Students will work in pairs to edit each other’s paper and give feedback in order to improve their writing. Email will be used as the tool to accomplish this. An example assignment is...
Web logs	Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is...
Polling/surveys	In order to begin a discussion on a controversial issue, students will be polled to determine their stances. This will be done in the form of a survey. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be...
Debates	Debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is...
Case studies	Working in groups, students will evaluate real-world problems, situations, etc. They will then present their cases to the class in the discussion board for analysis. An example case study is...
Role-playing	Students will be divided into groups and assigned roles to “play” in a real-world situation. Each group will have its own discussion board, and students will “speak” by typing on behalf of their assigned role. This type of role-playing, obviously, will be discussion-based. An example activity is...
Student presentations	Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of PowerPoint presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is...

## Blended Learning for Today's Classroom (BrainHoney)

### Course Description

Blended learning is about blending the best features of in-person instruction with technology-enriched online experiences to create an educational atmosphere that promotes active participatory learning. By supplementing traditional in-person methods with web-based activities and resources, the course is made more accessible and interactive and cultivates increased student interest and self-exploration. This is a preparatory course for new blended learning instructors. Participants will focus on specific best practices and implementation as applied to blended learning. The goal of the course is to equip faculty with the tools they will need to teach blended courses.

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#### Materials Needed

You will receive online handouts throughout this course that you may save and print.

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### Contact Information

#### Instructor Information

Name: **Niki Walker**  
Phone: **208-570-3063**  
E-mail Address: **niki.walker@idla.k12.id.us**  
Office Hours: **Mon-Fri 8:00 am**

#### Blended Advisor Information

Name: **Jean Bengfort**  
Phone:  
E-mail Address:  
Office Hours:

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### Course Organization

#### Training Day 1: Face to Face

Participants of this session will learn about classroom revolutionizing practices, cost saving opportunities using open educational content resources, as well as practical applications for blending the best of what online learning provides with the best of face to face instruction to create the foundation for a 21st century, transformational teaching model.

#### Module 1: What is Blended Learning?

- To understand blended learning as an instructional delivery mode
- To understand basic principles in creating a high-quality blended learning experience
- To understand the implications of teaching in a blended environment

#### Module 2: Understanding Blended Course Design

- To learn to use tools to convert an existing course into a blended format or create a new blended course
- To understand the steps and design a course module for the blended mode
- To accumulate resources that can be used today and in the future

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## **Training Day 2: Face to Face**

Many instructors have never designed a blended course. For this reason, this section will walk you through a step-by-step process of creating a blended course using best practices that are sure to provide a innovative and engaging environment for students. Participants of this session will also learn best practices in communicating a blended environment, managing two environments, and how to get their course set up for the first day of school.

### Module 3: Designing and Developing a Blended Course

- To learn to use tools to convert an existing course into a blended format or create a new blended course
- To understand the steps and design a course module for a blended module
- To accumulate resources that can be used today and in the future

### Module 4: Communicating with Students in a Blended Environment

- To learn how to facilitate and assess online discussions
- To describe the importance and value of interaction in the blended course
- To identify and list various types of student interactions for a blended learning environment
- To explore strategies and techniques to infuse student-student and instructor-student interaction and engagement

### Module 5: Managing Your Blended Course

- To understand the role of course management in the successful implementation of a blended course
- To understand the steps in managing the two environments of a blended course
- To understand the multiple uses of a blended learning course rubric in blended learning course development and evaluation
- To review the possibilities for integrating blended learning best practices to support student success

## **Technology Training- (Throughout both sessions)**

### **Module 6: Technology Skills: Designing Your Course in BrainHoney**

- Intro to the BrainHoney Environment
- Creating/Adding a Course

- Curriculum Mapping in BrainHoney
- Adding Content to Your Course
- Adding Activities to Your Course
- Adding Assessments to Your Course
- Communicating with Students
- Managing Your Students in BrainHoney
- Assessing Your Students in BrainHoney
- Setting up Your Course or Section in BrainHoney

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## Expectations

### **Of you, the participants:**

This course is taught in a blended format in which the curriculum is partially online and partially face to face. Your instructor will guide you through the process of which material needs to be covered online and the pieces that will be in person.

You are expected to communicate with your instructor if you will be missing any deadlines. Emergencies do happen; we can work around them if you communicate.

Whenever you have questions or difficulties, you should call or email your instructor right away. That's what your teacher is here for!

### **From your teacher:**

Your instructor is here to help you! When you contact your instructor by phone or by email, you can expect a response within 24 hours (and usually much faster than that), except at times when an announcement has been posted in the class to say the instructor is temporarily unavailable, such as on a brief trip.

You will be hearing from your instructor by phone during the first week of class, and by email and phone throughout the class. You can also read your instructor's comments on your assignments, by clicking on any underlined grade in your Gradebook.

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## Success Strategies

In an online classroom, you have a little more leeway to work at your own pace, or at your own "best times." Whether you're a morning person or a night owl, you can do your school work at the time of day when you work best!

It is crucial, though, that you maintain the discipline necessary to get the work done! You can work ahead, and you can work in the middle of the night, but you can't work late. Deadlines in this course (especially the structured reading schedule) are here to keep you on track so you can successfully complete this course. Your instructor won't be standing in front of your desk glaring and tapping a foot when you get off-task. This job is yours to do.

Study and complete ALL assignments, skipping assignments can leave holes in your knowledge.

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## Policies

**Late Work:** We are here for the common purpose of helping our students succeed. We believe all students can learn. We also believe that accountability is a part of the learning process. With that in mind, all work for each unit is due by the date listed on the course schedule. Check with your teacher for details, but at a minimum, teachers will accept for at least 50% of value, assignments that are submitted late.

**Redo Policy:** Many assignments can be redone for an improved grade. Please contact your teacher for more information.

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## Grading Policy

**Checking Your Grades:** You can check your gradebook at any time by using the "Gradebook" menu button. In the gradebook, items are coded according to location and type.

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## Rights and Permissions

**Academic Integrity:** It is expected that you turn in your own work. The Academic Honesty Contract will review the definitions of honesty terms along with consequences if those terms are not fulfilled. It is never okay to copy and paste.

**Ownership of Materials:** All ownership, copyrights, trademarks, and other rights in our courses shall remain with our district. Except as expressly authorized, students and schools using our courses do not have the right to sell, transfer, license or distribute our courses in any other format, context, manner, or means or for any other purpose not specifically authorized without our prior written consent. All rights not expressly granted to the user are reserved to our district.

***Start by clicking the next arrow at the top right to view your first module***

December 2011

American Heritage Charter School will accommodate comprehensive, rigorous, and patriotic curriculum and a demanding character education program. Since teachers are educated in the public school models in teacher colleges, they are not all familiar with all the materials introduced for teaching in a different setting, such as a charter school. Therefore, to get immediate results from the curriculum, it is imperative teachers are given professional development emphasizing expectations from them in curriculum presentation.

The curriculum choices will include the following programs:

1. Core Knowledge
2. Shurley English
3. Everyday Mathematics entwined with Idaho's MTI (Idaho initiative in Idaho)
4. Foss Science
5. Great Expectations (character education)
6. We the People (patriotic program)
7. Money Management

Core Knowledge overreaches the entire elementary education program. It includes education in Mathematics, Language Arts and Reading, Science, Social Studies, Art, and Music. The programs are very intertwined at each grade level building upon knowledge from grade to grade. Shurley English, Everyday Mathematics, Foss Science, money management, and "We the People" are additional curriculum that needs to be woven into the total curriculum picture.

Great Expectations is a character education program that leads the students and teachers down the path of success. Students participate in a weekly group meeting where they learn and sing patriotic songs, and poems. Additionally, they learn new words and phrases that have been identified as leaders to success. Students stand and deliver in the classroom and learn to value and respect their classmates and divergent opinions through adult guidance. Students learn to pass quietly from classroom to classroom in the school. Personal contact and personal space are respected and honored. Students wear uniforms and must learn to dress "to the standard."

North Valley Academy Charter School in Gooding, Idaho is a sister school to American Heritage Charter School and has integrated the curriculum described into a workable model. To facilitate getting the model integrated immediately, AHCS founders plan to institute a rigorous, mandatory professional development plan utilizing staff, expertise, and materials from the existing curriculum at NVA.

North Valley Academy will provide consultation and assistance one on one between administrative teams of both schools on a regular basis. NVA will also assist AHCS by performing the Programmatic Audit of AHCS and assisting in the Dashboard preparation for the first three years. NVA's CFO will assist AHCS's business clerk. NVA's Special Education Director will be included in this administration team. Assistance by all will include, phone, email and face to face visits on a regular basis. Onsite visits will be included as frequently as requested, but no less than monthly during NVA monthly inservice training.



**July 24, 2012**

Appendix Z: AHCS Cooperative Professional Development Plan

**YEAR ONE PRIOR TO OPENING**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 1 before opening	Workshop Presentation to AHCS	\$3,000.00	Core Knowledge
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	Shurley English
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	Everyday Mathematics
Year 1 before opening	Workshop Presentation to AHCS 1-Cost of Presenter, or 2-Travel to Offsite Workshop	\$1500.00 <sup>1, 2</sup>	MTI (Math initiative in Idaho)
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	FOSS Science
Year 1 before opening	Workshop Presentation to AHCS	\$500.00	“We the People”
Year 1 before opening	Workshop Presentation to AHCS	\$500.00	Money Management

**YEAR 1 IN THE SCHOOL YEAR**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 1 after opening	Sister school monthly inservice by grade September through May where sister school teachers exchange classroom visits	\$30,000.00  (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science “We the People” Money Management

**July 24, 2012**

**Appendix Z: AHCS Cooperative Professional Development Plan**

**YEAR 1 IN THE SUMMER BETWEEN YEAR 1 AND YEAR 2**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 1 following school year  June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$10,000.00  Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management

**YEAR TWO**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 2	Sister school every other month inservice by grade September through May where sister school teachers exchange classroom visits	\$25,000.00  (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management  Secondary programs

**July 24, 2012**

Appendix Z: AHCS Cooperative Professional Development Plan

**YEAR TWO**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 2 following school year  June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$10,000.00  Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management  Secondary programs

**YEAR THREE**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 3	Sister school every two months inservice by grade September through May where sister school teachers exchange classroom visits	\$10,000.00  (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management  Secondary programs

**July 24, 2012**

**Appendix Z: AHCS Cooperative Professional Development Plan**

**YEAR THREE**

<b>Year of Professional Development</b>	<b>Type of Professional Development</b>	<b>Expected Cost of Professional Development</b>	<b>Program to be Developed</b>
Year 3 following school year  June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$5,000.00  Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho <sup>1,2</sup> ) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management  Secondary programs

The three year professional development schedule gives American Heritage Charter School an opportunity to include startup teachers, secondary teachers, and new hire teachers into professional development to gain expertise in the curriculum areas as the school grows, changes, and becomes its own entity.

July 24, 2012

APPENDIX AA  
K-12 PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

**ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER**

This Online Educational Products and Services Order (this "Order"), dated as of March 16th, 2011 (the "Order Effective Date"), is between North Valley Academy, 906 Main Street, Gooding, ID, 83330 ("Customer") and K12 Virtual Schools LLC ("K12"), 2300 Corporate Park Drive, Herndon, VA 20171. This Order incorporates and is in all respects subject to the K12 Online Educational Products and Services Agreement Terms (the "Terms") that is published at [http://www.k12.com/educators/sy2011\\_contract](http://www.k12.com/educators/sy2011_contract) on the date that this Order bears the signatures of both Customer and K12. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms.

I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

\_\_\_\_\_ (signature) \_\_\_\_\_ (date)

\_\_\_\_\_ (print name) \_\_\_\_\_ (title)

Accepted by K12:

\_\_\_\_\_ (signature) \_\_\_\_\_ (date)  
**EXAMPLE**  
\_\_\_\_\_ (print name) \_\_\_\_\_ (title)

1. **Period.** Select one:

☒ Subscription July 1st, 2011 through June 30th, 2012.

2. **Territory.** Students served by North Valley Academy, ID.

3. **Description of Educational Products.** Customer will be provided the Educational Products specified in this Order.

☒ K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K to 12).

The full-time K12 program consists of three components: courses, materials and educational tools and services.

Courses:

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History,

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Online Educational Products and Services Order  
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K-12 PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

Art, Music, available World Languages and, for grades 9 to 12, electives. Each full-time student concurrently enrolls in four to six courses. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials:

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

Educational Tools and Services:

Program launch and operational support, an online parent/mentor information session, learning management and technical support on K12 products and services. Supervision and implementation of year-end system rollovers.

Supplemental tests and study assistance, diagnostic tests, K12's Strategies for Success, access to an online community, an orientation course package, a teacher hotline and support website, access to a counseling system for high school students, a school messenger telephony service with automated alerts and a tool to assist identification of plagiarism.

4. **Description of Services.** Customer will be provided the following Services under this Order:

☒ K12 Professional Development:

☒ *New Teacher Induction:* Choice of two online courses (one for teachers of grades K to 8, the other for teachers of grades 9 to 12). Each course is approximately 40 to 50 hours in length with additional sessions held throughout the year. Designed to equip new teachers with the skills they need to begin teaching in the K12 model. (Required if Customer is using its own teachers).

☐ *In-Person Teacher Training:* Same as above, delivered in person

July 24, 2012

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K-12 PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

- ☐ *Ongoing National Professional Development:* Provides 6 online sessions on topics such as changes and updates to the K<sup>12</sup> systems, individualizing instruction, and communication strategies. Training may be synchronous or asynchronous. Topics will vary from year to year.
- ☐ *Administrator Professional Development:* Delivered in person and/or online (if available) to train school staff on managing a full-time online program and/or to troubleshoot school management issues and challenges.
- ☒ *Online Marketing Program:* Customer will be provided a fully-hosted "mini" web site of up to 12 pages for the school's program. The "mini" site is created from templates from K<sup>12</sup> with editable fields whose content is customized by the Customer with the Customer's logo embedded. Customer's program will be included on K12.com as a partner program utilizing the K<sup>12</sup> curriculum. K<sup>12</sup> provides electronic versions of its standard collateral package including a K-8 brochure, high school brochure, event flyer, event poster, catalogs, flipbooks and lead cards. Utilizing K<sup>12</sup>'s lead database, Customer is provided lead generation services including a program launch email announcement, school-specific emails to leads and a school-branded lead capture form. Customer is provided access to K12's proprietary online enrollment tool (EPR) for its families to use for registration. This service is only available to K12 Full-Time Enrollment Programs.

5. **Description of Other Related Products**

6. **Fees.** For the Services and/or Products provided under this Order, Customer shall pay to K12 and/or its Affiliates the following Fees:

- ☒ K12 Full-time Enrollment Program for Students Taking 4 to 6 courses.

Costs set forth below for each Student are "not-to-exceed" figures. The components of the program will be billed separately to allow for materials returns, prorating fees for student withdrawal and for student consumption of fewer than 6 full year or 12 semester courses. The roll-up of the component level billing will "not exceed" the student level fees listed below.

K12 will invoice Customer for the components of the program as follows: K12 will invoice Customer as follows: (a) courses and educational tools and services will be billed equally over ten months; (b) materials will be invoiced upon shipment

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdrawals occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

For K-8 Program, not including instruction from K12 teachers or recruiting  
\$1,820.00 per Student taking 4 concurrent courses

July 24, 2012

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*For the High School Program, not including instruction from K12 teachers, recruiting or materials*  
\$1,460.00 per Student taking 4 concurrent courses

☒ K12 High School Materials Fees for Students and Teachers

Billed at upon shipment Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdrawals occurring after 30 days.

☐ Advanced Placement course materials (required for certain courses)  
\$120.00 per Student per course

☐ English course materials (required for certain courses)  
\$80.00 per Student per course

☐ Lab Science kits (optional)  
\$210.00 per Student per course

☐ Technology software (optional)  
\$120.00 per Student per course

☐ Graphing calculators (optional)  
\$120.00 per Student per course

☐ Physical textbooks (optional as online book is included in course fee)  
\$80.00 per Student per course

☒ K12 K-8 Materials Fees for Teachers  
\$400.00 per Teacher per grade

☒ K12 Instruction:

Billed in equal parts over five or ten months as applicable for the particular course. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

\$250.00 per Student for each K-8 course per full-year

\$200.00 per Student for each 9-12 course per semester

\$76.00 per Student for each 9-12 Credit Recovery course per semester

Summer instruction billing is 100% upfront due to the condensed timeframe of the courses.  
No refunds, credits or cancellations are allowed.

☒ K12 Teacher Training

☒ New Teacher Induction (online)

Billed at setup. No refunds, credits or cancellations are allowed.

\$550.00 per teacher for 1 teachers

☒ Online Marketing Program

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No refunds, credits or cancellations are allowed.

\$200 per Full-Time Student enrolled in 4 to 6 courses as of September 30.

**EXAMPLE**

July 24, 2012

APPENDIX AB

AVENTA PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

**ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER**

This Online Educational Products and Services Order (this "Order"), dated as of March 16th, 2011 (the "Order Effective Date"), is between North Valley Academy, 906 Main Street, Gooding, ID, 83330 ("Customer") and K12 Virtual Schools LLC ("K12"), 2300 Corporate Park Drive, Herndon, VA 20171. This Order incorporates and is in all respects subject to the K12 Online Educational Products and Services Agreement Terms (the "Terms") that is published at [http://www.k12.com/educators/sy2011\\_contract](http://www.k12.com/educators/sy2011_contract) on the date that this Order bears the signatures of both Customer and K12. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms.

I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

\_\_\_\_\_ (signature) \_\_\_\_\_ (date)

\_\_\_\_\_ (print name) \_\_\_\_\_ (title)

Accepted by K12:

\_\_\_\_\_ (signature) \_\_\_\_\_ (date)  
**EXAMPLE**  
\_\_\_\_\_ (print name) \_\_\_\_\_ (title)

1. **Period.** Select one:

☒ Subscription July 1st, 2011 through June 30th, 2012.

2. **Territory.** Students served by North Valley Academy, ID.

3. **Description of Educational Products.** Customer will be provided the Educational Products specified in this Order.

☒ *Aventa Original Credit and Credit Recovery Courses.*

The available Aventa licensed online educational courseware. Aventa may from time to time, in its sole discretion, deliver or otherwise make available to Customer certain updated courseware, which such updates shall also be subject to all of the Terms. Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and Customer shall be responsible for procuring such materials. All materials, assessments, and teacher guides provided directly by Aventa are included.

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AVENTA PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

- ☒ Full-time Program with students taking 4 to 6 courses  
☐ Courses-only for students taking 1 to 3 courses (not eligible for recruitment or program training)

**4. Description of Services.** Customer will be provided the following Services under this Order:

- ☒ Instructional Services: Customer will be provided qualified teachers, licensed as required by applicable state law, for instruction to enrolled students for selected courses.

- ☒ Aventa Hosting Solution:

The set-up, configuration and hosting of the applicable courseware for the delivery of Aventa courses, solely for the provision of educational services to its students in the Territory enrolled in Customer's educational programs.

- ☒ Aventa Teacher Training

- ☒ Online Teacher Training: Teacher Training, 2 Hour Virtual Session

- ☐ Online Mentor Training: required for Customer's Purchasing Aventa Credit

- ☐ In-Person Training: 1 day on site

- ☐ Administrator Professional Development: Delivered in person and/or online (if available) to train school staff on managing a full-time online program and/or to troubleshoot school management issues and challenges. Available online or in-person.

- ☒ Online Marketing Program: Customer will be provided a fully-hosted "mini" web site of up to 12 pages for the school's program. The "mini" site is created from templates from K12 with editable fields whose content is customized by the Customer with the Customer's logo embedded. Customer's program will be included on K12.com as a partner program utilizing the K12 curriculum. K12 provides electronic versions of its standard collateral package including a K-8 brochure, high school brochure, event flyer, event poster, catalogs, flipbooks and lead cards. Utilizing K12's lead database, Customer is provided lead generation services including a program launch email announcement, school-specific emails to leads and a school-branded lead capture form. Customer is provided access to K12's proprietary online enrollment tool (EPR) for its families to use for registration. This service is only available to K12 Full-Time Enrollment Programs.

**5. Description of Other Related Products**

**RESERVED**

- 6. Fees.** For the Services and/or Products provided under this Order, Customer shall pay to K12 and/or its Affiliates the following Fees:

July 24, 2012

APPENDIX AB

AVENTA PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

☒ Aventa Subscription License (Per Enrollment):

Aventa provides a 14-day grace period for students who enroll. If a student withdraws within 14 days from when the student enrolls, Aventa will refund 50% of the course fees but only if this withdrawal was received in writing by Aventa by fax or email before the grace period ended. Enrollments under the subscription license model will be invoiced on a monthly basis.

Online Courses \$299.00 / Semester course (Includes course, Aventa Hosting Solution and Instruction)

Online Courses \$144.00 / Semester course (Includes course and Aventa Hosting Solution)

☒ Aventa Teacher Training

☒ Online Teacher Training: Required for Customer's Purchasing Aventa Credit Recovery and Original Credit Courses

\$250.00 per hour (8 hours recommended \$1,500.00)

☐ In-Person Teacher Training: 1 Day Onsite

Billed at setup. No refunds, credits or cancellations are allowed.

\$2,500 per day

☐ Online Mentor Training: 2 Hour Virtual Session (required for Customer's Purchasing Aventa Credit Recovery)

Billed at setup. No refunds, credits or cancellations are allowed.

\$250.00 per two hour session

☐ In-Person Mentor Training: 1 Day Onsite

Billed at setup. No refunds, credits or cancellations are allowed.

\$2,500 per day

☒ Online Marketing Program

No refunds, credits or cancellations are allowed.

\$200 per Full-Time Student enrolled in 4 to 6 courses as of September 30.

## Making Your School Choice Decision

We hope you'll consider the benefits of Connections Academy and use this list as a benchmark for comparison. We feel confident you won't find another school that's more committed than ours to helping each student achieve his or her academic and personal goals!

### Program

- Serves all grades K–12 (Check your school for availability.)
- Accredited program

Connections  
Academy Offers:

Do Other  
Schools You're  
Considering  
Offer This?


☐

☐

### Curriculum and Materials

- Lessons developed by professional curriculum specialists
- Late-edition print and online textbooks from leading publishers
- Interactive multimedia content
- Texts and other materials provided free of charge


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### Courses

- Career and college-preparatory options
- Special Gifted and Talented courses
- Honors and Advanced Placement courses
- Individualized grade placement
- Extensive selection of electives, including foreign languages, music, art, home life, journalism, computer technology, and many more—all free of charge


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### Quality Teaching

- Live instructional sessions offered in all grades
- Certified and highly qualified teachers who are experts in online instruction
- Teachers meet regularly with students and parents by phone, e-mail, and online


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### Learning Software

- Online system provides daily lesson planner, grade book, message boards, and more, all in one system
- Intensive training for students and parents
- Quality computers from Hewlett-Packard with Microsoft Windows and Microsoft Office software installed (check your school for availability)
- Microphone and headset
- Toll-free technology support hotline
- Secure e-mail system that provides controls on communications and eliminates spam


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### Community Activities

- Field trips and other group outings offered throughout the year
- Extensive offering of extracurricular activities and clubs


☐

☐

July 24, 2012



# **NORTH VALLEY ACADEMY CHARTER HYBRID PROGRAM A VIRTUAL LEARNING PROPOSAL**

Submitted on  
**3-10-2011**

Submitted to  
North Valley Academy  
**EXAMPLE**

Submitted by  
**Steve McNamer**  
Connections Learning  
[smcnamer@connectionsacademy.com](mailto:smcnamer@connectionsacademy.com)  
Office: 443 529 1276  
Cell: 208 954 3473





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# EXAMPLE



## PARTNER OBJECTIVES

The North Valley Academy is a Kindergarten-12<sup>th</sup> grade Charter School located in the county seat of Gooding, ID. The school's mission is to provide an excellent educational choice where every student has the opportunity to become an informed and involved citizen. As its student population's needs became more diverse, North Valley Academy is looking to expand its reach and service to students who need an alternative to the traditional classroom.

As a starting point, North Valley Academy seeks to provide a K-12 grade "hybrid" learning program as part of its charter school beginning in school year 2011-12, serving approximately 70 students. Many of these students will report to the North Valley Academy facility daily, taking a mix of face-to-face and online courses; some will split their time between the North Valley Academy building and home; and some will be fully virtual, taking all of their courses online.

North Valley Academy seeks a virtual education partner to help fulfill its hybrid learning vision. Connections Learning would be honored to be that partner.

## OVERVIEW OF PROPOSED PARTNERSHIP

Connections Academy proposes to partner with North Valley Academy launch an engaging and academically successful hybrid program serving students Kindergarten to 12<sup>th</sup> grade beginning in Fall 2011. This program will consist of:

- Rich, Idaho standards aligned core courses (Math, Language Arts, Science, Social Studies).
- A wide array of enrichment and elective courses, from foreign languages to technology literacy, art, music, Physical Education and more.
- Gifted and Talented programming for students on an advanced path.
- Orchestration by the North Valley Academy staff to ensure the best balance of face-to-face and virtual courses for each student.

This North Valley Academy hybrid virtual program will be delivered via a powerful digital learning platform designed specifically for K-12 online learning. In their online courses, students will be taught by expert teachers who have been specially trained to produce academic results as outstanding as those North Valley Academy expects in its face-to-face programming.

The North Valley Academy hybrid program will include orientation for online students and their "learning coaches" – parents, mentors, and extended family members who work in partnership with the expert online teachers.

## A UNIQUELY QUALIFIED VIRTUAL LEARNING PARTNER

An acknowledged pacesetter in the rapidly evolving field of K-12 online education, Connections Academy, LLC is thoroughly qualified to assist North Valley Academy in providing cutting-edge virtual education programming. Connections Academy's skill as a virtual learning partner has been demonstrated through such achievements as:





- *Academic results:* Connections Academy schools consistently outscore both their states and their nearest competitors on state standardized proficiency tests in reading and math across the grade levels. For example, in 2008-09 Connections Academy's aggregate Reading/Language Arts test scores (across all tested grades) exceeded the state aggregate in 100% of the states where a Connections Academy school has been operating for two or more years, while Connections Academy's aggregate science scores beat the state aggregate in 73% of these same states.
- *Success in Idaho:* Connections Academy is "Idaho-tested," currently operating a successful statewide virtual charter school that is accredited by AdvancED and the Northwest Accreditation Commission (NWAC). This Connections Academy-affiliated school has met AYP in both 2008-2009 and 2009-2010 school years
- *Responsive contracting:* Beyond Idaho, among its partnerships serving 30,000 students in grades K-12 across the nation, Connections Academy was chosen by 18 statewide public contract and charter schools to serve full-time virtual students; the renowned Florida Virtual School to serve students full-time throughout Florida; and the Missouri Department of Elementary and Secondary Education to serve medically fragile students, among others. Connections Academy also operates hybrid/blended learning programs in Houston, TX and Prince George's County, MD.

The Connections Academy online courses combine proven and rigorous curriculum materials with the best in technology facilitated instruction, all integrated through a cutting-edge digital learning platform that ensures accountability. The program of instruction incorporates a variety of unique tools and terminology, definitions of which are provided below for ease of review.

# EXAMPLE

- *Personalized Performance Learning®:* This is the Connections Academy instructional model which includes a "Personalized Learning Plan" (PLP) developed collaboratively for each student to maximize his or her achievement.
- *Connexus™ digital learning platform:* The cutting-edge technology system, sometimes known informally as "the LMS," for organizing and managing the entire Connections Academy educational environment, this proprietary, secure web-based software delivers every assignment and tracks every activity, monitoring completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus™ also provides custom reporting capabilities, as required, for district and state accountability.
- *Student Status/Escalation Process:* The Connections Academy system tracks ongoing student attendance progress based on the objective numeric data generated by the digital learning platform including student contact with Connections Academy teachers, time-on-task, and completion of lessons and assessments. The student's status (On-Track, Approaching Alarm and Alarm) is displayed on the learning coach and teacher home pages for instant identification of potential problems.
- *LiveLesson®:* This innovative web conferencing tool allows teachers to work synchronously (in real time) with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing; based on Adobe® Connect™.



- *Teachlet® tutorials*: Highly interactive, asynchronous tutorial “movies” at the beginning of many lessons show students the concepts they will need to complete the lesson. Teachlets provide maximum media impact for minimum bandwidth.
- *WebMail*: The proprietary private email system included in the digital learning platform. Because this system is “closed,” Connections Academy students and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- *StarTracker*: This integrated rating system allows every Connections Academy student (along with every teacher) to rate each lesson from a low of one star to a high of five stars. Ratings are used by curriculum staff to identify areas of needed improvement as well as curriculum approaches that work especially well.

#### WHAT EACH PARTNER WILL PROVIDE

In its partnership with North Valley Academy, Connections Academy proposes the following division of responsibilities.

##### What Connections Academy Will Provide

- High-quality, standards-aligned courses integrating 21<sup>st</sup> century versions of leading textbooks and other necessary materials. All courses are one-semester and carry .5 Carnegie credits; standard Connections Academy course drop/credit policies will apply.
- Access to the Connections Academy digital learning platform that provides granular student data tracking as well as secure grading, scheduling, progress monitoring and communications tools, and transcripts.
- Expert teachers - specially trained and certified – for each subject and grade.
- Help with outreach and enrollment services to ensure smooth integration of students into the program.
- A program manager focused on the North Valley Academy program’s success, as well as a link to ongoing collaboration between the partners.

##### What North Valley Academy Will Provide

- Primary responsibility – with help from Connections Academy – for student outreach, identification and enrollment activities for the hybrid program.
- For students accessing the hybrid program at the North Valley Academy facility, access to technology plus qualified and willing mentors for face-to-face supervision.
- A program manager who will serve as liaison with Connections Academy, as well as a link to ongoing collaboration between the partners.



### PROPOSED FINANCIAL TERMS

Connections Academy is pleased to North Valley Academy with the following special partner pricing with minimum 1 year commitment.\*

	List Price	NVA Partner Price
Elementary Core Courses	\$325.00	\$299.00
Elementary Elective Courses	\$225.00	\$199.00
Middle Core Courses	\$375.00	\$349.00
Middle Elective Courses	\$260.00	\$229.00
High School Core Courses	\$395.00	\$349.00
High School Elective Courses	\$345.00	\$329.00
High School AP Courses	\$445.00	\$399.00
priced per course, per student, per semester		

\*Commitment to be signed by 6-30-11 for the 2011-12 school year for partner pricing rates

# EXAMPLE

July 24, 2012

Appendix AB: Contracted Special Education Services



*a provider of Mountain View Hospital*

www.mountainviewspeech.com ■ Serving Blackfoot, Idaho Falls, Taylors Crossing, and Rigby.

July 3, 2012

American Heritage Charter School  
ATTN: Deby Infanger, Chair of the Board  
1240 S 35<sup>th</sup> West  
Idaho Falls, ID 83402

**RE: Services**

Dear Ms. Infanger:

This serves as a letter of intent that were we to be engaged for services for American Heritage Charter School, to provide Speech, OT, and PT services, we normally contract with the schools for \$80 per speech visit and \$25 per OT/PT unit.

Sincerely,

Anna Bidwell  
The Speech and Language Clinic  
Marketing and Administration



*Working together to better serve you*

July 24, 2012

Appendix AC: Contracted Transportation Services



American Heritage Charter School

February 16, 2012

C/O Deby Infanger

1240 South 35<sup>th</sup> West

Idaho Falls, ID 83401

208-539-7271

[debyinfanger@gmail.com](mailto:debyinfanger@gmail.com)

RE: Proposal for School Bus Transportation.....

Deby Infanger:

Thanks for the chance to talk with you about the school bus needs for the proposed American Heritage Charter School.

Teton Stage Lines currently operates 18 school buses under contract and provides school bus service for three separate charter schools in the Idaho Falls area which are Taylor's Crossing, White Pine, and Monticello Montessori Charter Schools. Additionally we operate about 25% of the buses in the Blackfoot School District #55.

We are proud to have received the #1 or highest safety rating with both the Department of Transportation and the Department of Defense. We invite the Idaho State Police CVSA inspectors to come into our shops to perform annual inspections of all of our equipment.

We would be honored to have the chance to bid for services for the new proposed American Heritage Charter School. Contracting for school busing can sometimes be a very complex thing; but we are prepared to help you through this process if you will allow us to do so.

Currently we have routes that run anywhere from 45 miles to over 75 miles per day. School bus mileage rates vary as well and currently are at \$3.05 up to \$4.10 per mile based upon the numbers of miles run. The lower the mileage the higher the rate per mile.

Please let us know if you would like us to help you establish routes for your school. If there is anything else we can do to help you with, please do not hesitate to let us know what that might be.

Sincerely:

Donavan Harrington

General Manager

Teton Stage Lines

**July 24, 2012**

Appendix AD: Contracted Accounting Services

***Folke CPAs, P.C.***

***Timothy S. Folke – Kurt R. Folke***

P.O. Box 100, Payette, Idaho 83661

www.folkecpas.com, folkecpas@srvinet.com

P: 208-642-1417, F: 208-642-1582

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June 28, 2012

North Valley Academy Charter School  
ATTN: Deby Infanger, Chair of the Board  
906 Main St.  
Gooding, ID 83330

***RE: American Heritage Charter School***

Dear Deby:

This serves as a letter of intent that were we to be engaged for the initial audit of American Heritage Charter School, our fee, including preparation of IRS Form 990, would not exceed \$5,000. This fee would be contingent upon the School having a suitable software program in place that is specifically tailored to Idaho Charter Schools.

Sincerely,

***Tim Folke***

Tim Folke, CPA

**DETAILED BOARD TRAINING PLAN:**

*The Board will begin by following the suggested outline in the “CREATING EFFECTIVE GOVERNING BOARDS” (Produced under a grant from the Annie E. Casey Foundation)*

The guidebook is free and can have been downloaded from the National Charter School Resource Center site. AHCS will attend sessions covering the following subjects and others as sponsored by the ICSN and ISBA. In addition, the board will have training during their regular board meetings on the following subjects and others as the board deems necessary.

- 1. BUILDING THE FOUNDATION
- 2. IDENTIFYING AND RECRUITING BOARD MEMBERS
- 3. ORIENTING AND TRAINING BOARD MEMBERS
- 4. MAKING EFFECTIVE DECISIONS
- 5. STRATEGIC PLANNING AND THINKING
- 6. CARRYING OUT LEGAL AND FINANCIAL RESPONSIBILITIES
- 7. DEVELOPING EFFECTIVE BOARD-STAFF RELATIONS
- 8. DEVELOPING FRUITFUL BOARD-COMMUNITY/PARENT RELATIONS
- 9. ENCOURAGING BOARD MEMBER MOTIVATION & ACCOUNTABILITY
- 10. CREATING EFFECTIVE COMMITTEES
- 11. FOSTERING FUND-RAISING
- 12. DEVELOPING EFFECTIVE BOARD SELF-ASSESSMENT

**PROFESSIONAL STANDARDS FOR SCHOOL BOARD MEMBERS AND ADMINISTRATORS**

*The professional standards for school board members and administrators should mirror the 10 principles outlined below for Professional educators: obtained from the following website:*

*[http://www.sde.idaho.gov/site/teacher\\_certification/code\\_ethics.htm](http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm)*

## **Professional Standards Commission - Code of Ethics**

This version of the Code of Ethics for Idaho Professional Educators was revised by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature. (IDAPA 08.02.02.076)

The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles - please refer to the complete document for details

**Code of Ethics: The Ten Principles (Summary)**

- **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.

- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- **Principle X:** A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

## **PRE-OPENING PLAN AND TIMELINE**

*The following checklist will be following regarding pre-opening of charter school as given by Office of Innovation and School Choice. The “timeline” varies somewhat as far as a given month/week/day as the authorization process must first be completed. This is not an exhaustive list. A key component is hiring an administrator that is ready to work with the board to assure a successful opening. AHCS has the added bonus of a three year cooperative agreement with NVA to assist in getting the new charter school through all 3 stages of Opening as a K-8 school, Expanding to a K-12 school, and last of all Adding Blended Learning.*

### **Charter School Opening Checklist**

This list assumes that you have an approved charter petition, a board with bylaws, and that you are just getting ready to open your school. Tasks on this list may be applicable only to year one of operation or may be required annually.

#### Facilities

- Secure a site in proposed attendance area
- Contact city/county commissioner, and highway district for any building permits that may be needed
- Schedule facilities inspections (building, fire, and health) with city to obtain certificate of occupancy
- Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer and cable (2 months is optimum for notice).



**July 24, 2012**

**Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline**

Ensure that building temperatures, lighting, ventilation and space are adequate  
Ensure grounds are well maintained and safe (snow removal, lawn care)  
Design a learning environment that reflects, supports educational mission and vision

**Health and Safety**

Develop a comprehensive emergency response plan  
Establish fire drill procedures and schedule fire drills  
Post fire exit maps in all occupied spaces  
Provide emergency preparedness training to all personnel  
Provisions for emergency closure before, after, during school

**Contracted Services**

Complete transportation bids  
Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing) and outline fiscal policies regarding checks, PO's  
Secure telecommunications structure  
Secure IT support  
Retain legal advice  
Secure custodial service  
Secure food service agreements  
Secure insurance policies: liability, property, worker's comp  
Lease or purchase office equipment, computers, software, networking, servers

**Policies and Procedures**

Finalize comprehensive set of policies and procedures  
Complete comprehensive parent/student handbook and orientation procedures: attendance, homework, discipline, school hours, pickup and drop-off procedures, teacher contact, communication pathway, dress code, toys, electronic devices  
Complete comprehensive personnel handbook  
Establish a school calendar

**Documentation (onsite and accessible to appropriate personnel)**

Authorized charter document with all amendments 33-5210(3)(b)  
Incorporation papers with bylaws (including renewals) 33-5204(1)  
Certificate of occupancy  
Transportation agreement, if applicable

- ⌚ Food service agreement
- ⌚ Adopted policies and procedures
- ⌚ Facilities inspection, including fire and health
- ⌚ Immunization records for all students 33-4801
- ⌚ Internet use policy, signed by all students and parents
- ⌚ Documentation of all state and federal programs run by the school
- ⌚ Documentation of all private, public and other grants
- ⌚ Annual reports to authorizers including programmatic and fiscal audits 33-5206(7)
- ⌚ Governing board: minutes, schedule of meetings, agendas
- ⌚ Schedule of board meetings
- ⌚ IBEDS reports
- ⌚ Accreditation reports 33-5206(7)
- ⌚ Insurance policies:
  - General liability 33-5205(4)

**Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline**

Property 33-5205(4)

Worker's compensation 33-5205(3)

⌚ Personnel files

⌚ Student files, including current IEP

⌚ Documentation of effort to inform public of enrollment opportunities on file 33-5205(3)(s)

⌚ Documentation of lottery method and results 33-5205(4)(j)

List of enrolled students, coded to show primary attendance area children, siblings, and founder's children

List of students who applied for the lottery or application forms

Waiting list

⌚ Continuous school improvement plan (CSIP)

**Finance**

Create a budget; include assumptions, adjust to reflect new developments

Revisit assumptions to ensure they are still valid and update accordingly

Hold annual public budget hearing

Present monthly financial reports to the board in a public meeting

Schedule annual fiscal audit and report the results

Meet acceptable accounting standards of fiscal management 33-5209(2)(c)

File tax exemption paperwork (ST-101) with vendors

File non-profit forms with state each year Form 990EZ, 990 PF

Develop a fund development strategy

**Personnel**

Negotiate contract with educational director/principal—retain legal counsel to review all contracts

Establish and publicly approve a salary schedule

Negotiate contracts with teaching staff—retain legal counsel to review all contracts

Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4)

Ensure that all teachers are highly qualified according to NCLB

Ensure staff contracts are written in form approved by the State Superintendent of Public instruction 33-5206(4)

Ensure criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers)

Document teacher training opportunities through professional development plan or other

Enroll all staff in PERSI

Ensure that all paraprofessionals working in an instructional capacity meet requirements of State paraprofessional Standards and federal NCLB requirements

Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff 33-5205(3)(m)

Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information

Ensure annual review of every teacher

**Governance**

Ensure that board has a set of bylaws that address key issues including how the board will be formed, role of board members, terms of board members, how board members can be removed, time of annual meeting—how meetings conducted/process for order, in accordance with IOML

**Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline**

- Post all meeting schedules for public
- Provide attendance logs and minutes for all public meetings, including special meetings, per Idaho Open Meeting Laws
- Provide parents with contact info for the board
- Adopt policies and procedures for the school-- establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, interned use, overnight excursion, background checks on volunteers, founders—adopt policies of authorizer with waivers in other areas
- Establish committees to assist in work of board—some will be standing others temporary
- Obtain training for the board in key areas including: open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing v managing, policy development, fiscal controls, etc.
- Conduct an annual review of your board—self-evaluation focusing on effectiveness of the board to meet its obligations to the school
- Establish a mechanism for the board to obtain updates about legislation and state rules that will affect charter schools
- Clarify roles and responsibilities of administration and of governing body

**Educational Program**

- Adopt curriculum consistent with charter vision and mission
- Purchase furniture and learning supplies including computers, software, curriculum, etc.
- If curriculum or education program change, contact authorizer—a charter amendment may be in order
- Ensure that students are meeting measurable Student Educational Standards as described in the charter 33-5205(4)(b-c)
- Identify a testing coordinator
- ⌚ Install a student information system (SIS)
- ⌚ Collect and analyze student baseline data: educational, demographic
- ⌚ Demonstrate growth for students consistently enrolled in your program
  - Compare results to district, states, other charter schools using the same educational program
  - Ensure students are demonstrating adequate yearly progress. If not, what measures are being implemented to ensure this happens? How have these been communicated to the authorizer?
  - Submit ISAT, IRI, DWA, DMA scores to authorizer in programmatic audit
  - ⌚ Track student demographics: compare to state, district, explore discrepancies
    - # of students in special education
    - # of minority students
    - # of LEP students
    - # of GT students
    - # of low income students
  - ⌚ Ensure teachers teach to state curriculum standards
  - ⌚ Ensure that adequate classroom materials, technology and books are available to all students
  - ⌚ Ensure that student performing below grade level are identified and provided with remedial instruction, especially in early literacy
  - ⌚ Ensure basic values of honesty, self-discipline, unselfishness, respect for authority and central importance of work are emphasized 33-1612
  - ⌚ Ensure high school students will earn a minimum of 42 credits prior to graduation

⌚ Ensure all special education students' IEP's are current and that specified services in each are being met

⌚ Ensure board and staff have mechanisms in place to stay updated about school reform measures that will affect educational progress

Community & Parent Involvement

Keep parents and stakeholders involved

Develop a procedure to report student progress to parents

Schedule regular parent, teacher, and student conferences

Publish a student handbook and ensure its annual review by students and parents

Develop a plan to involve parents and community in key aspects of the school

Locate community partners

Develop a community relations plan to build public awareness and support for school, include a press strategy

General

Submit a copy of the approved and any updated copies of the petition and notification of approval from the Trustees to the State Board of Education and the State Department of Education.

Secure SDE passwords and ensure SDE communication

Create a calendar of all state and authorizer deadlines

Attend state meetings: superintendent meetings, accreditation briefings, legislative briefings, etc.

Conduct an annual review of the charter document

Consult your attorney before making major decisions

⌚ Maintain regular contact with authorizer

## **Sufficiency Review by the Idaho State Department of Education Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04.200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

**Meets the Standard:** The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Does Not Meet the Standard:** The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt, the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

## Cover Page

<b>Proposed Charter School Name:</b> American Heritage Charter School	
<b>District Location:</b> Idaho Falls School District # 91	
<b>Proposed Physical Location:</b> Idaho Falls School District – facility options outlined in appendices	
<b>Authorized Representative:</b> Debar Infanger	
<b>Address:</b> 1240 S. 35 <sup>th</sup> W, Idaho Falls, Idaho 83402	
<b>Telephone:</b> 208-539-7271	<b>E-mail:</b> debyinfanger@gmail.com
<b>Alternative Contact:</b> Jim Dalton	
<b>Address:</b> 6040 Gleneagles Drive, Idaho Falls, Idaho 83401	
<b>Telephone:</b> 208-528-6635	<b>E-mail:</b> jd@rbhi.us
<b>Proposed Opening Date:</b> Fall 2013	
<b>Proposed Grade Levels:</b> K-8	
<b>Initial Enrollment Goal:</b> 244	
<b>Focus of School:</b> Core Knowledge, Character Development, Patriotism	
<b>Date Submitted for Review:</b> January 9, 2012	
<b>Date of Review Completion:</b> February 7, 2012	
<p><b>Review Comments:</b></p> <p>There are a number of sections that require revision because they do not meet the standards. Please review the comments, revise the petition and resubmit the petition to the department for review.</p> <p>There is some confusion regarding the grade configuration of the school. If the school is going to be a K-12 school then the petition should reflect that configuration, even if the school opens with K-8. For example, in the LEP appendix, it is stated that AHCS is a proposed K-8 charter school. It really should say K-12.</p> <p>As an FYI - 33-357 – Internet based expenditure website – in the fiscal planning and development this law will need to be reviewed and implemented.</p>	

Required Elements		Idaho Code
<b>Tab 1: Vision, Mission, Legal Status</b>		
Vision and Mission Statements		08.02.04.202
<b>Meets Standard</b>		
Comments: Petition provides specific goals, qualities, and methodology related to the mission and vision. ?? – on the cover sheet the Proposed Grade Levels listed are K-8, however under the petition states that the school will expand to 9-12 in 2014. The cover page should be changed to reflect the entire grade span.		
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.		33-5204(1)
<b>Meets Standard</b>		
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.		33-5204(1)
<b>Meets Standard</b>		
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.		33-5205(1)(a) 33-5205(3)
<b>Meets Standard</b>		
Comments: The petition on page 4 needs to be replaced with Petition I-001, which was sent as a separate file.		
Include documentation of application for nonprofit status.		33-5204(1)
<b>Meets Standard</b>		
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education		33-5205(5)
<b>Meets Standard</b>		
<b>Tab 2: Proposed Operations</b>		

Required Elements		Idaho Code
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.		33-5205(4)
<b>Meets Standard</b>		
Describe the proposed operation and potential effects of the school, including, but not limited to:		33-5205(4)
<ul style="list-style-type: none"> <li>a. facilities to be utilized by the school;</li> <li>b. the manner in which administrative services of the school are to be provided; and</li> <li>c. the potential civil liability effects upon the school and its chartering entity.</li> </ul>		
<b>Meets Standard</b>		
<p>Comments:</p> <p>Facilities plans include: purchase of land and building a new building; or purchase and renovation of a historic church. A letter of financial support is included with the facilities plans.</p> <p>Transportation, food service, accounting, business management may be contracted out.</p> <p>Civil liability is addressed.</p>		
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.		33-5204(4)
<b>Meets Standard</b>		
<p>Comments:</p> <p>A commitment for property loss and liability insurance is included.</p>		
<b>Tab 3: Educational Program and School Goals</b>		
Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.		33-5205(3)(a) 33-1612
<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	



Required Elements	Idaho Code
<p>Comments:</p> <p>References to the “Common Core Standards” should be included along with the Idaho standards. The Common Core Standards will be implemented in classrooms starting in 2013.</p> <p>On page 32 – Graduation Credits, the English credit is incorrect. The Board of Education requirement is 9 credits – 8 credits of English and 1 of Speech. Currently the petition states English (including Speed) – 8 Credits.</p> <p>Reference to the 2 credits from an online course should be added to the requirement explanation as well.</p>	
Describe what it means to be an “educated person” in the 21st century.	33-5205(3)(a)
<b>Meets Standard</b>	
Explain how learning best occurs.	33-5205(3)(a)
<b>Meets Standard</b>	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
<b>Does Not Meet Standard</b>	
<p>Comments:</p> <p>Please review the Special Education checklist included with this review. Many of the items have not been addressed or need to be revised.</p> <p>The definitions that are included page 34 should be removed. Several of them refer to ADA requirements in the workplace and are not appropriate for the educational environment.</p>	
Describe the school’s plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(r) 33-203
<b>Meets Standard</b>	
<p>Comments:</p> <p>Has there been any discussion or research regarding the district policies for dual enrollment and charter school students participating in the extra-curricular activities at district schools? This has been a major issue/concern for several charter schools, especially for students in Eastern Idaho.</p>	
Describe the manner in which gifted and talented students will be served.	33-2003

Required Elements	Idaho Code
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:</p> <p>The petition does not include a specific description of the manner in which GT students will be served. Several questions were raised do to the lack of a specific plan or program description.</p> <ul style="list-style-type: none"> <li>• Rather than state that a plan would be created for the GT population, the charter must include an actual plan that includes the following: philosophy statement, definition of giftedness, program goals, program options, identification procedures (screening, referrals, eligibility) and the protocol for determining this population and how best to serve it, criteria for placement at each level (elementary, middle, jr high/high school, and program evaluation.</li> <li>• The petition states the principal will be designated as the GT facilitator who will identify, accommodate, and present special programming for this population. It is unrealistic to think the administrator, along with all of the other responsibilities will have the time and expertise to manage program. Additionally, anyone overseeing or administrating the program is required to have a GT endorsement. Would this be a requirement for hiring the administrator?</li> <li>• The Grade Plus classes and Above and Beyond curriculum section states that GT “student needs can be met” through the program. As an afterschool program the school will charge for the program, however there are concerns that this will be the only source of funding for the GT program. This seems to be a precarious way to fund GT and the program. What if only a few students enroll in this program? How is GT to be funded?</li> <li>• Appendix H is intended outline for the basic “plus” program used with GT students. First, it begins with Core Knowledge. This is the foundational curriculum for all students in the school—not a differentiation for gifted students. Secondly, the areas for each grade K-12 are almost exactly identical until the final grade. They are very vague—how does creating programs that are patriotic ensure you are meeting the needs of gifted children? Patriotic programs can be anything—the chart does not have a basis in determining giftedness or how it is to be addressed in the school, which is another reason the charter must provide an actual plan and not just a promise of one. Saying you are going to provide online instruction, money management projects, and great American Heroes units does not ensure that the needs of gifted children will be met.</li> <li>• The definitions for “accommodation” and “reasonable accommodation” are not definitions for the educational setting. They should not be included in the charter. However, it is important to consider GT students’ needs for accommodations; given that many are “twice exceptional.”</li> </ul> <p>This section of the charter needs revision by someone who understands the GT child, GT course work, and most preferably possesses a GT endorsement.</p>	
Describe the manner in which Limited English Proficiency services will be provided.	33-1617 08.02.03.112(5)
<p style="text-align: center;"><b>Does Not Meet Standard</b></p>	

Required Elements	Idaho Code
<p>Comments:</p> <p>Overall, this is a very well written proposal. Thank you for taking the time to read the Idaho LEP Program Manual and other important documents. Your efforts are clearly reflected in the petition. Once the items I have outlined are addressed, this proposal will be strong and ready to go.</p> <ul style="list-style-type: none"> <li>• Page 43—Please be careful not to use the terms Hispanic and LEP synonymously. A student is not necessarily LEP just because they are Hispanic. Also, many LEP students are from other cultural and linguistic backgrounds.</li> <li>• Page I-2 under Program Goals—student identification is first determined by a Home Language Survey (HLS) and then testing with the Idaho ELL Placement Test. Teacher referral is a consideration but not a determining factor. Please fix this on your petition so it is clear that the school will follow Office of Civil Rights (OCR) requirements.</li> <li>• Under Student Enrollment Services-- #3. If the student scores Advanced on the ELL placement test, the student is not eligible for services and should be placed in the regular program. Classroom performance and state testing performance is most likely due to other factors, not English language proficiency. Therefore, the school should examine other appropriate avenues to support the student such as Title I.</li> <li>• #4. Schools don't need permission from parents to serve students. That is an automatic once they test eligible for LEP services. Parents only need to "waive" services. Please take out this language from this part of the proposal. It should read, "Parents will then be given the opportunity to waive services to improve English skills."</li> <li>• #5. LEPX students are <b>NOT</b> counted for state or federal funding. Please change this on your petition.</li> <li>• Under Part D Exit from LEP Program—Exiting criteria has been revised. The proficient score on the IELA is now EF+ in all subdomains and an overall score of 4 or 5. Please make this revision on your petition.</li> <li>• Under section IV. LEP Instructional Program—How will the school ensure that SIOP is implemented effectively and with fidelity? It has been very difficult to implement this model in a way that really supports LEP students with both English language development and access to the academic content areas. It raises a "red flag" when this is the only service provided to students as it has not proven to be well implemented in most districts. LEP programs need to serve the four domains of language—listening, speaking, reading and writing. How will a math teacher integrate all of these domains in each lesson?</li> <li>• Under Staffing and Professional Development—giving teachers training on sheltered instruction is not equivalent to having an English language development expert working with students and teachers. How will the school ensure that teachers receive on-going and in depth PD specific to meeting the needs of LEP students? You mentioned in your introduction that 10-20% of your students will most likely be LEP yet you are not going to hire a certified ELD teacher. This is very concerning. The research quoted in this section dates to the 80's and 90's. More current research is out there on how to serve LEP students. Please visit <a href="http://www.ncela.org">www.ncela.org</a>, <a href="http://www.tesol.org/s_tesol/index.asp">http://www.tesol.org/s_tesol/index.asp</a>, <a href="http://www.cal.org/create/research/index.html">http://www.cal.org/create/research/index.html</a>, <a href="http://www.cal.org/">http://www.cal.org/</a>, and <a href="http://dww.ed.gov/">http://dww.ed.gov/</a> for resources and more current research.</li> <li>• Under section VI. Equal Access to Other School District Programs—Please remove any reference to the Direct Writing Assessment (DWA) or Direct Math Assessment (DMA) as they are no longer given in Idaho.</li> <li>• No mention of the English language development curriculum that will be used to build English language proficiency.</li> </ul>	
Tab 4	
<p>Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.</p>	

33-5205(3)(b)

Required Elements	Idaho Code
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:            Standard 1: The minimum goal should be to meet state standards on all state assessments. Better verbiage would be "AHCS will meet or exceed the minimum passing requirements on all state-mandated testing." The current goals of 70%-75%, are considerably lower than current state standards.</p> <p>Standard 2: Part a. A consistent Rubric should be submitted and approved by the administration and/or board. Any changes should also be approved by school board. This will ensure consistency and that the highest level of academic excellence is maintained. Part b: meets standard. Part c: parent review can be a part of the process, but should not be the end of the process. The final review should be conducted by teacher/administrators.</p> <p>Standard 3: According to the state, 100% of all juniors need to take the college entrance exams. The current goal of 95% of students will take the ACT/Compass test does not meet the state objective of 100%. <b>Note:</b> The state contract for the college entrance tests are for the SAT and Accuplacer tests. If the students take either test they are eligible for a voucher that covers the cost of the test.</p> <p>Note: The Idaho Public Charter School Commission and many of the districts are requiring charter petitions to have a Measureable Student Education Standard that relates the performance of students in the charter school to the performance of district and state. You might want to consider adding that standard at this time.</p>	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:            The standard of 75% is too low. The target should be to meet or exceed state standards.</p> <p>Because the state tests will be changing within the next year, charter should say "ISAT or other state assessments".</p> <p>Part A #4, needs to be measurable. What is positive growth? Define it numerically.</p>	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
<p style="text-align: center;"><b>Meets Standard</b></p> <p>Comments:            Overall, this looks great. There is no need to state that the school may require additional yearly assessments. Only assessments that are going to be required need to be included.</p>	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
<p style="text-align: center;"><b>Meets Standard</b></p>	

Required Elements		Idaho Code
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.		33-5205(3)(e) 08.02.02.140
<b>Does Not Meet Standard</b>		
Comments: This section needs to be updated to reflect the changes that have occurred with 08.02.02.140. There is no longer a choice of standards. Northwest Accreditation Standards are the requirement along with a Continuous School Improvement Plan. Additionally, the accreditation reports are submitted to the State Board of Education and the authorizer.		
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.		08.02.03.112 08.02.03.114
<b>Does Not Meet Standard</b>		
Comments: The petition does not include a plan that demonstrates the founders understanding of the school improvement requirements. A plan that outlines the various steps the school and board will take to implement improvement and corrective actions. The plan should also address decisions and activities that will be the responsibility of the school and those that will be the responsibility of the board. The AYP Timeline that is part of the Improvement Planning & Implementation Workbook on the SDE School Improvement site may be helpful in developing this plan.		
<b>Tab 5</b>		
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.		33-5205(3)(f)
<b>Meets Standard</b>		
Describe the process to be followed by the school to ensure parental involvement in the governance structure.		33-5205(3)(f)
<b>Meets Standard</b>		
Comments: Currently some of the board members are parents of children that may attend the school. Going forward there will be a Parent-Faculty Association. The PFA will have an opportunity "to assist and counsel the Board in the creation, implementation, and evaluation of school policy."		
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.		33-5205(3)(k) 33-5206(7) 33-5210(3)
<b>Does Not Meet Standard</b>		

Required Elements	Idaho Code
<p>Comments:</p> <p>33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done. Page 50 states that an annual financial audit will be conducted as defined by IC 33-701(6). Page 50 also states that a programmatic audit will be completed each year as per IC 33-5205(3)(k)</p> <p>33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress &amp; a copy of the school's accreditation report. Page 50 states that the audit report, annual report, and programmatic audit report will be submitted to the authorized chartering entity. Nowhere did I see where a report on student progress and a copy of the school's accreditation report will be submitted to the chartering entity. Page 47 does state that AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner. However, there is no mention of the chartering entity.</p> <p>33-5210(3) – each school will comply with reporting requirements of 33-701 sections 5-10. Could find no reference that the charter school will be complying with the reporting requirements of Idaho Code 33-701, subsections 5-10.</p>	

#### Tab 6: Employee Requirements

Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A 33-5205(3)(g) 33-5210(4)(a)
<b>Does Not Meet Standard</b>	
<p>Comments:</p> <ul style="list-style-type: none"> <li>• Certification is addressed under the contract section on Page 52. According to that section all instructional staff will be certified and highly qualified. However, there is no indication that AHCS understands the federal Title II Highly Qualified Teacher requirements for core content areas, and the potential impact on state and federal funding.</li> <li>• The information regarding a waiver should be removed. Waivers are not an option. Alternate certification or provisional certification could be listed as options.</li> <li>• The information regarding certification should be specifically stated under the qualifications section.</li> <li>• Items 2-4 under General Qualifications and Practices do not fit with the initial statement: "AHCS's staff will meet or exceed qualifications required by state law, including the following:" Course loads, student ratios, and experienced clerk are not qualifications that the staff can meet or exceed.</li> </ul>	
Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.	08.02.02.120
<b>Meets Standard</b>	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
<b>Does Not Meet Standard</b>	

Required Elements	Idaho Code						
<p>Comments: While the code is referenced, there is no plan specific to how AHCS will implement training for inter-rater reliability, use the data gathered, or ensure ongoing funding for the work of evaluation and professional growth of educators in the school.</p>							
<p>Describe the plan for evaluating administrators. Include the frequency of the evaluations, research the evaluation is based on, and who is responsible for conducting the evaluations.</p>	08.02.02.120						
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments: Page 52 "The committee will use evaluative tools created using the Charlotte Danielson Method to complete the evaluation." This is not clear, as the Danielson Framework is not designed as an assessment of administrators. I am unsure that AHCS is actually familiar with the Framework based upon this statement.</p>							
<p>Include a provision that ensures all employees of the school undergo a criminal history check.</p>	33-5210(4)(d) 33-130						
<p style="text-align: center;"><b>Meets Standard</b></p>							
<p>Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.</p>	33-5205(3)(o) 33-1217						
<p style="text-align: center;"><b>Meets Standard</b></p>							
<p>Include a provision that ensures all staff members will be enrolled in and covered by all of the following:</p> <table border="0" data-bbox="203 1312 1258 1407"> <tr> <td>Public Employee Retirement System (PERSI)</td><td>Unemployment Insurance</td></tr> <tr> <td>Federal Social Security</td><td>Health Insurance</td></tr> <tr> <td>Worker's Compensation Insurance</td><td></td></tr> </table>	Public Employee Retirement System (PERSI)	Unemployment Insurance	Federal Social Security	Health Insurance	Worker's Compensation Insurance		33-5205(3)(m)
Public Employee Retirement System (PERSI)	Unemployment Insurance						
Federal Social Security	Health Insurance						
Worker's Compensation Insurance							
<p style="text-align: center;"><b>Meets Standard</b></p>							
<p>Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.</p>	33-5205(3)(p)						
<p style="text-align: center;"><b>Meets Standard</b></p>							
<p>Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.</p>	33-5206(4)						
<p style="text-align: center;"><b>Does Not Meet Standard</b></p>							



Required Elements	Idaho Code
<p>Comments: This section should be revised to remove the comment regarding waivers. The statement about administrative and instruction staff will be certified teachers should state that employment will be conditioned up a valid certificate being held. This would include the alternate route certifications and/or provisional certifications.</p>	
<b>Tab 7: Admissions, Discipline, Student Policies</b>	
<p>Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.</p>	33-5205(3)(j)
<b>Does Not Meet Standard</b>	
<p>Comments: There are several items in the admissions/equitable selection section that need to be revised. They are as follows:</p> <ul style="list-style-type: none"> <li>• In the first paragraph under "Admissions Preference" children of full time faculty and children who attended but had to withdraw are not included, however they are under section F. If you are going to list the preference groups you need to list them all.</li> <li>• The selection hierarchy for the initial enrollment period needs to be specifically described in the charter. Idaho Code 33-5205(3)(j) provides for preferences is specifically stated in the petition.</li> <li>• The children of founders <b>and</b> full-time employees, together is limited to no more than 10% of the capacity.</li> </ul>	
<p>Describe how waiting lists will be developed and renewed annually.</p>	33-5205(3)(j)
<b>Meets Standard</b>	
<p>Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.</p>	33-5205(3)(n)
<b>Meets Standard</b>	
<p>Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.</p>	33-5205(3)(s)
<b>Meets Standard</b>	
<p>Describe the school's plan for denial of attendance to any student who is or has been:</p> <ul style="list-style-type: none"> <li>▪ An habitual truant,</li> <li>▪ Incurable,</li> <li>▪ Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,</li> <li>▪ Detrimental to the health and safety of the other students, or</li> <li>▪ Expelled from any other school district or state.</li> </ul>	<p>33-5205(3)(i) 33-205 33-206</p>
<b>Meets Standard</b>	



Required Elements	Idaho Code
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
<b>Meets Standard</b>	
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
<b>Meets Standard</b>	
Comments: The section in the Student Handbook is thorough and includes a section to be signed by student and parent and returned to the school.	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
<b>Does Not Meet Standard</b>	
Comments: In this section (IV Health and Safety Procedures: Ref Idaho Code 33-5205(3)(h)) the acronym NVA is used. It appears this is referring to North Valley Academy. However, the reference does not seem to refer to how AHCS will comply with this section. It needs to be revised to reflect AHCS policy/procedures.	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
<b>Meets Standard</b>	
Comments: The information included in Appendix K is straight from the Suicide Prevention Action Network (SPAN) website which is exactly what we refer districts and schools to.	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-132
<b>Meets Standard</b>	
Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.02.04.202
<b>Meets Standard</b>	
<b>Tab 8: Business Plan, Transportation, School Lunch</b>	

Required Elements	Idaho Code
<p>A detailed business plan including:</p> <ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Management plan</li> <li>• Resumes of the directors of the nonprofit corporation and current board</li> <li>• School's financial plan</li> <li>• Start-up budget with assumptions form</li> <li>• Three year operating budget form – in the IFARMS format</li> <li>• First year month-by-month cash flow form</li> </ul>	08.02.04.202
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:</p> <p>The Cooperative Professional Development Plan lists the various trainings and development that will occur with North Valley Academy. It is important to keep in mind that it is not necessary to pay for MTI training.</p> <p>The start-up budget does not include any explanations or assumptions. Without these it is difficult to evaluate the budget and the expenses that are included.</p> <p>The 12 month cash flow should be revised with the first payment from the state in August as opposed to July. The money has to be delivered by July 31, which is when it will be in the bank account. It will not be available to pay expenses during the month of July.</p> <p>Expenses related to Gift and Talented are not included in any of the budgets. GT expenses need to be budgeted including assessment and training.</p>	
<p>Describe the school's proposal for transportation services.</p> <p>Note: The budget should reflect estimated costs.</p>	<p>33-5205(3)(t)</p> <p>33-5208(4)</p>
<p style="text-align: center;"><b>Meets Standard</b></p>	
<p>Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made</p>	08.02.04.202
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:</p> <p>In the student handbook under the "Classroom Conduct" section it states "Sack lunches are the only food/drink allowed on campus." However, this tab includes plans for a school lunch program. The student handbook should be revised to reflect the school lunch program.</p> <p>The regulations and policies for "School Lunch Programs" and "Free and Reduced Rates" are established by the USDA. They should be consistent with the USDA Child Nutrition Federal policies and regulations, not the State. Please change the wording in the charter to reflect this.</p>	

Required Elements	Idaho Code
<b>Tab 9: Business Arrangements, Community Involvement, School Closure</b>	
Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.02.04.202
<p align="center"><b>Does Not Meet Standard</b></p> <p>Comments: In addition to the information about the professional development and professional-tech courses, there should be information about arrangements, plans, and/or agreements for the services listed. For example, what are arrangements are being considered for special education services beyond the classroom instruction – speech therapy, occupational therapy... In the transportation section in Tab 8 the petition states transportation services will be provided. What arrangements have been made or investigated regarding the bus contracts and costs. It is difficult to evaluate the budgets without this information.</p>	
<p>Describe the school's plan for termination of the charter by the board of directors, to include:</p> <ul style="list-style-type: none"> <li>• Identification of who is responsible for dissolution of the charter school;</li> <li>• A description of how payment to creditors will be handled;</li> <li>• A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and</li> <li>• A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.</li> <li>• A procedure for transferring personnel records to the employees.</li> </ul>	5205(3)(u) 5206(8)
<p align="center"><b>Meets Standard</b></p>	
<b>Tab 10: Virtual Schools and Online Programs</b>	
Describe the means by which the school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards.	33-5205(6)(e)
<p align="center"><b>Meets Standard</b></p>	
If the petition is for a virtual school, describe how the school meets the definition of a virtual school.	33-5202A(8)
<p align="center"><b>Not Applicable</b></p> <p>Comments: The school will utilize a blended program, where students participate in on-line courses and participate in activities and courses at the school. It does not meet the definition of a virtual school.</p>	
Describe the learning management system by which courses will be delivered	33-5205(6)(a)

Required Elements	Idaho Code
<p align="center"><b>Meets Standard</b></p> <p>Comments: A complete description of how the learning management system is expected to work is provided but the specific learning management system and how it works is not provided, so some components of the system are vague. According to the application, "The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner." According to the application, "AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes." These vendors have a record of successfully delivering online curriculum in Idaho; their offerings are accredited and aligned with Idaho and Common Core standards. If these plans change to a different vendor please provide that information assuring that the vendor meets the requirements set forth in this application.</p>	
<p>Describe the role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed</p>	33-5205(6)(b)
<p align="center"><b>Meets Standard</b></p>	
<p>Describe the plan for the provision of professional development specific to the public virtual school environment.</p>	33-5205(6)(c)
<p align="center"><b>Meets Standard</b></p> <p>Comments: The plan of professional development addresses the standards according to the application, "AHCS's online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching."</p> <p>The petitioners should provide a list of prospective courses/workshops/seminars and professional development offerings that teachers will be required to take or a menu of choices to further delineate what the professional development will be to address these standards. (This should be included as an appendix.)</p>	
<p>Describe the means by which the students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress.</p>	33-5205(6)(d)
<p align="center"><b>Meets Standard</b></p>	

Required Elements	Idaho Code
<p>Comments:</p> <p>According to the application, “AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix U).”</p> <p>This statement meets the standard; keep in mind an online vendor will also be able to provide an online dashboard for administrative monitoring of online interaction including tracking of log ins, time online, activity while online in the discussion and course content areas. This report can be provided as evidence of appropriate teacher-to-student interaction and should be included as documentation.</p>	
Describe the plan for technical support relevant to the delivery of online courses.	33-5205(6)(f)
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:</p> <p>According to the application, “AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff.”</p> <p>This statement meets the standard regarding one part of the technical support. However additional detail needs to be provided regarding the support. Consideration needs to be given to designating the responsibilities of the staff after hours if students are taking the course in a blended environment and the hours of availability. If the teachers aren’t able to answers the questions, who will provide the support? Who will answer technical support after onsite school hours and within what span of time? How are you going to monitor that support from an administrative level? Will you keep a log of support provided?</p>	
Describe the means by which the school will provide opportunity for student-to-student interaction.	33-5205(6)(g)
<p style="text-align: center;"><b>Meets Standard</b></p>	
Describe the plan for ensuring equal access to all students, including the provisions of necessary hardware, software, and internet connectivity required for participation in online coursework.	33-5205(6)(h)
<p style="text-align: center;"><b>Does Not Meet Standard</b></p>	

Required Elements	Idaho Code
<p>Comments:</p> <p>There is no reference to the IEP team's federally required annual "consideration" of assistive technology for every student with an IEP. Work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include but is not limited to software providing text to speech and speech to text such as Read Write Gold and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration should also be given to those students with hearing and vision impairments and how you can best utilize technology to make your learning management system and classroom materials accessible through magnification and variable volume.</p> <p>The online vendor you choose will also need to demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.</p>	
<p>Describe how the school will provide services for all special education students that are located throughout the attendance area.</p>	<p>33-5205(3)(q)</p>
<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p>Comments:</p> <p>Speech services are addressed, however other types of services are not. Additionally, the statement regarding students not attending AHCS 100% is not accurate. AHCS is responsible for the services for the time the student is enrolled in the school and will need to work with the other school/district to insure all of the student's services are being provided.</p>	
<p><b>Tab 11: Professional-Technical Regional Public Charter Schools -do not complete this section if the school is not a virtual school. Not Applicable</b></p>	

July 24, 2012

# Charter Petition Special Education Sufficiency Review Checklist

## American Heritage Charter School

This is a checklist of Special Education services or items to consider when creating a public charter school. This checklist is a guide, provided by Idaho's Division of Federal Programs, Division of Special Education. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, required by the Individual with Disabilities Education Act.

Addressed in petition	Special Education Item
Yes	<b>Manual;</b> Plan to adopt Idaho Special Education Manual from State Dept. of Ed
No	<b>Physical facilities;</b> ensure that facilities are appropriately accessible to permit access by students with disabilities  <i>Notes: Although the need to address accessibility was mentioned in a letter to the petitioners, a plan to specifically address this concern was not mentioned in the facilities or IDEA/504/ADA section of the petition.</i>
Yes	<b>Teacher;</b> Plan to hire Special Ed Teacher/Coordinator
No	<b>Provide Continuum of Services;</b> the continuum of setting includes gen ed classes, special classes, etc. making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs.  <i>Notes: Petition does not meet definition of a continuum of services as defined by Idaho. Only addresses inclusion or pull out.</i>
No	<b>Related Services:</b> Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc.  <i>Notes: Petition does not include any plan to contract for services listed. Also, required services as defined by IDEA not included. For example, Speech, Language Services, OT, PT, etc.</i>
No	<b>Supplementary Aids, Services:</b> transportation for those students who's IEP requires it; even if others are not transported, extended school year, assistive technology, paraprofessional, etc.  <i>Notes: ESY and AT not addressed. Transportation listed as a Related Service. Also of note is the definitions for accommodations and reasonable accommodation are defined in employments terms and are not in line with the definitions used in relation to IDEA or the Idaho Special education Manual.</i>
No	<b>Related Services:</b> Positive Behavioral Intervention, Adaptive Technology, Extended School Year  <i>Notes: Not addressed in petition.</i>
No	<b>Determine eligibility:</b> Determining student eligibility under IDEA; an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the

	<p>general curriculum.</p> <p><i>Notes: Petition does not meet definition for process of evaluation as defined by IDEA. Petition substitutes definition of IDEA/ FAPE with definition found under Section 504. Students eligible for special education and related services under IDEA are substantially different than those as defined under Section 504.</i></p> <p><i>Recommendation would be to separate these sections instead of trying to combine them into one. Petition also lists the use of evaluation procedures as a means to “ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed.” This statement is in conflict with the purpose found in the Idaho Special Education Manual and federal law. The need for parental consent also does not meet the definition found in the State Special Education Manual and federal law. Parental consent should be sought for all initial evaluations and reevaluations that require new assessments.</i></p> <p><i>Likewise, the definitions used under “major life activities” and “use of mitigating measures” as defined by ADAA and subsequently applied to Section 504 are inappropriately used in the petition and not done in accordance with federal law.</i></p>
No	<p><b>LRE:</b> IDEA requires students with disabilities be educated with students who are nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such as general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.</p> <p><i>Notes: Same concerns as noted in the Continuum of services above.</i></p> <p><i>Regarding the Virtual School and On-line Programs, under tab 10, section 7, on page 77, has several items of concern that will need to be re-addressed. As defined by OSEP, conducting meetings virtually or through conference calls with parents is acceptable, the provision of <u>all</u> related services through an on-line provider has not been defined by OSEP as an acceptable delivery model or meet the criteria for an “other education-related setting” as defined by the Idaho Special Education Manual. Services for students with disabilities must be provided in accordance with the student’s needs, thus, must be addressed in the petition to be able to be provided in face to face formats. Although there has been limited use of speech therapy being conducted in an online format, the practice of OT, PT, Psychological, and Behavioral services in an online format (especially in light of only being presented to be offered in such a format) is of concern to this reviewer. Likewise, the last paragraph in section 7 that delineates responsibilities to the local LEA when a student is enrolled less than 100% of the time in the charter is a violation of both state and federal law. IDEA and subsequent state law prohibits enrollment of a student with disabilities for the sole purpose of special education and related services, which is what the petitioner is proposing. It is recommended that the entire Blended Programs section regarding Students with Disabilities be revised.</i></p>
No	<p><b>Research Based Curriculum;</b> Use of supplemental and replacement for students with disabilities, requires curriculum that s scientifically research based curriculum due to the increased accountability.</p> <p><i>Notes: The remedial section of the petition does not address the use of an SBR supplemental or replacement</i></p>



	<i>curriculum designed to address the needs of students with disabilities that may be struggling with core instruction.</i>
Yes	<b>Discipline of student under IDEA;</b> following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others. <i>Notes: It is understood through the petition that policies, practices, and procedures found in the Idaho State Special Education Manual would be followed and supersede the disciplinary policies found in the petition.</i>
Yes	<b>Discipline of student under IDEA:</b> When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS) . <i>See Above.</i>
No	<b>Contractual arrangements:</b> IEP team determines that the student's academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress. <i>Notes: Not addressed in the petition for students with disabilities.</i>
No	<b>Child Find:</b> (RTI or Intervention) provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring. <i>Notes: Not clearly addressed in petition.</i>
No	<b>Child Find:</b> website, applications, etc. publicize that your charter is a public school and therefore provides a free and appropriate education to students with disabilities. <i>Notes: Not clearly addressed in the petition. It is noted that enrollment will be open to students with disabilities, but enrollment alone does not meet the requirement of Child Find under IDEA.</i>
No	<b>Confidentiality;</b> protect student and parent rights; protect the confidentiality of personally identifiable information <i>Notes: The handling and care of files concerning students with disabilities was not clearly addressed in the petition.</i>

**July 24, 2012**

**Cover Page**

<b>Proposed Charter School Name:</b> American Heritage Charter School	
<b>District Location:</b> Idaho Falls School District #91	
<b>Proposed Physical Location:</b> Idaho Falls School District-facility options outlined in appendices	
<b>Authorized Representative:</b> Debra Infanger	
<b>Address:</b> 1240 S. 35th W. Idaho Falls, Idaho 83402	
<b>Telephone:</b> (208) 539-7271	<b>E-mail:</b> debyinfanger@gmail.com
<b>Alternative Contact:</b> Jim Dalton	
<b>Address:</b> 6040 Gleneagles Drive, Idaho Falls, Idaho 83401	
<b>Telephone:</b> (208) 528-6635	<b>E-mail:</b> jd@rbhi.us
<b>Proposed Opening Date:</b> Fall 2013	
<b>Proposed Grade Levels:</b> K-12 (K-8 initially)	
<b>Initial Enrollment Goal:</b> 244	
<b>Focus of School:</b> Core Knowledge, Character Development, Patriotism	
<b>Date Submitted for Review:</b> February 22, 2012	
<b>Date of Review Completion:</b>	

July 24, 2012

Required Elements	Idaho Code
<b>Tab 1 – Vision, Mission, Legal Status</b>	
Vision and Mission Statements	
Page number Updated cover sheet per your recommendation	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Page number	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1)
Page number	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Page number Thanks for the catch-I corrected the order on pages 3-10	
Include documentation of application for nonprofit status.	33-5204(1)
Page number	
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Page number	
<b>Tab 2 – Proposed Operations</b>	
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)
Page number	

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Required Elements	Idaho Code
Describe the proposed operation and potential effects of the school, including, but not limited to: a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity.	33-5205(4)
Page number	
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)
Page number	
<b>Tab 3 – Educational Program and School Goals</b>	
Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3)(a) 33-1612
Page Number 20-21, 32	
Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Page Number	
Explain how learning best occurs.	33-5205(3)(a)
Page Number	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Page Number Pgs. 33-40. We completely revised this section per your recommendations. Thank you for your direction and support!	
Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(r) 33-203
Page Number	
Describe the manner in which gifted and talented students will be served.	33-2003
Page Number 47-50, and amendments to Appendix H	

July 24, 2012

Required Elements	Idaho Code
Describe the manner in which Limited English Proficiency services will be provided.	33-1617 08.02.03.112(5)
Page Number 50 and Appendix I	
<b>Tab 4 – Measurable Standards, Accreditation, and Accountability</b>	
Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.	33-5205(3)(b)
Page Number 52-53 and Appendix J	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Page Number 53	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Page Number 54	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Page Number	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 08.02.02.140
Page Number 55-56	
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.03.112 08.02.03.114
Page Number 56 and Appendix P	
<b>Tab 5 – Governance Structure, Parental Involvement, Audits</b>	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Page Number	
Describe the process to be followed by the school to ensure parental involvement in the governance structure.	33-5205(3)(f)
Page Number	

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Required Elements	Idaho Code
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Page Number 58-60	
<b>Tab 6 – Employee Requirements</b>	
Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A 33-5205(3)(g) 33-5210(4)(a)
Page Number 61-62	
Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217
Page Number	
Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI)                      Unemployment Insurance Federal Social Security    Health Insurance Worker's Compensation Insurance	33-5205(3)(m)
Page Number	
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)
Page Number	
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
Page Number 62	
Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.	08.02.02.120
Page Number 63 and Appendix U	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
Page Number 63 and Appendix U	



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Required Elements	Idaho Code
Describe the plan for evaluating administrators. Include the frequency of the evaluations, research the evaluation is based on, and who is responsible for conducting the evaluations.	08.02.02.120
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130
Page Number	
<b>Tab 7 – Admissions, Discipline, Student Policies</b>	
Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)
Page Number 65-66	
Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)
Page Number	
Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.	33-5205(3)(n)
Page Number	
Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	33-5205(3)(s)
Page Number	
Describe the school's plan for denial of attendance to any student who is or has been: <ul style="list-style-type: none"> <li>An habitual truant,</li> <li>Incorrigible,</li> <li>Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,</li> <li>Detrimental to the health and safety of the other students, or</li> <li>Expelled from any other school district or state.</li> </ul>	33-5205(3)(i) 33-205 33-206
Page Number	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-205
Page Number	

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Required Elements	Idaho Code
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Page Number	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
Page Number <b>71 (Thanks for catching this.)</b>	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
Page Number	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-132
Page Number	
Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.03.01.401.09g
Page Number	
<b>Tab 8 – Business Plan, Transportation, School Lunch</b>	
A detailed business plan including: <ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Management plan</li> <li>• Resumes of the directors of the nonprofit corporation and current board</li> <li>• School's financial plan</li> <li>• Start-up budget with assumptions explanation</li> <li>• Three year operating budget</li> <li>• First year month-by-month cash flow</li> </ul>	08.02.04.202 08.03.01.401.10
Page Number <b>Appendices O and Q-R</b>	
Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.	33-5205(3)(t) 33-5208(4)
Page Number <b>Appendices Q-R and V</b>	
Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made	08.02.04.202 08.03.01.401.10



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Required Elements	Idaho Code
Page Number 81 and Appendix M	
<b>Tab 9 – Business Arrangements, Community Involvement, School Closure</b>	
Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.03.01.401.10
Page Number Beginning w/pg. 33 Tab 3.V.1, 5, 6, 9, 11e and Appendix V	
Describe the school's plan for termination of the charter by the board of directors, to include: <ul style="list-style-type: none"> <li>• Identification of who is responsible for dissolution of the charter school;</li> <li>• A description of how payment to creditors will be handled;</li> <li>• A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and</li> <li>• A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.</li> <li>• A procedure for transferring personnel records to the employees.</li> </ul>	5205 (3) (u) 5206 (8)
Page Number	
<b>Tab 10 – Virtual Schools and Online Programs</b>	
If the petition is for a virtual school, describe how the school meets the definition of a virtual school.	33-5202A(8)
Page Number	
Describe the learning management system by which courses will be delivered	33-5205(6)(a)
Page Number Thanks for the feedback. We'll notify the ACE once the vendor(s) are chosen.	
Describe the role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed	33-5205(6)(b)
Page Number	
Describe the plan for the provision of professional development specific to the public virtual school environment.	33-5205(6)(c)
Page Number	
Describe the means by which the students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress.	33-5205(6)(d)
Page Number Thanks for that helpful information. We really appreciate it!	

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Required Elements	Idaho Code
Describe the means by which the school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards.	33-5205(6)(e)
Page Number	
Describe the plan for technical support relevant to the delivery of online courses.	33-5205(6)(f)
Page Number 88	
Describe the means by which the school will provide opportunity for student-to-student interaction.	33-5205(6)(g)
Page Number	
Describe the plan for ensuring equal access to all students, including the provisions of necessary hardware, software, and internet connectivity required for participation in online coursework.	33-5205(6)(h)
Page Number 89	
Describe how the school will provide services for all special education students who are located throughout the attendance area.	33-5205(3)(q)
Page Number Beginning with pg. 33 Tab 3.V.1, 5, 6, 9, 11e, and pg 88	
<b>Tab 11 – Professional-Technical Regional Public Charter Schools - do not complete this section if the school is not a professional-technical charter school.</b>	
If the petition is for a Professional-Technical Regional Public Charter School (PTRPCS), describe how the school meets the definition of a professional-technical regional public charter school.	33-5202A(5)
Page Number	
Describe the school districts the PTRCS will be operating in association with; at least two are required, but they do not need to be contiguous.	33-5202A(5)
Page Number	
Describe the plan for the following: <ul style="list-style-type: none"> <li>contracting for services of certificated and non-certificated personnel</li> <li>procuring the use of facilities and equipment</li> <li>purchasing materials and equipment</li> <li>providing transportation</li> </ul>	33-5215(b)
Page Number	

**July 24, 2012**

<b>Required Elements</b>	<b>Idaho Code</b>
Describe how the PTRCS shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA with it participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims.	33-5215(4)
Page Number	
The petition must be reviewed by the Division of Professional-Technical Education before it is approved by an authorized chartering entity. Has the PTRCS made provisions for the PT Division to review the petition?	33-5215(2)
Page Number	

July 24, 2012



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

February 28, 2012

Debra Infanger, Authorized Representative  
American Heritage Charter School, Inc.  
1240 South 35<sup>th</sup> West  
Idaho Falls, ID 83402

Dear Ms. Infanger,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). Pursuant to Idaho Rules of the Board Governing Education (IDAPA) 08.02.04.200.03, the Sufficiency Review Committee at the Idaho State Department of Education (SDE) has reviewed the draft petition document submitted by American Heritage Charter School, Inc. for the formation of a new public charter school. This review is to determine whether the proposed draft petition was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (IDAPA 08.02.04.205.01) Additionally, the review is designed to help with the creation of high quality charter schools.

The findings of the State Department of Education are outlined in the enclosed document. Based on the review, the charter petition submitted meets the established standards and legal requirements for new charter schools. Please communicate these findings to the school's board.

Now that the Sufficiency Review is complete, the petition must be submitted initially to the local board of trustees in which the charter school will be located.

Charter developers should take the following limitations into consideration when submitting petitions.

The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

- (a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and
- (b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and
- (c) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and

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Office Location  
650 West State Street

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1-800-377-3529

Fax  
208-334-2228

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**July 24, 2012**

(d) To begin operations, a newly-chartered public school must be authorized by no later than January of the previous school year. IC 33-5203 (2)

Legislation enacted in 2008 requires school districts to make serious consideration of new brick and mortar charter schools before denying or forwarding the petition to the Charter Commission.

If you have any questions regarding these findings, please contact me at (208) 332-6963. I look forward to working with your team as you develop American Heritage Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Clement Taylor".

Michelle Clement Taylor, School Choice Coordinator  
Division of Innovation and Choice

Enclosure: Idaho State Department of Education Sufficiency Review

## **Sufficiency Review by the Idaho State Department of Education Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04.200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Does Not Meet the Standard:** The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt, the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

## Cover Page

<b>Proposed Charter School Name:</b> American Heritage Charter School	
<b>District Location:</b> Idaho Falls School District # 91	
<b>Proposed Physical Location:</b> Idaho Falls School District – facility options outlined in appendices	
<b>Authorized Representative:</b> Debar Infanger	
<b>Address:</b> 1240 S. 35 <sup>th</sup> W, Idaho Falls, Idaho 83402	
<b>Telephone:</b> 208-539-7271	<b>E-mail:</b> <a href="mailto:debyinfanger@gmail.com">debyinfanger@gmail.com</a>
<b>Alternative Contact:</b> Jim Dalton	
<b>Address:</b> 6040 Gleneagles Drive, Idaho Falls, Idaho 83401	
<b>Telephone:</b> 208-528-6635	<b>E-mail:</b> <a href="mailto:jd@rbhi.us">jd@rbhi.us</a>
<b>Proposed Opening Date:</b> Fall 2013	
<b>Proposed Grade Levels:</b> K-8	
<b>Initial Enrollment Goal:</b> 244	
<b>Focus of School:</b> Core Knowledge, Character Development, Patriotism	
<b>Date Submitted for Review:</b> January 9, 2012, <a href="#">February 22, 2012</a>	
<b>Date of Review Completion:</b> February 7, 2012, <a href="#">February 27, 2012</a>	
<p><b>Review Comments:</b></p> <p><b>2<sup>nd</sup> Review:</b> Revisions were made to all of the sections that did not meet the standards. As revised the petition meets the standards. If the petition is approved additional revisions may be needed to reflect changes in law and board rule that are working through the current legislative session and SDE policy.</p> <p><b>1<sup>st</sup> Review:</b> There are a number of sections that require revision because they do not meet the standards. Please review the comments, revise the petition and resubmit the petition to the department for review.</p> <p>There is some confusion regarding the grade configuration of the school. If the school is going to be a K-12 school then the petition should reflect that configuration, even if the school opens with K-8. For example, in the LEP appendix, it is stated that AHCS is a proposed K-8 charter school. It really should say K-12.</p> <p>As an FYI - 33-357 – Internet based expenditure website – in the fiscal planning and development this law will need to be reviewed and implemented.</p>	

Required Elements		Idaho Code
<b>Tab 1: Vision, Mission, Legal Status</b>		
Vision and Mission Statements		08.02.04.202
<p><b>Meets Standard</b></p> <p>Comments:  <b>2<sup>nd</sup> Review:</b> Changes were made to the cover page indicating the school will have grades K-12.  <b>1<sup>st</sup> Review:</b> Petition provides specific goals, qualities, and methodology related to the mission and vision. ?? – on the cover sheet the Proposed Grade Levels listed are K-8, however under the petition states that the school will expand to 9-12 in 2014. The cover page should be changed to reflect the entire grade span.</p>		
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.		33-5204(1)
<b>Meets Standard</b>		
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.		33-5204(1)
<b>Meets Standard</b>		
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.		33-5205(1)(a) 33-5205(3)
<p><b>Meets Standard</b></p> <p>Comments:  <b>2<sup>nd</sup> Review:</b> Changes were made to the order of the petitions – all are included in the correct order.  <b>1<sup>st</sup> Review:</b> The petition on page 4 needs to be replaced with Petition I-001, which was sent as a separate file.</p>		
Include documentation of application for nonprofit status.		33-5204(1)
<b>Meets Standard</b>		
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education		33-5205(5)
<b>Meets Standard</b>		
<b>Tab 2: Proposed Operations</b>		



Required Elements	Idaho Code
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)
<b>Meets Standard</b>	
Describe the proposed operation and potential effects of the school, including, but not limited to: a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity.	33-5205(4)
<b>Meets Standard</b>  Comments: Facilities plans include: purchase of land and building a new building; or purchase and renovation of a historic church. A letter of financial support is included with the facilities plans.  Transportation, food service, accounting, business management may be contracted out.  Civil liability is addressed.	
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)
<b>Meets Standard</b>  Comments: A commitment for property loss and liability insurance is included.	
<b>Tab 3: Educational Program and School Goals</b>	
Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3)(a) 33-1612
<b>Meets Standard – 2<sup>nd</sup> Review</b>	

Required Elements	Idaho Code
<p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> The heading for Section II (Educational Thoroughness Standards) needs to be changed back. The language relating to the “Common Core Standards” should be added to Section IV relating to the curriculum standards.</p> <p>The English/Speech credit was change to correct the error in the initial petition.</p> <p>The Online credit requirements have been added.</p> <p><b>1<sup>st</sup> Review:</b> References to the “Common Core Standards” should be included along with the Idaho standards. The Common Core Standards will be implemented in classrooms starting in 2013.</p> <p>On page 32 – Graduation Credits, the English credit is incorrect. The Board of Education requirement is 9 credits – 8 credits of English and 1 of Speech. Currently the petition states English (including Speed) – 8 Credits.</p> <p>Reference to the 2 credits from an online course should be added to the requirement explanation as well.</p>	
Describe what it means to be an “educated person” in the 21st century.	33-5205(3)(a)
<b>Meets Standard</b>	
Explain how learning best occurs.	33-5205(3)(a)
<b>Meets Standard</b>	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> The special education services section was completely rewritten to address the concerns included in the checklist. The definitions which raised major concerns have been removed and more detail has been provided throughout this section. Should the school be authorized by the district, it will be important to work with the district to insure the requirements are all properly addressed within the district framework.</p> <p><b>1<sup>st</sup> Review:</b> Please review the Special Education checklist included with this review. Many of the items have not been addressed or need to be revised.</p> <p>The definitions that are included page 34 should be removed. Several of them refer to ADA requirements in the workplace and are not appropriate for the educational environment.</p>	

Required Elements	Idaho Code
Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(r) 33-203
<p style="text-align: center;"><b>Meets Standard</b></p> <p>Comments: Has there been any discussion or research regarding the district policies for dual enrollment and charter school students participating in the extra-curricular activities at district schools? This has been a major issue/concern for several charter schools, especially for students in Eastern Idaho.</p>	
Describe the manner in which gifted and talented students will be served.	33-2003
<b>Meets Standard – 2<sup>nd</sup> Review</b>	

Required Elements	Idaho Code
<p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> Major changes were made to this section based on the initial review. The revised petition provides a GT plan containing more details for the program.</p> <p><b>1<sup>st</sup> Review:</b> The petition does not include a specific description of the manner in which GT students will be served. Several questions were raised do to the lack of a specific plan or program description.</p> <ul style="list-style-type: none"> <li>• Rather than state that a plan would be created for the GT population, the charter must include an actual plan that includes the following: philosophy statement, definition of giftedness, program goals, program options, identification procedures (screening, referrals, eligibility) and the protocol for determining this population and how best to serve it, criteria for placement at each level (elementary, middle, jr high/high school, and program evaluation.</li> <li>• The petition states the principal will be designated as the GT facilitator who will identify, accommodate, and present special programming for this population. It is unrealistic to think the administrator, along with all of the other responsibilities will have the time and expertise to manage program. Additionally, anyone overseeing or administrating the program is required to have a GT endorsement. Would this be a requirement for hiring the administrator?</li> <li>• The Grade Plus classes and Above and Beyond curriculum section states that GT “student needs can be met” through the program. As an afterschool program the school will charge for the program, however there are concerns that this will be the only source of funding for the GT program. This seems to be a precarious way to fund GT and the program. What if only a few students enroll in this program? How is GT to be funded?</li> <li>• Appendix H is intended outline for the basic “plus” program used with GT students. First, it begins with Core Knowledge. This is the foundational curriculum for all students in the school—not a differentiation for gifted students. Secondly, the areas for each grade K-12 are almost exactly identical until the final grade. They are very vague—how does creating programs that are patriotic ensure you are meeting the needs of gifted children? Patriotic programs can be anything—the chart does not have a basis in determining giftedness or how it is to be addressed in the school, which is another reason the charter must provide an actual plan and not just a promise of one. Saying you are going to provide online instruction, money management projects, and great American Heroes units does not ensure that the needs of gifted children will be met.</li> <li>• The definitions for “accommodation” and “reasonable accommodation” are not definitions for the educational setting. They should not be included in the charter. However, it is important to consider GT students’ needs for accommodations; given that many are “twice exceptional.”</li> </ul> <p>This section of the charter needs revision by someone who understands the GT child, GT course work, and most preferably possesses a GT endorsement.</p>	
Describe the manner in which Limited English Proficiency services will be provided.	33-1617 08.02.03.112(5)
Meets Standard – 2 <sup>nd</sup> Review	

Required Elements	Idaho Code
<p>Comments:</p> <p>2<sup>nd</sup> Review: The appropriate changes were made to all of the sections discussed below.</p> <p>1<sup>st</sup> Review: Overall, this is a very well written proposal. Thank you for taking the time to read the Idaho LEP Program Manual and other important documents. Your efforts are clearly reflected in the petition. Once the items I have outlined are addressed, this proposal will be strong and ready to go.</p> <ul style="list-style-type: none"> <li>• Page 43—Please be careful not to use the terms Hispanic and LEP synonymously. A student is not necessarily LEP just because they are Hispanic. Also, many LEP students are from other cultural and linguistic backgrounds.</li> <li>• Page I-2 under Program Goals—student identification is first determined by a Home Language Survey (HLS) and then testing with the Idaho ELL Placement Test. Teacher referral is a consideration but not a determining factor. Please fix this on your petition so it is clear that the school will follow Office of Civil Rights (OCR) requirements.</li> <li>• Under Student Enrollment Services-- #3. If the student scores Advanced on the ELL placement test, the student is not eligible for services and should be placed in the regular program. Classroom performance and state testing performance is most likely due to other factors, not English language proficiency. Therefore, the school should examine other appropriate avenues to support the student such as Title I.</li> <li>• #4. Schools don't need permission from parents to serve students. That is an automatic once they test eligible for LEP services. Parents only need to "waive" services. Please take out this language from this part of the proposal. It should read, "Parents will then be given the opportunity to waive services to improve English skills."</li> <li>• #5. LEPX students are <b>NOT</b> counted for state or federal funding. Please change this on your petition.</li> <li>• Under Part D Exit from LEP Program—Exiting criteria has been revised. The proficient score on the IELA is now EF+ in all subdomains and an overall score of 4 or 5. Please make this revision on your petition.</li> <li>• Under section IV. LEP Instructional Program—How will the school ensure that SIOP is implemented effectively and with fidelity? It has been very difficult to implement this model in a way that really supports LEP students with both English language development and access to the academic content areas. It raises a "red flag" when this is the only service provided to students as it has not proven to be well implemented in most districts. LEP programs need to serve the four domains of language—listening, speaking, reading and writing. How will a math teacher integrate all of these domains in each lesson?</li> <li>• Under Staffing and Professional Development—giving teachers training on sheltered instruction is not equivalent to having an English language development expert working with students and teachers. How will the school ensure that teachers receive on-going and in depth PD specific to meeting the needs of LEP students? You mentioned in your introduction that 10-20% of your students will most likely be LEP yet you are not going to hire a certified ELD teacher. This is very concerning. The research quoted in this section dates to the 80's and 90's. More current research is out there on how to serve LEP students. Please visit <a href="http://www.ncela.org">www.ncela.org</a>, <a href="http://www.tesol.org/s_tesol/index.asp">http://www.tesol.org/s_tesol/index.asp</a>, <a href="http://www.cal.org/create/research/index.html">http://www.cal.org/create/research/index.html</a>, <a href="http://www.cal.org/">http://www.cal.org/</a>, and <a href="http://dwww.ed.gov/">http://dwww.ed.gov/</a> for resources and more current research.</li> <li>• Under section VI. Equal Access to Other School District Programs—Please remove any reference to the Direct Writing Assessment (DWA) or Direct Math Assessment (DMA) as they are no longer given in Idaho.</li> <li>• No mention of the English language development curriculum that will be used to build English language proficiency.</li> </ul>	

Required Elements	Idaho Code
<b>Tab 4</b>	
Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.	33-5205(3)(b)
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> It will be important for the board to keep in mind that the school could be identified as a “priority school” or a “fast track school” by the SDE before it is held accountable for the student achievement goals, since the achievement standards don’t start until 2017. (That is four years after the opening.)</p> <p>1<sup>st</sup> Review:</p> <p>Standard 1: The minimum goal should be to meet state standards on all state assessments. Better verbiage would be “AHCS will meet or exceed the minimum passing requirements on all state-mandated testing.” The current goals of 70%-75%, are considerably lower than current state standards.</p> <p>Standard 2: Part a. A consistent Rubric should be submitted and approved by the administration and/or board. Any changes should also be approved by school board. This will ensure consistency and that the highest level of academic excellence is maintained. Part b: meets standard. Part c: parent review can be a part of the process, but should not be the end of the process. The final review should be conducted by teacher/administrators.</p> <p>Standard 3: According to the state, 100% of all juniors need to take the college entrance exams. The current goal of 95% of students will take the ACT/Compass test does not meet the state objective of 100%. <b>Note:</b> The state contract for the college entrance tests are for the SAT and Accuplacer tests. If the students take either test they are eligible for a voucher that covers the cost of the test.</p> <p>Note: The Idaho Public Charter School Commission and many of the districts are requiring charter petitions to have a Measureable Student Education Standard that relates the performance of students in the charter school to the performance of district and state. You might want to consider adding that standard at this time.</p>	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:</p> <p>The standard of 75% is too low. The target should be to meet or exceed state standards.</p> <p>Because the state tests will be changing within the next year, charter should say “ISAT or other state assessments”.</p> <p>Part A #4, needs to be measurable. What is positive growth? Define it numerically.</p>	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)

Required Elements	Idaho Code
<p align="center"><b>Meets Standard</b></p> <p>Comments: Overall, this looks great. There is no need to state that the school may require additional yearly assessments. Only assessments that are going to be required need to be included.</p>	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
<p align="center"><b>Meets Standard</b></p>	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 08.02.02.140
<p align="center"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments: <b>2<sup>nd</sup> Review:</b> Changes were made that reflect the comments of the reviewer.</p> <p>1<sup>st</sup> Review: This section needs to be updated to reflect the changes that have occurred with 08.02.02.140. There is no longer a choice of standards. Northwest Accreditation Standards are the requirement along with a Continuous School Improvement Plan. Additionally, the accreditation reports are submitted to the State Board of Education and the authorizer.</p>	
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.03.112 08.02.03.114
<p align="center"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments: <b>2<sup>nd</sup> Review:</b> The petition includes a plan that details the plan of action if the school is identified as a one or two star school. Should this occur, there will probably be more refinement of the plan and identification of the financial consequences. However, this is a good start and will be something the board will want to evaluate once the school is opening and receiving achievement data.</p> <p>The petition does not include a plan that demonstrates the founders understanding of the school improvement requirements. A plan that outlines the various steps the school and board will take to implement improvement and corrective actions. The plan should also address decisions and activities that will be the responsibility of the school and those that will be the responsibility of the board. The AYP Timeline that is part of the Improvement Planning &amp; Implementation Workbook on the SDE School Improvement site may be helpful in developing this plan.</p>	
<p><b>Tab 5</b></p>	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)

Required Elements	Idaho Code
<b>Meets Standard</b>	
Describe the process to be followed by the school to ensure parental involvement in the governance structure.	33-5205(3)(f)
<p><b>Meets Standard</b></p> <p>Comments: Currently some of the board members are parents of children that may attend the school. Going forward there will be a Parent-Faculty Association. The PFA will have an opportunity "to assist and counsel the Board in the creation, implementation, and evaluation of school policy."</p>	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments: 33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done. Page 50 states that an annual financial audit will be conducted as defined by IC 33-701(6). Page 50 also states that a programmatic audit will be completed each year as per IC 33-5205(3)(k)</p> <p>33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress &amp; a copy of the school's accreditation report. Page 50 states that the audit report, annual report, and programmatic audit report will be submitted to the authorized chartering entity. Nowhere did I see where a report on student progress and a copy of the school's accreditation report will be submitted to the chartering entity. Page 47 does state that AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner. However, there is no mention of the chartering entity.</p> <p>33-5210(3) – each school will comply with reporting requirements of 33-701 sections 5-10. Could find no reference that the charter school will be complying with the reporting requirements of Idaho Code 33-701, subsections 5-10.</p>	
<b>Tab 6: Employee Requirements</b>	
Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A 33-5205(3)(g) 33-5210(4)(a)
<b>Meets Standard – 2<sup>nd</sup> Review</b>	



Required Elements	Idaho Code
<p>Comments:  <b>2<sup>nd</sup> Review:</b> Changes were made to this section based on the reviewer comments. It will be important for the administrator to monitor the certifications and work with the SDE regarding and alternate or provisional certifications.</p> <p>1<sup>st</sup> Review:</p> <ul style="list-style-type: none"> <li>• Certification is addressed under the contract section on Page 52. According to that section all instructional staff will be certified and highly qualified. However, there is no indication that AHCS understands the federal Title II Highly Qualified Teacher requirements for core content areas, and the potential impact on state and federal funding.</li> <li>• The information regarding a waiver should be removed. Waivers are not an option. Alternate certification or provisional certification could be listed as options.</li> <li>• The information regarding certification should be specifically stated under the qualifications section.</li> <li>• Items 2-4 under General Qualifications and Practices do not fit with the initial statement: "AHCS's staff will meet or exceed qualifications required by state law, including the following:" Course loads, student ratios, and experienced clerk are not qualifications that the staff can meet or exceed.</li> </ul>	
Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.	08.02.02.120
<b>Meets Standard</b>	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:  <b>2<sup>nd</sup> Review:</b> The petition states that the board will develop a policy containing all of the appropriate sections. The actual policy will need to be reviewed by the SDE to insure the policy follows Idaho Code and incorporates the parent feedback portions that are currently being discussed.</p> <p>While the code is referenced, there is no plan specific to how AHCS will implement training for inter-rater reliability, use the data gathered, or ensure ongoing funding for the work of evaluation and professional growth of educators in the school.</p>	
Describe the plan for evaluating administrators. Include the frequency of the evaluations, research the evaluation is based on, and who is responsible for conducting the evaluations.	08.02.02.120
<b>Meets Standard – 2<sup>nd</sup> Review</b>	

Required Elements	Idaho Code						
<p>Comments:  <b>2<sup>nd</sup> Review:</b> Separate teacher and administrator evaluations were submitted. As the school prepares to open it will be important for the administrator and board to further refine both tools to insure they meet the SDE guidelines and requirements.</p> <p>Page 52 "The committee will use evaluative tools created using the Charlotte Danielson Method to complete the evaluation." This is not clear, as the Danielson Framework is not designed as an assessment of administrators. I am unsure that AHCS is actually familiar with the Framework based upon this statement.</p>							
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130						
<b>Meets Standard</b>							
Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217						
<b>Meets Standard</b>							
<p>Include a provision that ensures all staff members will be enrolled in and covered by all of the following:</p> <table border="0"> <tr> <td>Public Employee Retirement System (PERSI)</td><td>Unemployment Insurance</td></tr> <tr> <td>Federal Social Security</td><td>Health Insurance</td></tr> <tr> <td>Worker's Compensation Insurance</td><td></td></tr> </table>	Public Employee Retirement System (PERSI)	Unemployment Insurance	Federal Social Security	Health Insurance	Worker's Compensation Insurance		33-5205(3)(m)
Public Employee Retirement System (PERSI)	Unemployment Insurance						
Federal Social Security	Health Insurance						
Worker's Compensation Insurance							
<b>Meets Standard</b>							
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)						
<b>Meets Standard</b>							
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)						
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:  <b>1<sup>st</sup> Review:</b> This section should be revised to remove the comment regarding waivers. The statement about administrative and instruction staff will be certified teachers should state that employment will be conditioned upon a valid certificate being held. This would include the alternate route certifications and/or provisional certifications.</p>							

Required Elements	Idaho Code
<b>Tab 7: Admissions, Discipline, Student Policies</b>	
Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)
<b>Meets Standard – 2<sup>nd</sup> Review</b>	
<p>Comments:</p> <p>There are several items in the admissions/equitable selection section that need to be revised. They are as follows:</p> <ul style="list-style-type: none"> <li>• In the first paragraph under “Admissions Preference” children of full time faculty and children who attended but had to withdraw are not included, however they are under section F. If you are going to list the preference groups you need to list them all.</li> <li>• The selection hierarchy for the initial enrollment period needs to be specifically described in the charter. Idaho Code 33-5205(3)(j) provides for preferences if specifically stated in the petition.</li> <li>• The children of founders <b>and</b> full-time employees, together is limited to no more than 10% of the capacity.</li> </ul>	
Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)
<b>Meets Standard</b>	
Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.	33-5205(3)(n)
<b>Meets Standard</b>	
Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	33-5205(3)(s)
<b>Meets Standard</b>	
<p>Describe the school’s plan for denial of attendance to any student who is or has been:</p> <ul style="list-style-type: none"> <li>▪ An habitual truant,</li> <li>▪ Incorrigible,</li> <li>▪ Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,</li> <li>▪ Detrimental to the health and safety of the other students, or</li> <li>▪ Expelled from any other school district or state.</li> </ul>	<p>33-5205(3)(i)</p> <p>33-205</p> <p>33-206</p>
<b>Meets Standard</b>	
Describe the school’s disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	<p>33-5205(3)(l)</p> <p>33-210</p>

Required Elements	Idaho Code
<b>Meets Standard</b>	
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
<b>Meets Standard</b>  Comments: The section in the Student Handbook is thorough and includes a section to be signed by student and parent and returned to the school.	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
<b>Meets Standard – 2<sup>nd</sup> Review</b>  Comments: In this section (IV Health and Safety Procedures: Ref Idaho Code 33-5205(3)(h)) the acronym NVA is used. It appears this is referring to North Valley Academy. However, the reference does not seem to refer to how AHCS will comply with this section. It needs to be revised to reflect AHCS policy/procedures.	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
<b>Meets Standard</b>  Comments: The information included in Appendix K is straight from the Suicide Prevention Action Network (SPAN) website which is exactly what we refer districts and schools to.	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-132
<b>Meets Standard</b>	
Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.02.04.202
<b>Meets Standard</b>	
<b>Tab 8: Business Plan, Transportation, School Lunch</b>	

Required Elements	Idaho Code
<p>A detailed business plan including:</p> <ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Management plan</li> <li>• Resumes of the directors of the nonprofit corporation and current board</li> <li>• School's financial plan</li> <li>• Start-up budget with assumptions form</li> <li>• Three year operating budget form – in the IFARMS format</li> <li>• First year month-by-month cash flow form</li> </ul>	08.02.04.202
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> Changes were made to the PD Plan and start-up budget as discussed below. There is still a concern about the state funds being included in the cash flow statement for July.</p> <p>1<sup>st</sup> Review: The Cooperative Professional Development Plan lists the various trainings and development that will occur with North Valley Academy. It is important to keep in mind that it is not necessary to pay for MTI training.</p> <p>The start-up budget does not include any explanations or assumptions. Without these it is difficult to evaluate the budget and the expenses that are included.</p> <p>The 12 month cash flow should be revised with the first payment from the state in August as opposed to July. The money has to be delivered by July 31, which is when it will be in the bank account. It will not be available to pay expenses during the month of July.</p> <p>Expenses related to Gift and Talented are not included in any of the budgets. GT expenses need to be budgeted including assessment and training.</p>	
<p>Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.</p>	33-5205(3)(t) 33-5208(4)
<p><b>Meets Standard</b></p>	
<p>Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made08.02.04.202.</p>	08.02.04.202
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p>	

Required Elements	Idaho Code
<p>Comments:</p> <p>In the student handbook under the “Classroom Conduct” section it states “Sack lunches are the only food/drink allowed on campus.” However, this tab includes plans for a school lunch program. The student handbook should be revised to reflect the school lunch program.</p> <p>The regulations and policies for “School Lunch Programs” and “Free and Reduced Rates” are established by the USDA. They should be consistent with the USDA Child Nutrition Federal policies and regulations, not the State. Please change the wording in the charter to reflect this.</p>	
<b>Tab 9: Business Arrangements, Community Involvement, School Closure</b>	
<p>Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.</p>	08.02.04.202
<p><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> Intent to bid was included from Teton Stages for transportation. Details were included regarding PTE program with Idaho Falls SD, though no statement from the district was included. The potential authorizer may require more detail regarding contracts/arrangements for the special education services in order to evaluate the budget.</p> <p>1<sup>st</sup> Review: In addition to the information about the professional development and professional-tech courses, there should be information about arrangements, plans, and/or agreements for the services listed. For example, what are arrangements are being considered for special education services beyond the classroom instruction – speech therapy, occupational therapy... In the transportation section in Tab 8 the petition states transportation services will be provided. What arrangements have been made or investigated regarding the bus contracts and costs. It is difficult to evaluate the budgets without this information.</p>	
<p>Describe the school’s plan for termination of the charter by the board of directors, to include:</p> <ul style="list-style-type: none"> <li>• Identification of who is responsible for dissolution of the charter school;</li> <li>• A description of how payment to creditors will be handled;</li> <li>• A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and</li> <li>• A plan for the disposal of the public charter school’s assets, including those purchased with Federal funds.</li> <li>• A procedure for transferring personnel records to the employees.</li> </ul>	5205(3)(u) 5206(8)
<b>Meets Standard</b>	
<b>Tab 10: Virtual Schools and Online Programs</b>	
<p>Describe the means by which the school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards.</p>	33-5205(6)(e)

Required Elements	Idaho Code
<b>Meets Standard</b>	
If the petition is for a virtual school, describe how the school meets the definition of a virtual school.	33-5202A(8)
<p data-bbox="391 453 584 485"><b>Not Applicable</b></p> <p data-bbox="151 529 289 556">Comments:</p> <p data-bbox="224 560 1484 621">The school will utilize a blended program, where students participate in on-line courses and participate in activities and courses at the school. It does not meet the definition of a virtual school.</p>	
Describe the learning management system by which courses will be delivered	33-5205(6)(a)
<p data-bbox="386 766 589 798"><b>Meets Standard</b></p> <p data-bbox="134 842 276 869">Comments:</p> <p data-bbox="134 873 1477 1205">A complete description of how the learning management system is expected to work is provided but the specific learning management system and how it works is not provided, so some components of the system are vague. According to the application, "The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner." According to the application, "AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes." These vendors have a record of successfully delivering online curriculum in Idaho; their offerings are accredited and aligned with Idaho and Common Core standards. If these plans change to a different vendor please provide that information assuring that the vendor meets the requirements set forth in this application.</p>	
Describe the role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed	33-5205(6)(b)
<b>Meets Standard</b>	
Describe the plan for the provision of professional development specific to the public virtual school environment.	33-5205(6)(c)
<b>Meets Standard</b>	

Required Elements	Idaho Code
<p>Comments:</p> <p>The plan of professional development addresses the standards according to the application, "AHCS's online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching."</p> <p>The petitioners should provide a list of prospective courses/workshops/seminars and professional development offerings that teachers will be required to take or a menu of choices to further delineate what the professional development will be to address these standards. (This should be included as an appendix.)</p>	
Describe the means by which the students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress.	33-5205(6)(d)
<p style="text-align: center;"><b>Meets Standard</b></p> <p>Comments:</p> <p>According to the application, "AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix U)."</p> <p>This statement meets the standard; keep in mind an online vendor will also be able to provide an online dashboard for administrative monitoring of online interaction including tracking of log ins, time online, activity while online in the discussion and course content areas. This report can be provided as evidence of appropriate teacher-to-student interaction and should be included as documentation.</p>	
Describe the plan for technical support relevant to the delivery of online courses.	33-5205(6)(f)
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p>	



Required Elements	Idaho Code
<p>Comments:</p> <p>According to the application, “AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff.”</p> <p>This statement meets the standard regarding one part of the technical support. However additional detail needs to be provided regarding the support. Consideration needs to be given to designating the responsibilities of the staff after hours if students are taking the course in a blended environment and the hours of availability. If the teachers aren’t able to answers the questions, who will provide the support? Who will answer technical support after onsite school hours and within what span of time? How are you going to monitor that support from an administrative level? Will you keep a log of support provided?</p>	
Describe the means by which the school will provide opportunity for student-to-student interaction.	33-5205(6)(g)
<b>Meets Standard</b>	
Describe the plan for ensuring equal access to all students, including the provisions of necessary hardware, software, and internet connectivity required for participation in online coursework.	33-5205(6)(h)
<b>Meets Standard – 2<sup>nd</sup> Review</b>	
<p>Comments:</p> <p>There is no reference to the IEP team’s federally required annual “consideration” of assistive technology for every student with an IEP. Work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include but is not limited to software providing text to speech and speech to text such as Read Write Gold and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration should also be given to those students with hearing and vision impairments and how you can best utilize technology to make your learning management system and classroom materials accessible through magnification and variable volume.</p> <p>The online vendor you choose will also need to demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.</p>	
Describe how the school will provide services for all special education students that are located throughout the attendance area.	33-5205(3)(q)
<b>Meets Standard – 2<sup>nd</sup> Review</b>	

Required Elements	Idaho Code
<p>Comments:</p> <p><b>2<sup>nd</sup> Review:</b> Changes were made to address the concerns.</p> <p>1<sup>st</sup> Review: Speech services are addressed, however other types of services are not. Additionally, the statement regarding students not attending AHCS 100% is not accurate. AHCS is responsible for the services for the time the student is enrolled in the school and will need to work with the other school/district to insure all of the student's services are being provided.</p>	
<b>Tab 11: Professional-Technical Regional Public Charter Schools -do not complete this section if the school is not a virtual school. Not Applicable</b>	

**Charter Petition Special Education Sufficiency Review Checklist**  
**American Heritage Charter School**

This is a checklist of Special Education services or items to consider when creating a public charter school. This checklist is a guide, provided by Idaho's Division of Federal Programs, Division of Special Education. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, required by the Individual with Disabilities Education Act.

<b>Addressed in petition</b>	<b><i>Special Education Item</i></b>
Yes	<b>Manual;</b> Plan to adopt Idaho Special Education Manual from State Dept. of Ed
Yes – 2 <sup>nd</sup> Review	<b>Physical facilities;</b> ensure that facilities are appropriately accessible to permit access by students with disabilities  <i>Notes: Although the need to address accessibility was mentioned in a letter to the petitioners, a plan to specifically address this concern was not mentioned in the facilities or IDEA/504/ADA section of the petition.</i>
Yes	<b>Teacher;</b> Plan to hire Special Ed Teacher/Coordinator
Addressed 2 <sup>nd</sup> review	<b>Provide Continuum of Services;</b> the continuum of setting includes gen ed classes, special classes, etc. making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs.  <i>Notes: Petition does not meet definition of a continuum of services as defined by Idaho. Only addresses inclusion or pull out.</i>
Addressed 2 <sup>nd</sup> review	<b>Related Services:</b> Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc.  <i>Notes: Petition does not include any plan to contract for services listed. Also, required services as defined by IDEA not included. For example, Speech, Language Services, OT, PT, etc.</i>
Addressed 2 <sup>nd</sup> review	<b>Supplementary Aids, Services:</b> transportation for those students who's IEP requires it; even if others are not transported, extended school year, assistive technology, paraprofessional, etc.  <i>Notes: ESY and AT not addressed. Transportation listed as a Related Service. Also of note is the definitions for accommodations and reasonable accommodation are defined in employments terms and are not in line with the definitions used in relation to IDEA or the Idaho Special education Manual.</i>
Addressed 2 <sup>nd</sup> review	<b>Related Services:</b> Positive Behavioral Intervention, Adaptive Technology, Extended School Year  <i>Notes: Not addressed in petition.</i>
Addressed 2 <sup>nd</sup> review	<b>Determine eligibility:</b> Determining student eligibility under IDEA; an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including,

	<p>but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum.</p> <p><i>Notes: Petition does not meet definition for process of evaluation as defined by IDEA. Petition substitutes definition of IDEA/ FAPE with definition found under Section 504. Students eligible for special education and related services under IDEA are substantially different than those as defined under Section 504. Recommendation would be to separate these sections instead of trying to combine them into one. Petition also lists the use of evaluation procedures as a means to “ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed.” This statement is in conflict with the purpose found in the Idaho Special Education Manual and federal law. The need for parental consent also does not meet the definition found in the State Special Education Manual and federal law. Parental consent should be sought for all initial evaluations and reevaluations that require new assessments. Likewise, the definitions used under “major life activities” and “use of mitigating measures” as defined by ADA and subsequently applied to Section 504 are inappropriately used in the petition and not done in accordance with federal law.</i></p>
Addressed – 2 <sup>nd</sup> Review	<p><b>LRE:</b> IDEA requires students with disabilities be educated with students who are nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such as general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.</p> <p><i>Notes: Same concerns as noted in the Continuum of services above.</i></p> <p><i>Regarding the Virtual School and On-line Programs, under tab 10, section 7, on page 77, has several items of concern that will need to be re-addressed. As defined by OSEP, conducting meetings virtually or through conference calls with parents is acceptable, the provision of <u>all</u> related services through an on-line provider has not been defined by OSEP as an acceptable delivery model or meet the criteria for an “other education-related setting” as defined by the Idaho Special Education Manual. Services for students with disabilities must be provided in accordance with the student’s needs, thus, must be addressed in the petition to be able to be provided in face to face formats. Although there has been limited use of speech therapy being conducted in an online format, the practice of OT, PT, Psychological, and Behavioral services in an online format (especially in light of only being presented to be offered in such a format) is of concern to this reviewer. Likewise, the last paragraph in section 7 that delineates responsibilities to the local LEA when a student is enrolled less than 100% of the time in the charter is a violation of both state and federal law. IDEA and subsequent state law prohibits enrollment of a student with disabilities for the sole purpose of special education and related services, which is what the petitioner is proposing. It is recommended that the entire Blended Programs section regarding Students with Disabilities be revised.</i></p>
Addressed – 2 <sup>nd</sup> Review	<p><b>Research Based Curriculum;</b> Use of supplemental and replacement for students with disabilities,</p>

	<p>requires curriculum that s scientifically research based curriculum due to the increased accountability.</p> <p><i>Notes: The remedial section of the petition does not address the use of an SBR supplemental or replacement curriculum designed to address the needs of students with disabilities that may be struggling with core instruction.</i></p>
Yes	<p><b>Discipline of student under IDEA;</b> following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others.</p> <p><i>Notes: It is understood through the petition that policies, practices, and procedures found in the Idaho State Special Education Manual would be followed and supersede the disciplinary policies found in the petition.</i></p>
Yes	<p><b>Discipline of student under IDEA:</b> When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS) . <i>See Above.</i></p>
Addressed – 2 <sup>nd</sup> Review	<p><b>Contractual arrangements:</b> IEP team determines that the student’s academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress.</p> <p><i>Notes: Not addressed in the petition for students with disabilities.</i></p>
Addressed – 2 <sup>nd</sup> Review	<p><b>Child Find:</b> (RTI or Intervention) provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring.</p> <p><i>Notes: Not clearly addressed in petition.</i></p>
Addressed in Enrollment Opportunities section	<p><b>Child Find:</b> website, applications, etc. publicize that your charter is a public school and therefore provides a free and appropriate education to students with disabilities.</p> <p><i>Notes: Not clearly addressed in the petition. It is noted that enrollment will be open to students with disabilities, but enrollment alone does not meet the requirement of Child Find under IDEA.</i></p>
Addressed – 2 <sup>nd</sup> Review	<p><b>Confidentiality;</b> protect student and parent rights; protect the confidentiality of personally identifiable information</p> <p><i>Notes: The handling and care of files concerning students with disabilities was not clearly addressed in the petition.</i></p>

July 24, 2012

**PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW  
OF PUBLIC CHARTER SCHOOL PETITION**

Name of Proposed Public Charter School: *American Heritage Charter School*

Date: *7/10/2012*

Petition Delivered to Commission Staff: *7/10/2012*

File Number: *2012-02*

Proposed school year: *2013-2014*

Proposed grades to begin operations: *K-8*

Proposed attendance area: *Idaho Falls School District #91*

Means by which petition came to Commission:

☐ Virtual school

X Referred by school district

Reason for referral: *Additional resources for monitoring would be required and the possibility of added financial responsibilities to the district.*

☐ Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

☐ SBOE re-directed petition for consideration by commission?

Reason for referral:

☐ Transfer of district-authorized charter school

Reason for request:

☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

**REQUIRED ELEMENTS OF THE PETITION IN FORMAT REQUIRED  
BY THE PUBLIC CHARTER SCHOOL COMMISSION  
IDAPA 08.03.01.401**

**COVER PAGE & TABLE OF CONTENTS**

X Name of proposed charter school

X School year petitioning to open the school

X Name of the school district(s) affected by the attendance area

X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school

X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative

X Table of contents

Comments:

**TAB 1**

- X Articles of Incorporation, file-stamped by Secretary of State's Office *I. C. § 33-5204(1)*
- X Adopted Bylaws *I. C. § 30-3-21(1)*
- X Signatures of at least 30 qualified electors of designated service area? *I. C. § 33-5205(1)(a)*
- X Mission and vision statements

Comments:

- Bylaws Article II Section 3: All board meetings must adhere to open meeting law which requires proper notice be given. [Done](#).
- Bylaws Article II Section 5: Open meeting law requires that "no special meeting shall be held without at least twenty four (24) hour meeting and agenda notice..." This notice must be public. The wording of your bylaw indicates that notice will only be given to directors. [Done](#).
- Bylaws Article II Section 9: It appears that since vacancies in the board will be filled by a majority vote of the directors, the stakeholders have been given no say in who becomes a board member. It is suggested that stakeholders be included in this decision making process. [Done](#).
- Bylaws Article III Section 3: Please specify how much of the board is required to remove an officer. Is a majority vote of the board required? [Done](#).
- The signatures and proof of qualification of electors of the attendance area would be more appropriately contained in the appendices rather than under tab one of the petition. [Done](#). [Now Appendix D](#).

**TAB 2**

- X Proposed operation and potential effects of the public charter school *I.C. § 33-5205(4)*
  - X Facilities to be used by the public charter school
  - X The manner in which administrative services will be provided
  - X Potential civil liability effects upon the public charter school and the authorized chartering entity
  - X Commitment to secure property and liability insurance. *I. C. § 33-5204(4)*  
Errors and Omissions insurance is not required by statute but is recommended.

Comments:

- Please begin tab 2 with a general description of the school and its operations. [Done](#).
- Under tab 2 of the petition please provide a general description of the facility options including the amount of space in each one, number of classrooms, payment method and amount, room for expansion, renovation/remodel needed, operational costs, etc. [Done](#).

- Is the New Sweden School your first facility choice? Is this a separate facility from option two outlined in your petition, renovating the church? [Done. See Also, Appendices I and W.](#)
- Is the completion date for the New Sweden School June 2013? [See Appendix I.](#)
- What are the anticipated operating costs of the New Sweden School? Vandersloot farms has purchased the property and is remodeling it, but the school will be responsible for ongoing operating costs. [See Appendix I.](#)
- Will AHCS rent/lease the facility from Vandersloot Farms? If so how much will the payment be? If not, is Vandersloot willing to allow the school to use the property at no cost for an indefinite amount of time? [See Appendix I.](#)
- Is Vandersloot requiring anything from the school in return for providing the facility? [See Appendix I.](#)
- IF the New Sweden School is used as the facility what plans are in place for expanding to grades 9-12 in 2014? This facility will not accommodate the expansion. Does your budget include allocations for additional space? [Yes, see Appendices I and W.](#)
- Do the other facility options allow for expansion and growth of the school? [Yes, see Appendices G-H and U-V. Note: New Sweden School, Option 3 is the option AHCS will be using.](#)
- For option 1, the new building, where is the \$480,000 due at closing coming from? [Not applicable. See Appendix I.](#)
- Has the \$20,000 down payment for the land already been made? If so is it refundable? Where did this money come from? If not, where will it come from? [Not applicable. See Appendix I.](#)
- Where will the school obtain the financing for the facility and the other \$150,000 for the land? What assurance is there that financing is available? [Not applicable. See Appendix I.](#)
- Under what circumstances would AHCS purchase the other three acres of land? [Not applicable. See Appendix I.](#)
- If option 2, renovating the church, must be used will Vandersloot pay for all remodel costs? [Not applicable. See Appendix I.](#)
- Who will AHCS be leasing option 2 facility from? What are the terms of the lease? Please include a letter of intent/tentative lease agreement in the appendices. [Not applicable. See Appendix I.](#)
- What is the monthly lease amount for facility option 2? [Not applicable. See Appendix I.](#)
- Who will pay for the architect and plans needed to address all of building and fire code requirements? What are the estimated costs? [Not applicable. See Appendix I.](#)
- What are the estimated remodel costs for renovating the church? [See Appendix V, though no longer applicable. See Appendix I.](#)
- It is not clear if you have two or three facility options? Please clarify and note that 3 options are required. [There are three options. See Appendices G-I and U-W.](#)



- It is unclear if all facility options can be supported by your budget. Please consider the above questions and clarify all explanations and budgets so it is clear the facilities are supported by the budgets. [See Appendices G-I and U-W.](#)

**TAB 3**

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (3)(a)*
- X Description of what it means to be an “educated person” in the 21<sup>st</sup> century and how learning best occurs *I.C. 33-5205 (3)(a)*
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- X The manner in which gifted and talented students will be served.

Comments:

- AHCS’s mission is to create educated and patriotic leaders. It is not readily apparent in your proposed educational plan how this will be accomplished. [Done.](#)
- Where is the emphasis on American History detailed? [Done.](#)
- What makes your academic program rigorous? [Done.](#)
- Many of the statements in your petition use the words may and if the budget permits. How will you fulfill your goals and ensure you are doing what you say you will do if the budget does not allow for these things (i.e. foreign language, music, drama, Core knowledge etc)? [The language was adopted to give the school flexibility to adapt to the changing state budget allotments. CoreKnowledge® is a non-negotiable and the language will be changed to reflect that. The other items mentioned could be reduced if absolutely necessary and the goals of the school could still be accomplished. Charter Schools must deal with budget realities.](#)
- Does your budget allot for teachers for elective courses? Yes, we have in budget for IDLA, Art and Strings. [Yes. The CoreKnowledge® curriculum includes art and music, in addition to the core subjects in grades K-8. We also have budgeted for IDLA, Art, and Strings at the appropriate grades, i.e., when we offer grades 9-12. AHCS also seeks to hire teachers with dual certifications. Budget includes a .4 FTE music teacher and 1 FTE physical education teacher for year #1. Year #2 increases cert. staffing by 3.7 FTE which add a .5 FTE slot for Art and .2 for the music program. Other electives at the secondary level can be taken from IDLA or other SDE approved providers.](#)
- Will AHCS teachers be able to offer dual credit courses or will students have to go off site or complete the class online? [This depends on their certification and will be determined after hiring. This is one of the areas where online courses are a great asset.](#)
- What research supports the effectiveness of your objectives, strategies, and instructional practices?

Done in petition, and see additions to Appendix M. We are also attaching some documents to this review form that support the effectiveness of the curriculum providers currently used at NVA and intended for use at AHCS.

[https://www.shurley.com/pdf/Why\\_It\\_WorksLRes.pdf](https://www.shurley.com/pdf/Why_It_WorksLRes.pdf)  
<http://www.ngsp.com/PRODUCTS/Avenues/tabid/81/Default.aspx>.

- How do you plan to differentiate instruction to meet individual student needs? Done
- Please further define the special learning opportunities that will be provided for learning disabled or accelerated students. Done
- Please explain the platform that will be used for evaluating students and indicating growth. Done and additional information included in Appendix M
- Appendix I (Now Appendix L) indicates LEP students will be placed in a high quality language based program based on research. Please describe this program in further detail. As stated in the charter petition:

"The specific curriculum has not been identified at this time. AHCS will counsel with reputable entities and the authorized chartering entity and utilize recommended resources and products, including those suggested by the Idaho Department of Education's website, ([http://www.sde.idaho.gov/site/curricular\\_materials/adoption\\_guide.htm](http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm)) to determine the curriculum that will best meet the needs of our students."

We believe that as the building principal is deemed responsible for the success of the LEP program, we would like the principal in on the decision of which program to use. The affected population will also be a key factor in determining the chosen curriculum.

- How will your LEP program be staffed and funded? The number of students will determine the staffing requirements. Typically this need is met by a highly-qualified, para-professional under the supervision of a certificated employee. Funding comes from the State LEP Allocation. (See Appendices U-W)

**TAB 4**

- ☐ Measurable student educational standards, which means the extent to which all students demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. *I.C. § 33-5205(3)(b)*
- X The method by which student progress in meeting the student educational standards is to be measured. *I.C. § 33-5205(3)(c)*
- X Provision by which students will be tested with the same standardized tests as other Idaho public school students. *I.C. § 33-5205(3)(d)*
- X A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education. *I.C. § 33-5205(3)(e)*

- X A provision describing the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act

Comments:

- You must have an MSES that compares the achievement of AHCS students to that of the surrounding district and state performance. [Done.](#)
- The petition should reflect a clear understanding of testing requirements and impact on the instructional program and staff. [Done.](#)
- The budget must reflect the costs of assessment, evaluation, and monitoring programs. [Under Federal Programs and we use a para-professional using Aims Web under the direction of the site testing coordinator and Federal Programs director for Title 1 monitoring of math and reading. These positions are currently in the budget. The costs of assessment and evaluation are reflected by .67 of the salary of the full-time M&O paraprofessional and the \\$2,000 of operating expense. The para will be directly supervised by the special services instructor and the principal. Monitoring of the tested students will be the responsibility of the special services instructor and are included in the salary of that position. \(See Also, Appendices U-W\).](#)
- Your middle level credit plan should address the issue of student retention on class size and enrollment. [Done.](#)
- Please make sure the middle level credit system is included in the handbook. [Done.](#)
- What is your plan for maintaining school wide student data and using it to drive decision making as well as evaluate the effectiveness of your program? How will you make modifications based on the data? [Done.](#)
- How will your assessment system support instructional improvement? [Done.](#)

**TAB 5**

- X The governance structure of the school including, but not limited to, the person or entity that shall be legally accountable for the operation of the public charter school? *I.C. § 33-5205(3)(f)*
- X The process to be followed by the school to ensure parental involvement? *I.C. § 33-5205(3)(f)*
- X The manner in which an annual audit of the financial operations of the public charter school is to be conducted. *I.C. § 33-5205(3)(k)*

Comments:

**TAB 6**

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*

- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments:

- Some of the sections in tab 6 are very vague and could be strengthened by providing further detail. [Done](#).
- See additional in text comments. [Done](#)

**TAB 7**

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*
- ☐ The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional

effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*

- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

- Discipline procedures for special education students must be included in the body of the petition. The few lines that are contained in the handbook are insufficient. [Done](#)
- The handbook refers to law enforcement and parents/guardians being contacted regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. You may want to further define these procedures in the body of the petition. [The petitioners felt it is most appropriate in the handbook and it will also be included in the Policy and Procedures Manual adopted from the ISBA.](#)

**TAB 8**

- X A detailed business plan including:
- i. Business description
  - ii. Marketing Plan
  - iii. Management plan
  - iv. Resumes of the directors of the nonprofit corporation
  - v. The school's financial plan
  - vi. Start-up budget with assumptions form
  - vii. Three year operating budget form
  - viii. First year month-by-month cash flow form
- X A proposal for transportation services. The budget should reflect estimated cost. *I.C. § 33-5205(3)(t)* [Our projections are based on Taylor's Crossing Charter School because they had the highest transportation costs of the Idaho Falls Charter Schools. We will put out an RFP as required for Transportation services. Appendix AC is from a company that currently offers bus services for the other charter schools in Idaho Falls. They are familiar with and comply with all state and federal transportation regulations.](#)
- X Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. [Are sufficient staff planned for and included in budget projections? YES, same size staff as similar sized school \(NVA\) which is the sister school. Based on our experienced at NVA the allotted staff positions are adequate. AHCS plans to be self-sustaining after the first two years.](#)

Comments:

- Please see in text comments. [Done](#)
- What specific plans do you have to attract upper grade students? They are typically harder to fill. [Done](#)

- Considering that surrounding charters schools are struggling to fill enrollment in upper grades, what makes you think AHCS will be able to do so? Addressed in petition and Idaho Falls is a growing community. The new magnet high school opening in the fall of 2013 is already at 90% capacity.
- What back up plans are in place in case enrollment projections are not reached? As stated in the charter, “If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.” (Tab 8.I.C.1) The initial parental interest is very strong, which is also included in the charter petition. (Tab 2.I.A.1)
- What plans do you have for updating the interest information gathered in Nov 2011? What is the timeline for determining current interest in the school?  
ANSWER: Done.

#### **TAB 9 -- VIRTUAL SCHOOLS**

- X If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)
- X The learning management system by which courses will be delivered;
- X The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;
- X A plan for the provision of professional development specific to the public virtual school environment;
- X The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;
- X The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;
- X A plan for the provision of technical support relevant to the delivery of online courses;
- X The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- X A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

#### **Comments:**

- *Please see in text comments.*
- Does your budget allow for these expenditures? Yes, we expect the demand to be small at first and most classes to be offered by the online provider, textbook costs will be minimal. No allowance for online curriculum was made for the 1<sup>st</sup> year. The second year includes \$1,500 for online curriculum of secondary students. The third year includes \$30,000 for online courses.



- Does only actual in-person contact meet this requirements or will video conferencing options also be available? Unless there are special restrictions for the student, face-to-face is preferred as it allows interaction to take place with the teacher and other students as part of our leadership model.
- Has consideration been given to teacher work and student loads? Yes, that is why we plan to pay an online provider or allow the teacher to teach online classes for additional pay.
- Are annual seat licenses for the online curriculum included in the budget? Yes, although we did not increase it as much in the 2<sup>nd</sup> and 3<sup>rd</sup> year because NVA is developing online courses that they will have vetted by the State and will be used at AHCS as part of a pilot program at a very reduced or free of charge cost. AHCS will also be developing their own BrainHoney courses to be used which reduces the annual seat license. (See Appendices U-W).
- Does your budget contain sufficient allocations for this? It is included in the program. By that point in time, NVAs BrainHoney Courses will be approved by the state and piloted by AHCS which will greatly reduce the costs.
- It is advised that the board and the school's attorney closely scrutinize any potential contracts with vendors. Budget projections must account for expenses charged by the provider. The budget included such costs and all contracts will be scrutinized by the attorney on the board.

**TAB 10**

- ☐ A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.

Services identified as being contracted:

Curriculum (See Appendix AA)	X YES	<input type="checkbox"/> NO
Special education (See Appendix AB)	X YES	<input type="checkbox"/> NO
Transportation (See Appendix AC)	X YES	<input type="checkbox"/> NO
Meals (in house-See Appendices U-W)	<input type="checkbox"/> YES	X NO
Legal (in house-board member is attorney)	<input type="checkbox"/> YES	X NO
Accounting (See Appendix AD)	X YES	<input type="checkbox"/> NO

RFPs will be sent out for all of these areas after we are authorized so that we can get the best service for the best price. No contracts will be entered into on curriculum except for online courses provided by IDLA, or other providers in year three of operation. YES, in regards to special ed, PT, OT, Speech letter of intent to participate in the RFP is enclosed...No on Meals, we will operate in house lunch services. No on legal services as the board member that is an attorney will be advising the school on legal matters as much as possible to hold down costs. An attorney can be engaged if needed. There is also an amount of time provided with membership in ISBA. YES on accounting. An Intent to participate in the RFP by Tim Folke is included.

It is the desire of AHCS to duplicate a successful program currently offered at NVA in cooperation with the Bliss School District. An agreement will be sought with the Idaho Falls School District when/if it is deemed beneficial for both districts. The State

is moving toward the time when ISEE reporting automatically allot ADA between districts based on attendance.

- ☐ Copies of contracts included in petition
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
  - (i) Identification of who is responsible for dissolution of the charter school;
  - (ii) A description of how payment to creditors will be handled;
  - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
  - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

- *The description for business arrangements, partnerships, contracts, leases, etc is incomplete. See in text comments [Done](#).*
- *The PCSC now requires inclusion of the following, additional sections:*
  - ✓ Detailed board training plan (see appendices for outline entitled “Charter Schools, Creating Effective Governing Boards) [Done-see Appendix AE](#)
  - ✓ Professional standards for school board members and administrators [Done-see Appendix AE](#)
  - ✓ Pre-opening plan and timeline [Done-see Appendix AE](#)

## APPENDICES

- X State Department of Education sufficiency review. *I.C. §33-1612 ; IDAPA 08.02.04.200.03*
- X Written response to the findings of the sufficiency review.
- X Written comments from an authorized representative of the school district.

Comments:

- Appendix G ([Now Appendix I](#)) Remodel of New Sweden School: It appears from this letter that the New Sweden school is the first facility option. If it becomes necessary for one of the other options to be used, is Vandersloot committed to financial support as he has already purchased the New Sweden property and committed to paying for the remodel? ([See first page of Appendix I](#))
- As discussed with Keelie Campbell:
- “ If you can provide solid evidence of that the building is owned and confirmation that zoning is ok and the renovations are not being paid for by the school (or if they are it is affordable), you can probably do without the backup options. This is a rare instance but it sounds like you may fall into this category. I think you just need to make the arrangement very clear and back it up with documentation. Since Vandersloots own the building, it appears that the main concern of the Commission would be the school's arrangement with them. Will they still own the building and



just let the school use it or are they actually transferring ownership of the building to the school? If they allow the school to use the building, what are the exact terms of the arrangement? The only potential concern I can foresee the Commissioners having, if the building will continue to be owned by Vandersloots, is the possibility (although unlikely) that they may change their mind at some point and discontinue the arrangement for the school to use the facility. I think the owner of the building being at the meeting to answer any questions will be a great asset.”

- Appendix J: (Now Appendix M) Who will be responsible for maintaining and passing on student portfolios during the elementary grades? Maintaining and storing 7 years worth of portfolio work seems a bit overwhelming. The classroom teacher will pass the three ring binder to the next teacher for grades K-6. Grades 7-12 have digital portfolios.
- Appendix J: (Now Appendix M) Will teachers receive professional development regarding student portfolios? NVA will provide the mentoring necessary in this area for 3 years. (See Appendix Z)
- Appendix J: (Now Appendix M) It appears that the portfolio rubric needs to include indicators or descriptors for each level and category. These rubrics will be developed further by NVA as part of the training indicated above. Each year they have improved but are still in need of indicators and/or descriptors as noted and this will be addressed.
- Appendix M: (Now Appendix S) The attendance policy contained in the handbook refers parents to call a phone number that appears to be an NVA number if their child is absent. This appears to need to be updated with a AHCS phone number. Also the emergency closure policy refers to local magic valley radio and TV stations that will be contacted. This needs to be updated to reflect agencies in the Idaho Falls area. Done.
- Appendix M: The extracurricular and interscholastic activities policy in the handbook states that students may participate with Gooding School district. This needs to be updated to reflect schools within AHCS’s attendance area. Done.
- Appendix M: The handbook states that student transportation will be provided by Cheney Bus Company which is in Gooding. Needs updated. Done.
- Appendix Q is now Appendix U. (See Appendix W as well)
- Appendix Q now Appendix U. (See Appendix W as well): The staff FTE’s in the budget do match those outlined in appendix I. •Staff FTEs removed from Appendix I (now Appendix L)
- Appendix Q now Appendix U. (See Appendix W as well): Your budget allots for only a .7 administrator. As a charter school and especially one that is just being started, it appears that a full time administrator will be needed. •ACHS administrator will be paid .1 FTE from Title I as part of the duties will be to oversee Federal Programs and Title I funding allows for 10% of the grant to be used for administrative costs. The remaining .2 FTE is budgeted into instructional salary for developing and overseeing curriculum.

- Appendix Q now Appendix U. (See Appendix W as well): It appears that the budget depends on \$215,000 in contributions/donations in year one, \$375,000 in year 2, and \$315,000 in year 3. Where does the school anticipate these donations will come from? Are these amounts realistic? What plans are in place in case the amounts planned for are not received? Without the quoted amounts being received, it appears the school will end each year in deficit. •The VanderSloot family has committed to securing financing and contributions as per the letters included as Appendix G (now Appendix I). Mr. VanderSloot will be at the meeting and I will let him address the issue of the family's commitment.
- Appendix Q now Appendix U. (See Appendix W as well): In years two and three, what is the \$27,568 state revenue for math and science? •The Math and Science revenue is based upon the SDE Finance Department Special Distributions Memo which advises district to budget \$28,000 for high school enrollment of 99 students or less ( I.C. 33-1021).
- Appendix Q now Appendix U. (See Appendix W as well): What contract serviced does the school plan to use? Year one allocates \$10,000 and year 2 \$12,500. Are these amounts adequate? •Contract Service line in the budget for Yr. #1 is for Speech/OT/PT and will provide services for 35 weeks 3 hours per week. This expense from the M&O budget will count towards Maintenance of Effort. If additional service is required in this area there is \$9,857 budgeted into the VI-B program expenses for these services. Yr. #2 increases to include limited IDLA courses for secondary students. Again additional monies are included in the VI-B budget for the Speech/OT/PT. Care will need to be exercised to maintain the Maintenance of Effort for federal programs while balancing the requests from secondary students for IDLA classes. Yr. #3 contract services increase substantially to account for on-line program being added as well as no additional federal funding for Speech/OT/PT in the budget.
- Appendix Q now Appendix U. (See Appendix W as well): Why do nutrition expenses decrease in years two and three when more students are anticipated? •Nutrition expenses decrease in year #2 as the majority of the trays, silverware etc. will be purchased in year #1.
- Appendix Q now Appendix U. (See Appendix W as well): It appears that \$15,000 of the general maintenance and operating fund must be used for nutrition expenses. Is this correct? Why is this necessary? Will this be an ongoing situation, or only for the first year? •I have budgeted \$15,000 in M&O transfers for the food service program as a safety net. It has been my experience that food service programs have difficulty being self-supporting. The program at NVA and my previous employer have needed additional funding from the general fund budget. NVA's food service program ended the year in the black last year and will again this year. I believe that with careful oversight and management the food service program at AHCS will be able to sustain itself after the first years.
- Appendix R is now Appendix V. (See also, Appendix W.)
- Appendix R Appendix R is now Appendix V: Is this also the budget for the New Sweden School option? It is not clear if renovating the church and the New

Sweden School are the same facility. No, there was no budget for the New Sweden School at first submission as the details were not available at that time.

- Appendix R: Appendix R is now Appendix V Why are contributions/donations less with option 2 than option 1? Where do you anticipate they will come from? It also appears that option 2 budgets rely on these contributions to end the year with a positive balance. •Contributions are a direct reflection of the need in funding a facility. The VanderSloot family has committed to donating the necessary funds to obtain a facility no matter which option is used to secure a facility.
- Appendix R: Appendix R is now Appendix V Is it reasonable that gas/electric expense will be the same for the new building option and the renovated church option? •I would hope that gas/electric expenses will be less in a new building than a renovated one; however, I did budget them the same.
- Appendix R is now Appendix V Neither option 1 budget nor option 2 budget allot for garbage, sewer, or water expenses. (See Appendix W) •The budget should say utilities as water, garbage, and sewer are included on the line that reads gas/electric. Again these expenses were estimated based on the history of NVA's facility which is an older building with a gas fired steam radiator system.
- Where is the budget for the third facility option? (See Appendix W)
- Please submit worst case (the least number of students that can be enrolled and the school still survive), best case, and most likely case budget scenarios on our templates for your most likely facility option. Done.-See Appendix W
- Appendix T (Now Appendix Y): Are all staff required to take this course? •All staff are required to take the Brain Honey Course. The funding is from Title II-A for technology professional development
- When will they take it? (See Appendix Z) Is the cost of the course included in the \$50,000 allotted for professional development the first year? Yes, see Appendices U-W. Can credit be earned for the course? Not at this time-see Appendix Z.

## GENERAL COMMENTS

Overall the petition appears to be fairly well written. As noted above, a few of the tabs are missing required materials. As you complete the revision, please keep in mind the mission of the school and better explain how you will create educated and patriotic leaders as well as ensure a rigorous academic program. Tab 10 needs additional information regarding the business plan of the school, those services that will be contracted, and the additional required sections.

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored.

Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show

**July 24, 2012**

edits" feature is NOT an acceptable substitute for legislative formatting (it must be done by hand). Color and font should NOT be used to emphasize or replace legislative formatting.

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

☐ This petition is administratively complete and is considered "received" at the Idaho Public Charter School Commission effective . *IDAPA 08.03.01.300.04*

\_\_\_\_\_  
Charter Schools Program Manager

\_\_\_\_\_  
Date

**SUBJECT**

Heritage Community Charter School Corrective Action Plan and High School Pilot Program Report

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209

IDAPA 08.02.04.301

**BACKGROUND**

Heritage Community Charter School (HCCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Caldwell, HCCS opened in fall 2011 and served students in grades K-12 using a bi-lingual (English/Spanish), classical education model.

At the May 31 PCSC meeting, the PCSC moved to issue to HCCS a notice of defect (NOD) on multiple grounds.

Additionally, upon approval of the charter, the PCSC and HCCS agreed that the school's high school program was to be operated as a pilot. After each of the first several years of operation, the administrator would prepare a report to assist the board with determining the future of the high school program.

**DISCUSSION**

HCCS will present a corrective action plan (CAP) addressing the identified defects in the following manner:

- The school believes the teaching of Latin was done in accordance with the charter, which allows for the teaching of Latin roots only during the first year of operation. This was addressed through the Language Arts curriculum. HCCS has hired a certified Latin teacher for the 2012-13 school year. He will be teaching Latin roots and Level I Latin.
- At the time of the May 31 PCSC meeting, an annual secondary report had not been prepared by the school. However, the report has since been completed in the form of a PowerPoint presentation that is included with these meeting materials.
- HCCS applied for accreditation on May 18, 2012. They are collaborating with AdvancED to work through this process, which will take place mostly during the upcoming school year. Although HCCS' board has recently decided to suspend the high school program, they have indicated that they will move forward with plans for obtaining accreditation, as it is hoped the high school program can be built back one grade at a time. School officials are exploring the possibility of accrediting grades K-8 in order to help facilitate the high school accreditation process.

HCCS has not addressed the possibility of assisting any families whose students may be required to re-take coursework completed during the 2011-12 school year, for which accreditation is unavailable.

- HCCS failed to meet their measurable student educational standards (MSES) related to recitation of school and class creeds. As part of the CAP, staff will be trained prior to the opening of the 2012-13 school year to ensure emphasis is placed on meeting this standard.
- The school's expenditure website has been updated and includes all required information. It appears that the school has returned to compliance in this area.
- Mr. Castaneda, the new school administrator, has applied for Idaho certification and anticipates the process will be completed by mid-July. The school reports that Mr. Buck will be a teacher, classical education specialist, and assistant to Mr. Castaneda. He will not perform administrative level duties. The SDE anticipates issuing a 5-year renewable administrator certification to Mr. Castaneda and a 3-year interim elementary certificate to Mr. Buck once fingerprint checks have cleared, indicating that the school will be compliant in this area.

HCCS will also provide a high school pilot program report. At its June meeting, the HCCS board elected to discontinue the high school program, due mostly to inadequate resources. The school anticipates future submission of a proposed charter amendment permitting the provision of grades K-8 for the 2012-13 school year, followed by the addition of one high school grade per year beginning in fall 2013.

The school indicates that it ended FY12 with a positive fund balance of approximately \$141,000. HCCS projects that 2012-13 enrollment will be sufficient to enable the school to remain fiscally viable despite the absence of a secondary program.

#### **IMPACT**

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC consider cured the identified defects with regard to Latin instruction, maintenance of an expenditure website, and administrative certification.

Staff further recommends that the PCSC require HCCS to submit a fiscal and enrollment update at the beginning of the 2012-13 school year.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

**July 24, 2012**

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July 24, 2012



**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037  
208/334-2270 • FAX: 208/334-2632  
e-mail: [charter@osbe.idaho.gov](mailto:charter@osbe.idaho.gov)

June 1, 2012

Board of Directors  
Heritage Community Charter School  
1803 E. Ustick Road  
Caldwell, ID 83605

Dear HCCS Board of Directors:

As you are aware, Idaho Code § 33-5209 requires the authorized chartering entity of a public charter school to provide written notice of defect to any school which it has reason to believe has committed a defect. The letter is to serve as written notice of defect to Heritage Community Charter School on the following grounds:

1. Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to:
  - Offering students Latin instruction in grades 7-12 (Tab 3, Standard 4 and Standard 5);
  - Preparation by the administrator of an annual secondary school report for the board's review, and board analysis of secondary school operations (Appendix I); and
  - Ensuring that HCCS will be accredited (Tab 4, Provision Ensuring State Accreditation and Tab 5, Annual Financial and Programmatic Audits).
2. Failure to substantially meet any of the student educational standards identified in the approved charter, specifically, Tab 4, MSES 3, referring to recitation of creeds.
3. Violation of a provision of law, specifically:
  - Idaho Code § 33-119 and IDAPA 08.02.02.140 regarding secondary school accreditation;

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**July 24, 2012**

- Idaho Code § 33-357 regarding maintenance of an internet based expenditure website; and
- IDAPA 08.02.02.026 regarding administrative certification.

In accordance with IDAPA 08.02.04.301.03, please submit to the PCSC office by July 2, 2012, a corrective action plan detailing the means by which this defect will be cured.

Sincerely,



Tamara L. Baysinger  
Public Charter School Commission Director

Cc: Alan Reed, Chairman, PCSC  
Michelle Clement Taylor, School Choice Specialist, SDE  
Jean Taylor, Interim Administrator, HCCS

July 24, 2012

**YORGASON**  
LAW OFFICES, PLLC

AMENDED

July 3, 2012

SENT VIA E-MAIL TO: Keelie.Campbell@osbe.idaho.gov

Ms. Tamara Baysinger  
Public Charter School Commission Director  
Idaho Public Charter School Commission  
650 W. State Street  
P.O. Box 83720  
Boise, Idaho 83720-0037

RE: AMENDED Response to Heritage Community Charter School Notice of Defect,  
June 1, 2012

Ms. Baysinger:

I am writing to you as the attorney for the Heritage Community Charter School ("HCCS"). HCCS submits this corrective action plan in response to the Notice of Defect, dated June 1, 2012.

**Defect 1. Material violation of a condition, standard or procedure set forth in the approved charter, specifically with regard to:**

Offering students Latin instruction in grades 7-12 (Tab 3, Standard 4 and Standard 5).

The HCCS charter provides that students in grades 7-12 will be taught Latin. Specifically, Tab 3 of the charter covers the Educational Thoroughness Standards, with the relevant references to Latin in Standard 4 and Standard 5 (a full copy of Tab 3, Standards 4 and 5 is attached hereto as Exhibit A):

Standard 4:

**Secondary** (Grades 7-12):

The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. *Students in grades 7-12 will receive instruction in Latin which will prepare them for post-secondary study and enhance their overall understanding of languages.* (Emphasis added.)

---

CHRIS YORGASON  
[chris@yorgasonlaw.com](mailto:chris@yorgasonlaw.com)

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BOISE, ID 83713

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Standard 5:

Secondary students (grades 7-12) will engage in a challenging course of study that includes courses in all core content areas. By full implementation, HCCS expects students to complete six years of instruction in math beginning with pre-algebra in 7th grade; six years of instruction in laboratory science; six years of instruction in English/language arts and six years of instruction in social studies. In addition, students will complete requirements in humanities, health, speech, physical education and elective courses. *HCCS will offer students the opportunity to take Latin in grades 7 through 12 and advanced Spanish classes including dual credit and/or AP Spanish. (Emphasis added.)*

Not cited in the Notice of Defect, but relevant to the requirement to teach Latin, is Appendix H of the HCCS charter, which discusses the Dual Language Implementation Draft Plan. Appendix H contains two models – typical practice and best practice. Under both models, the first year of the school (2011-12) involved the teaching of only Latin roots to grades 7 through 12. (Appendix H is attached hereto as Exhibit B.) When Commission staff visited HCCS on May 18, 2012, they observed and reported that this standard was met, “Latin instruction this year included only Latin roots as part of the Language Arts curriculum.” (See *Heritage Community Site Visit Report, May 18, 2012*, page 3, attached hereto as Exhibit C.)

The teaching of Latin at HCCS during the 2011-12 school year was done in accordance with the charter, including Tab 3 and Appendix H. HCCS has hired Mr. Matt Harris to teach Latin during the 2012-13 school year. (A copy of Mr. Harris’ contract is attached hereto as Exhibit D.) It does not appear that an actual defect exists in the instruction of Latin, but HCCS taught Latin roots during the 2011-12 school year has hired a teacher to teach Latin roots and Level I Latin next year, which should correct any defect that may exist.

Preparation by the administrator of an annual secondary school report for the board’s review and board analysis of secondary school operations (Appendix I).

The HCCS charter, Appendix I, provides:

The HCCS administrator will prepare an annual secondary school report for the HCCS board to review during the first five years of operation. The HCCS administrator and board members will analyze academic achievement data and secondary school operations and make adjustments to the program to ensure program success.

At the time of the Commission meeting on May 31, 2012, the annual secondary school report had not been completed and delivered to the HCCS board. However, that report has now been

completed by the administrator and has been forwarded to the HCCS board and to Commission staff. (A separate copy of that report is attached to this response s Exhibit E.)

AMENDED July 3, 2012:

At the HCCS board's regularly scheduled June meeting on June 26, 2012, the board and administration discussed the annual report on the high school pilot program and analyzed both the academic achievement data and secondary school operations of the high school.

After a review of the annual report, the board held a lengthy discussion with staff and parents about the future of the high school pilot program. As part of that discussion, the board reviewed three different budget options: 1) keeping the high school; 2) dropping the high school but keeping K-8 (with 8<sup>th</sup> grade having only 30 students and all other grades having 60); and 3) dropping the high school and keeping K-8 with all grades having 60 students. All in attendance were allowed to participate in the conversation and the board listened to comments regarding which plan was the best financially, how stakeholders (staff, K-8 students, high school students, etc.) would be impacted, how the Commission might respond, etc.

At the end of the conversation, the board took an informal poll of all attendees and an overwhelming majority (approximately 75-80%) of those in attendance supported dropping the high school and proceeding with a K-8 with 60 students in all grades. The board then moved to terminate the high school pilot program for the 2012-13 school year, with the intention of restarting the high school program in the 2013-14 school year and building the high school one grade at a time, subject to approval by the Commission. As a result of this decision, the board agreed to work with all 2011-12 secondary students (about 28) to facilitate the transfer of their credits to other schools and to retain all staff currently employed at the school (which was discussed as part of the budget presentations).

Ensuring that HCCS will be accredited (Tab 4, Provision Ensuring State Accreditation and Tab 5, Annual Financial and Programmatic Audits).

Tab 4 and Tab 5 of the HCCS charter discuss accreditation. The relevant portions of those Tabs, attached hereto as Exhibit F, read as follows:

Tab 4

***Provision Ensuring State Accreditation***

Heritage Community Charter School will be accredited through the Northwest Association of Accredited Schools (NAAS). Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

Tab 5

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school's authorizing entity if and when applicable.

HCCS failed to timely apply for accreditation for the 2011-12 school year. In conversations with Ms. Vicky Reynolds, at AdvancED (formerly of Northwest Association of Accredited Schools), the HCCS accreditation application was submitted on May 18, 2012. At this time, the process going forward is unclear. Ms. Reynolds indicated that she will be receiving training in July on AdvancED's accreditation process, and until then will not know the full details of the accreditation process.

Despite not knowing all the details, Ms. Reynolds has provided some initial guidance, which includes a review of materials on the AdvancED website. A review of the process on the website does appear to require that HCCS conduct a self-assessment prior to the official visits from the accreditation team. While most of this work will need to be completed in the next school year, HCCS has already acquired some of the materials from AdvancED in preparation for this assessment. AdvancED will also conduct a readiness visit and a formal site visit, before awarding accreditation.

Due to the fluidity involved in the transition between Northwest Association of Accredited Schools and AdvancED and any decisions regarding the future of the high school pilot program, it is difficult to lay out a specific plan to achieve accreditation. However, the HCCS board and its new administrator, Mr. Castaneda, are committed to working closely with AdvancED to ensure that the accreditation process is followed and accreditation can be achieved as early as possible.

It should also be noted that HCCS is currently working with neighboring schools to help facilitate the transfer process for any high school students choosing to transfer out of HCCS. The process is consistent with the process for other students transferring from other unaccredited education options (such as home schools, private schools, etc.).

AMENDED July 3, 2012:

As a result of the board's decision to stop the high school pilot program for the 2012-13 school year, HCCS would not be required to be accredited for the remaining K-8 grades. However, in anticipation of achieving accreditation for the high school in the 2013-14 school year, HCCS is committed to continue to work with AdvancED to ensure that all accreditation steps are undertaken in a timely manner and that HCCS will be fully prepared for the accreditation process. HCCS may also explore the option of accrediting its K-8 grades, if that would facilitate the accreditation process for the future high school grades.

**Defect 2. Failure to substantially meet any of the student educational standards identified in the approved charter, specifically, Tab 4, MSES 3, referring to recitation of creeds.**

The referenced measurable student education standard, attached hereto as Exhibit G, reads as follows:

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Heritage Community Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 6:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 7-12

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a flawless class or personal creed.

HCCS did not meet this measurable standard during the 2011-12 school year. In preparation for the 2012-13 school year, HCCS will engage in specific training with all staff prior to the beginning of the school year to ensure that each staff member is aware of the standard and that an emphasis is placed on meeting the standard.

**Defect 3. Violation of a provision of law, specifically:**

Idaho Code §33-119 and IDAPA 08.02.02.140 regarding secondary school accreditation.

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary. The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

08.02.02140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code)

01. Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance.

02. Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission.

03. Reporting. An annual accreditation report will be submitted to the State Board of Education.

*Please see the discussion above regarding the ongoing accreditation process. (Defect No. 1.c.)*

Idaho Code §33-357 regarding maintenance of an internet based expenditure website.

The relevant portions of Idaho Code §33-357 provide as follows:

(2) (a) No later than December 1, 2011, each education provider shall develop and maintain a publicly available website where the education provider's expenditures are posted in a nonsearchable PDF format, a searchable PDF format, a spreadsheet or in a database format.

(b) The internet based website shall include the following data concerning all expenditures made by the education provider:

- (i) The name and location or address of the entity receiving moneys;
- (ii) The amount of expended moneys;
- (iii) The date of the expenditure;
- (iv) A description of the purpose of the expenditure, unless the expenditure is self-describing;
- (v) Supporting contracts and performance reports upon which the expenditure is related when these documents already exist;



- (vi) To the extent possible, a unique identifier for each expenditure;
- (vii) The annual budget approved by the education provider's governing board, to be posted within thirty (30) days after its approval; and
- (viii) Any current master labor agreements approved by the education provider's governing board.
- (c) The expenditure data shall be provided in an open structured data format that may be downloaded by the user.
- (d) The internet based website shall contain only information that is a public record or that is not confidential or otherwise exempt from public disclosure pursuant to state or federal law.
- (3) The education provider shall:
  - (a) Update the expenditures contained on the internet based website at least monthly;
  - (b) Archive all expenditures, which shall remain accessible and on the internet based website for a number of years, consistent with state law regarding keeping and retention of records;
  - (c) Make the internet based website easily accessible from the main page of the education provider's website; and
  - (d) The website shall include those records beginning on the effective date of this act on July 1, 2011, and all data prior to that date shall be available by way of a public records request.

The HCCS website now contains all information and is properly updated as required by Idaho Code.

IDAPA 08.02.02.026 regarding administrative certification.

08.02.02.026. ADMINISTRATOR CERTIFICATE.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management

and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements:

- a. Hold a master's degree from an accredited college or university.
- b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting.
- c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12.
- d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.
- e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement.

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements:

- a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university.
- b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting.
- c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12.
- d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.
- e. An institutional recommendation is required for a School Superintendent Endorsement.

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements:
- a. Hold a master's degree from an accredited college or university.
  - b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting.
  - c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.
  - d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping.
  - e. Have completed an administrative internship/practicum in the area of administration of special education and related services.
  - f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement.

When HCCS began its operations, it hired Dr. Christine Ivie to serve as its administrator. In December 2011/January 2012, Dr. Ivie became ill and was placed on indefinite medical leave. In an effort to act quickly to have an administrator at the school, HCCS hired Jean Taylor to serve as the interim administrator. Ms. Taylor applied for and received her provisional administrator certification and has served diligently and faithfully as the HCCS administrator since Dr. Ivie's departure.

Looking forward to the 2012-13 school year, HCCS conducted interviews and hired a new administrator, Mr. Javier Castaneda. Mr. Castaneda has worked as an administrator in Oregon for several years and has submitted his application for an administrator certification in Idaho. Mr. Castaneda's contract officially begins on July 16, 2012, and he should have his certification complete by the Commission's July meeting.

HCCS also hired Mr. Archie Buck. Mr. Buck has been hired as a classroom teacher, a classical education specialist and an assistant to Mr. Castaneda. Mr. Buck is not currently an

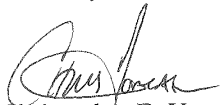
July 24, 2012

administrator and, consequently, does not and will not perform administrator-level duties over and above those commonly assigned to teachers. Mr. Buck has worked as a teacher in Oregon and has applied for his Idaho teaching certificate.

According to the most recent communication with the State, the only delay in Mr. Castaneda's and Mr. Buck's applications is in waiting for the fingerprint check to clear. Once the fingerprint check is completed, Mr. Castaneda will be issued a 5-year, renewable Principal certification and Mr. Buck will be issued a 3-year Idaho Interim Certificate (Standard Elementary: All Subjects K-8). (A copy of the email from Mr. Jerry Jensen, Idaho State Department of Education, to Ms. Jean Taylor, Acting Principal HCCS, dated Monday, June 18, 2012, is attached hereto as Exhibit H.) The current and future administrators fully satisfy all legal requirements.

In summary, HCCS has either fully satisfied all legal requirements under its charter and Idaho statutes or has put in place a plan to ensure the future compliance of those items that cannot be fully resolved at this time. HCCS respectfully requests that the Notice of Defect, issued on June 1, 2012, be removed.

Sincerely,



Christopher E. Yorgason, Attorney  
Heritage Community Charter School

cc: HCCS Board

---

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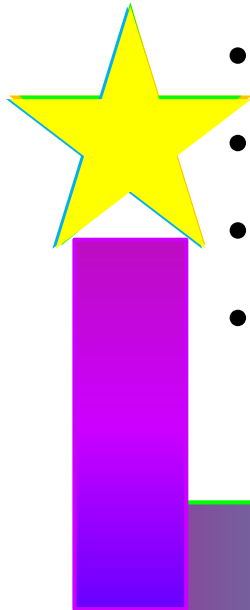
# Secondary Pilot Program Report



Heritage Community Charter School  
2011-2012

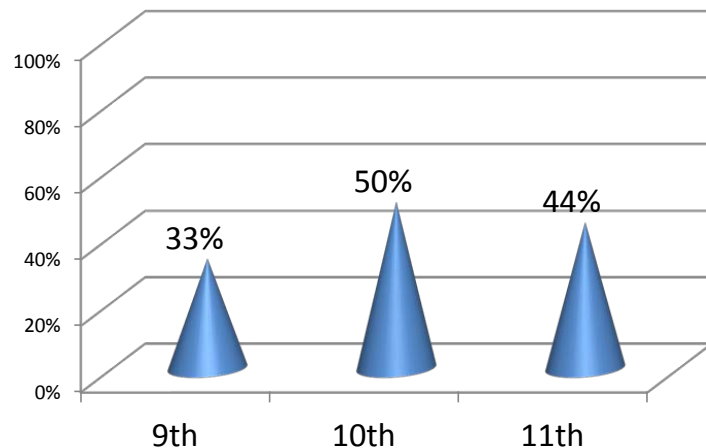
## Charter: The Dream

- Planned for a rigorous curriculum
  - Core Knowledge Sequence
  - 52 credits for graduation (state=46)
- College prep program
- Advanced opportunities
- College credits before graduating
- Special programs available to help meet unique needs.



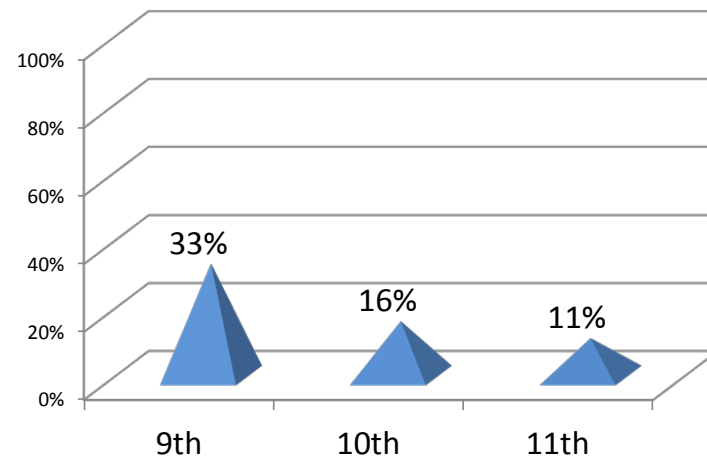
# The Reality: HCCS Student Population

**HCCS Students from Alternative Programs**



44% of the HCCS high school enrollment came from alternative high schools or alternative programs classified as “at-risk”.

**Students with IEPs/504 Plans**



19% of HCCS high school students came identified with a disability that significantly impacts their education.

Poverty is also a factor with 75% of students enrolled in HCCS qualifying for free or reduced lunches.

## HCCS Strengths

- Fully certified staff endorsed in their assigned content areas
  - Offered 997 hours of instruction (990 required)
  - Small class sizes
  - Access to all required coursework either with an onsite teacher or via Idaho Digital Learning Academy (IDLA) with onsite staff support
  - Leadership opportunities for students who would be overlooked in larger schools
  - Supports in place for students with disabilities
-



# Challenges

- Few choices of electives
- Teachers taught several different classes, requiring a lot of preparation time after school hours.
- IDLA was a poor fit for many students.
- Creating the ideal school culture was a struggle (discipline issues).
- Instructional resources were limited due to a reduced budget. (State lost federal dollars resulting in a \$200,000 shortfall to HCCS).
- Accreditation was delayed.

# What Do High School Students Think About HCCS?



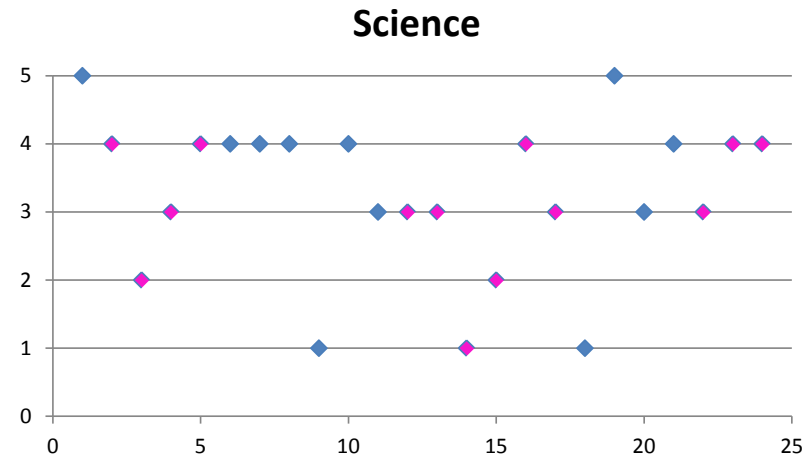
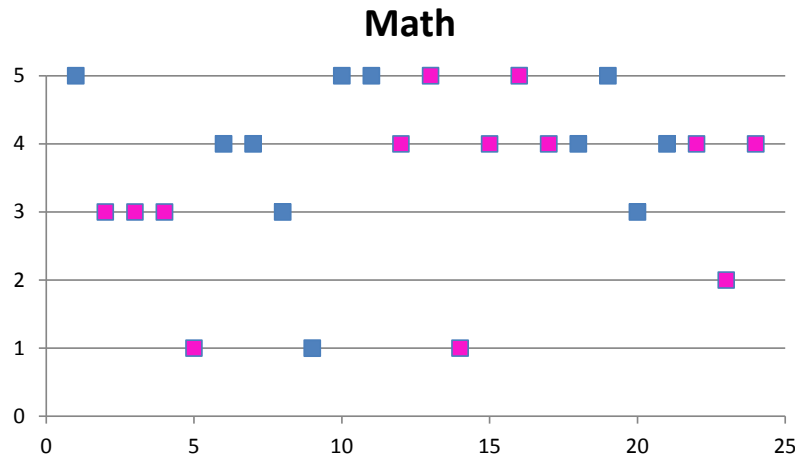
Student Satisfaction Survey  
2011-2012

# H.S. Student Survey: Academics

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

Male=Blue

Female=Pink



63% of students agreed, or strongly agreed, they made a noticeable improvement in math this year.

17% disagreed.

Of those who disagreed, 75% were female.

50% of students agreed, or strongly agreed, they made a noticeable improvement in science this year.

21% disagreed.

Of those who disagreed, 60% were female.

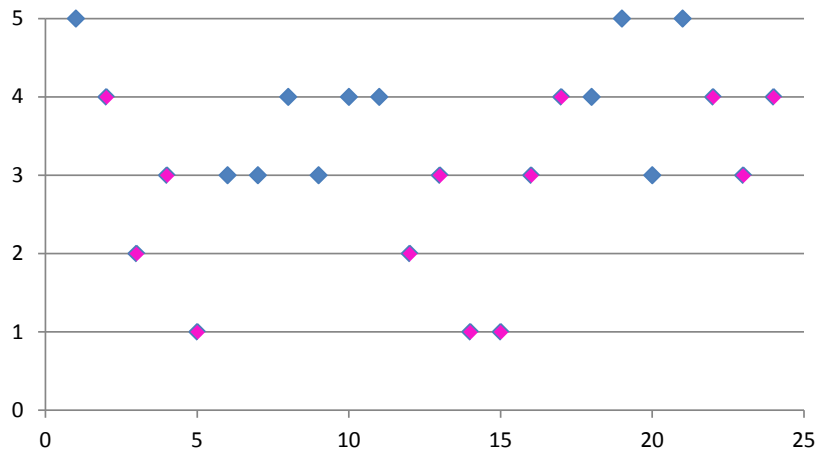
# H.S. Student Survey: Academics

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

Male=Blue

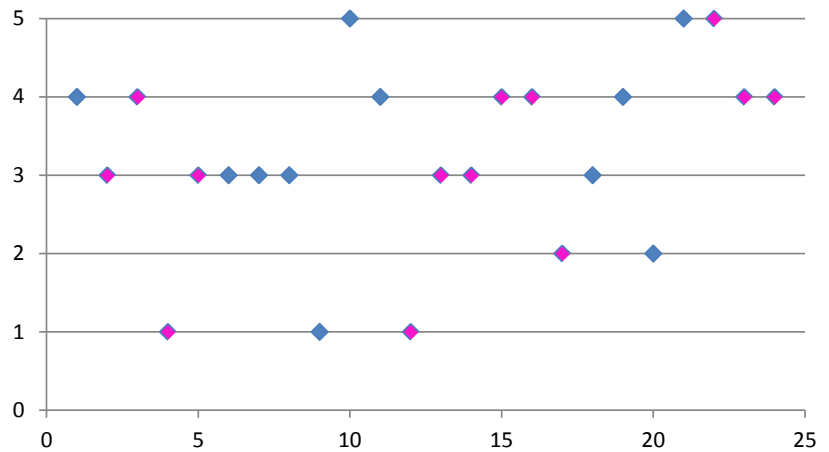
Female=Pink

English



46% of students agreed, or strongly agreed, they made a noticeable improvement in English this year.  
21% disagreed.

History



46% of students agreed, or strongly agreed, they made a noticeable improvement in History this year.  
21% disagreed.

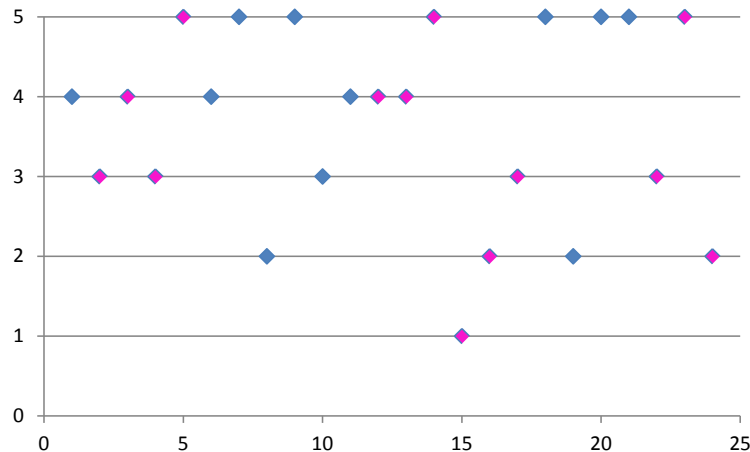
# H.S Student Survey: Academics

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

(11) Male=Blue

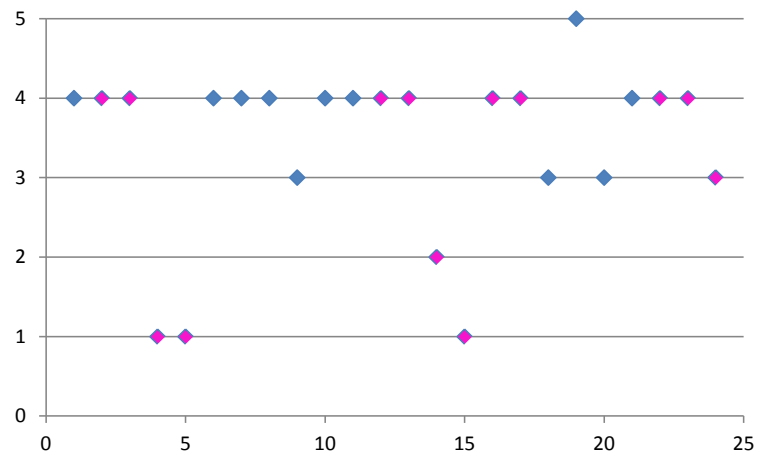
(13) Female=Pink

**Work is more difficult at HCCS**



58% of students agreed, or strongly agreed, the classwork at HCCS is more difficult than at their last school.  
21% disagreed.

**I am learning to think & communicate effectively**



67% of students agreed, or strongly agreed, they are learning to think and communicate effectively at HCCS.  
21% disagreed.

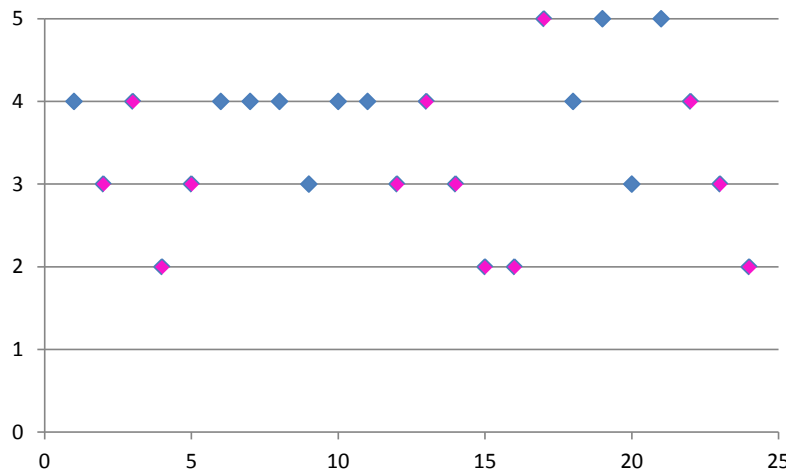
# H.S. Student Survey: School Culture

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

Males=Blue

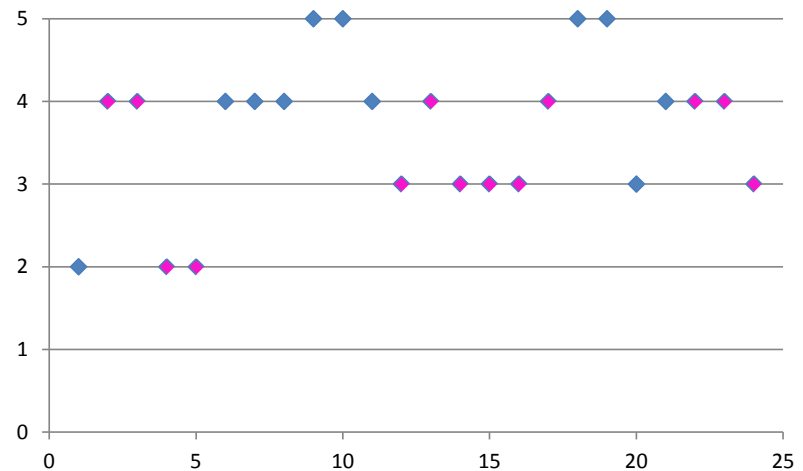
Females=Pink

**Feel Valued & Included**



54% of students agreed, or strongly agreed, they feel valued and included at HCCS.  
17% disagreed.

**Feel Safe**



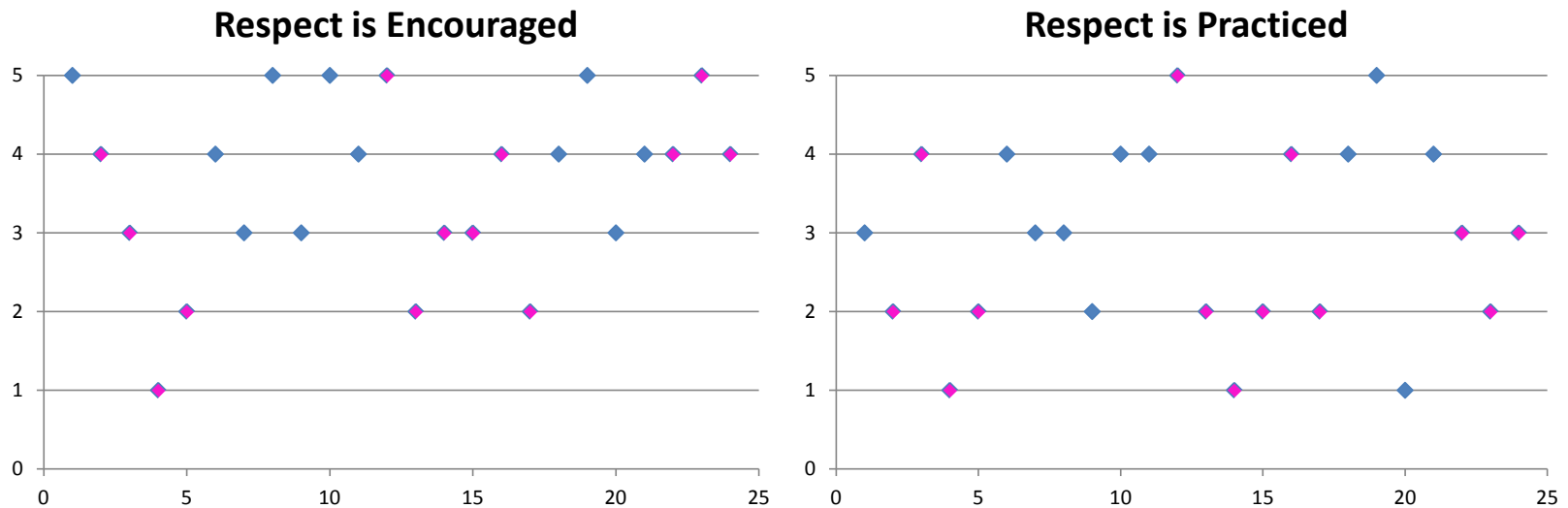
63% of students agreed, or strongly agreed, they feel safe at HCCS.  
13% disagreed.

# Student Survey: Student Relations

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

Male=Blue

Female=Pink

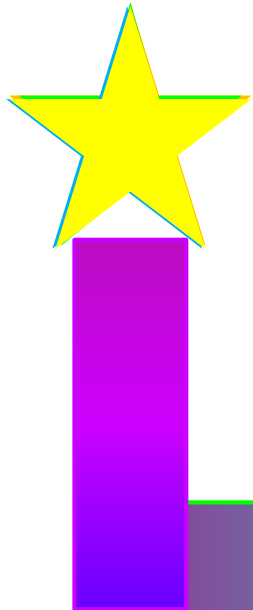


58% agreed, or strongly agreed, that students are encouraged to treat one another with respect at HCCS.  
17% disagreed.

38% agreed, or strongly agreed, students at HCCS do treat one another with respect.  
42% disagreed.

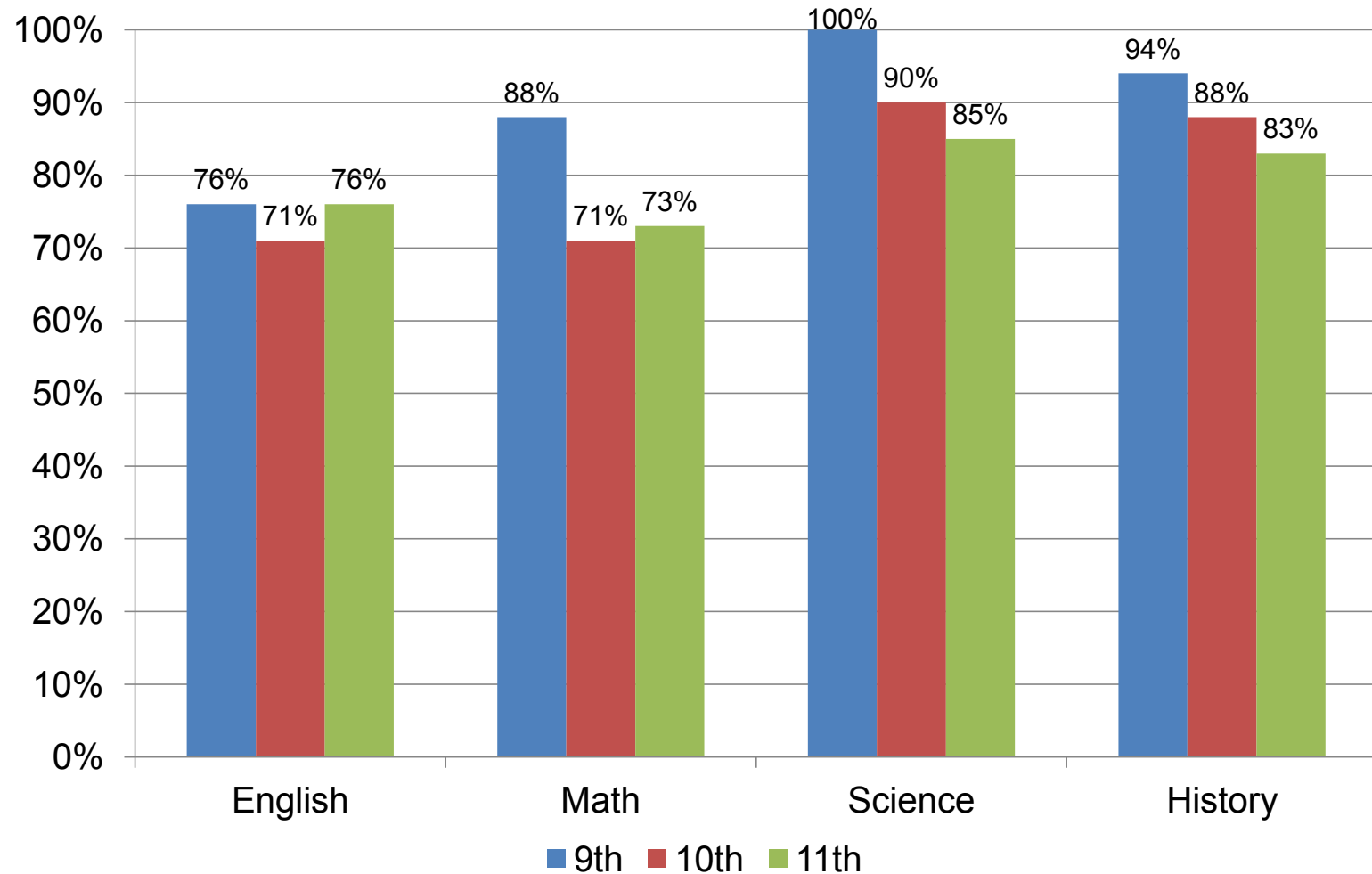
# How Did Students Do This Year?

2011-2012

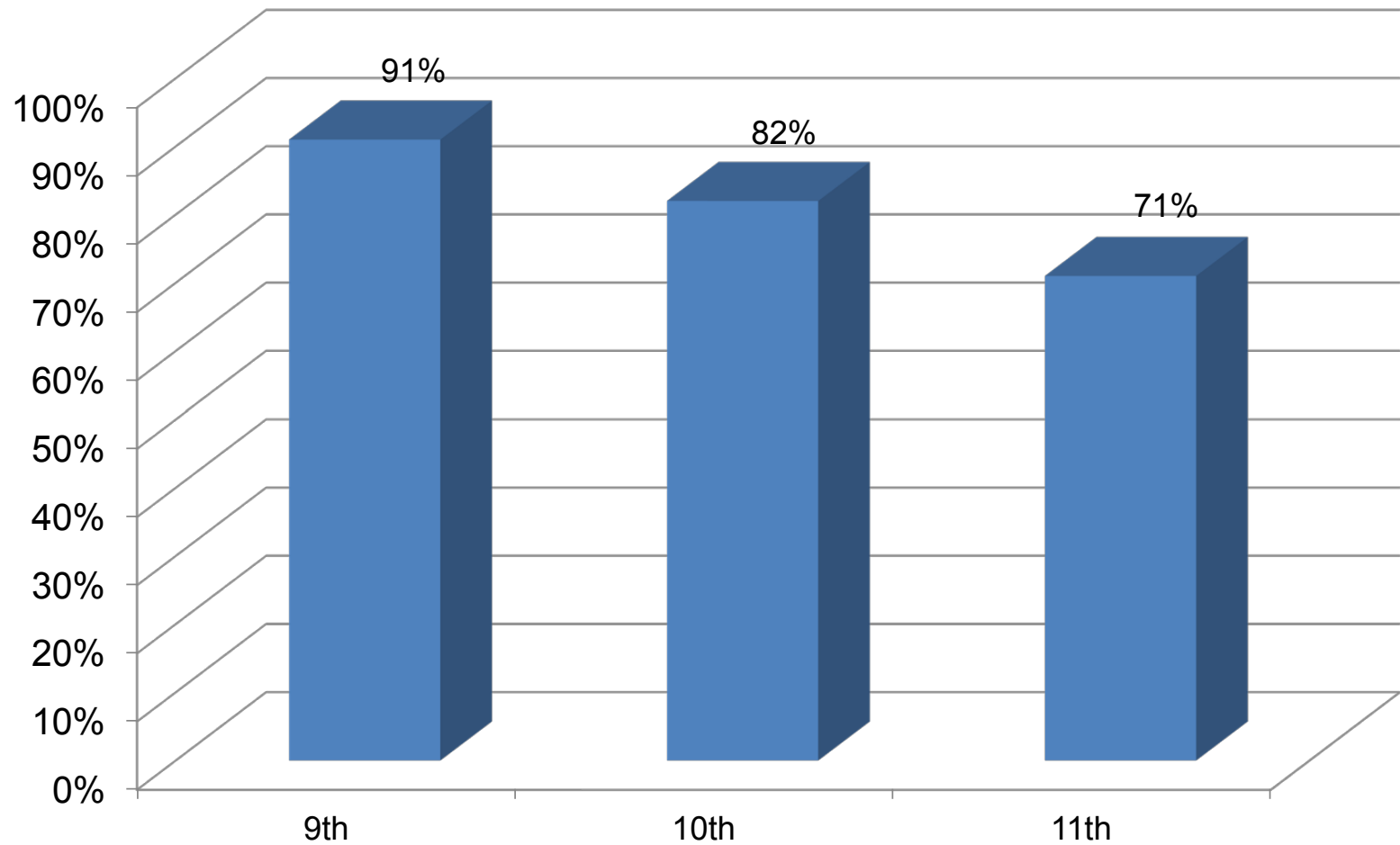




## Percentage of Students Passing Subjects

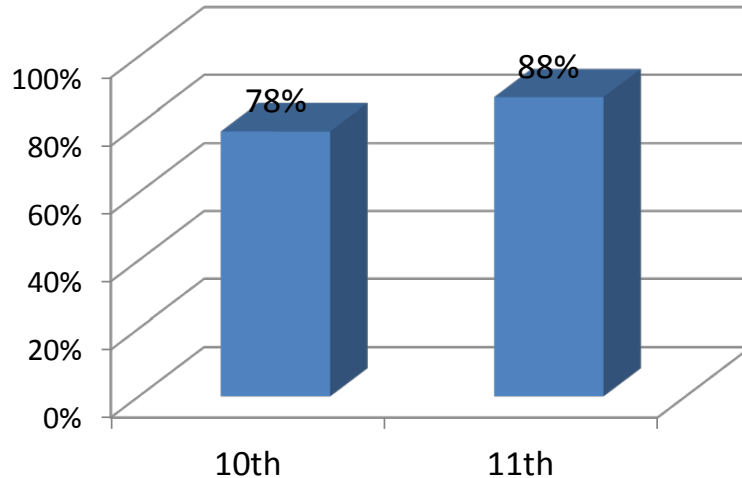


# Percentage of Credits Earned

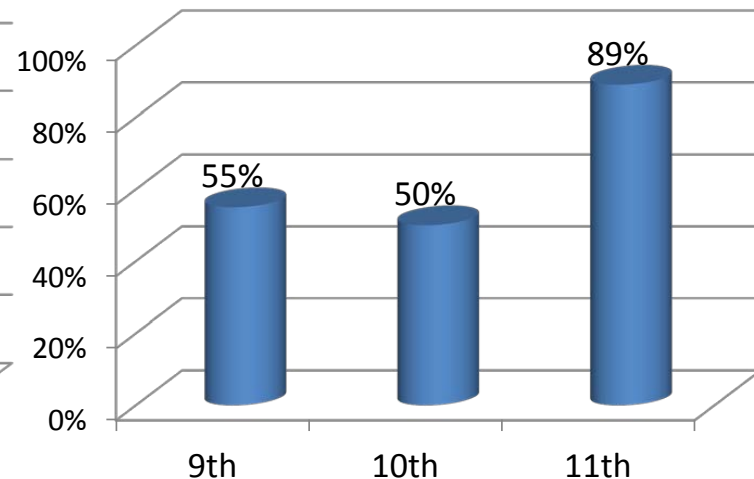


# Many At-Risk for Late Graduation

**Percentage of Students Who Entered  
HCCS with a Credit Deficiency**



**'11-'12 Completers At-Risk for Not  
Graduating on Time**



## Reasons:

Students fell behind due to failing grades or not taking enough classes (seminary and other reasons).

## Budget Concerns

- Expanding the high school enrollment will require additional space and cost.
  - Additional teachers will be needed.
  - Funding is based on student enrollment.
  - 10 students disenrolled after learning accreditation was delayed.
  - There are only 11 high school students on the waiting list, making it unlikely there will be full high school enrollment in the upcoming year to generate needed revenue.
-

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## Pilot H.S. Summary

- Even though HCCS provides a challenging curriculum, some students excelled, students who also did well in their past schools.
  - Students with disabilities received supports that enabled them to earn most of their credits.
  - With 52 credits required for graduation:
    - Class of 2013: 89% are unlikely to graduate on time.
    - Class of 2014: 50% are unlikely to graduate on time.
    - Class of 2015: 55% are unlikely to graduate on time.
  - Full enrollment is unlikely without additional recruitment.
  - Budget is inadequate to provide portables and additional teachers. Need additional revenue.
-

July 24, 2012

HCCS  
2012/2013 Budget Template  
Caldwell, Id

Caldwell, Id		FY 2012-2013			#1			FY 2012-2013			#2			FY 2012-2013			#3			Variances							
		K-12 Full enrollment						K-8 partial 8th grade enrollment						K-8 Full enrollment													
		Number	Rate	Amount				Number	Rate	Amount				Number	Rate	Amount											
Number of Students		580						510						540						-70	-40						
<b>Revenues:</b>																											
State Apportionment			\$ 3,800	\$2,204,023					\$ 3,619	\$1,845,789					\$ 3,702	\$1,998,959				-\$358,234	-\$205,064						
State Transportation			75%	165,000					75%	165,000					75%	165,000				\$0	\$0						
Nutrition Program		\$ -		170,000				\$ -		170,000				\$ -		170,000				\$0	\$0						
Title 1				148,000						148,000						148,000				\$0	\$0						
Title IIA				22,000						22,000						22,000				\$0	\$0						
IDEA VI-B				65,000						65,000						65,000				\$0	\$0						
Fundraising/PTSO				7,500						7,500						7,500				\$0	\$0						
Student Fees/IDs			35	20,300					35	17,850					35	18,900				-\$2,450	-\$1,400						
Classroom Technology				15,832						15,832						15,832				\$0	\$0						
Other State Funds(SED,Math/Science)				37,095						37,095						37,095				\$0	\$0						
Medicaid (Idaho State Billing Svcs)				15,000						15,000						15,000				\$0	\$0						
LEP				4,080						4,080						4,080				\$0	\$0						
Interest				100						100						100				\$0	\$0						
<b>Total Revenues</b>				\$2,873,930						\$2,513,246						\$2,667,466				-\$360,684	-\$206,464						
<b>Expenses:</b>																											
<b>Salaries:</b>																											
Certified	Administration	\$ 85,000	1	\$85,000					1	\$85,000					1	\$85,000				\$0	\$0						
	Teachers		25	\$815,696					21	\$696,655					21	\$696,655				-4	-\$119,041						
	Counselor	\$ 46,768	1	\$46,768					1	\$46,768					1	\$46,768				\$0	\$0						
	Title 1 Coordinator	\$ 37,164	1	\$37,164					1	\$37,164					1	\$37,164				\$0	\$0						
	Title 1 Math	\$ 31,750	1	\$31,750					2	\$31,750					2	\$31,750				\$0	\$0						
	Fed Programs Director	\$ 50,000	1	\$50,000					1	\$50,000					1	\$50,000				\$0	\$0						
Classified	Special Ed/SLP	\$ 31,750	1	\$31,750					2	\$31,750					2	\$31,750				\$0	\$0						
	Nutritional Program	\$ 24,000	1	\$24,000					1	\$24,000					1	\$24,000				\$0	\$0						
	Maintenance/Other	\$ 20,800	1	\$20,800					1	\$20,800					1	\$20,800				\$0	\$0						
	Classified/Office Staff	\$ 44,800	2	\$44,800					2	\$44,000					2	\$44,000				-\$800	-\$800						
	IT Manager-ISEE/PS	\$ 47,000	1	\$47,000					1	\$47,000					1	\$47,000				\$0	\$0						
	Instructional Aids/Substitutes-Gen Ed			\$70,000						\$50,000						\$50,000				-\$20,000	-\$20,000						
	Instructional Aids-SPED			\$10,000						\$10,000						\$10,000				\$0	\$0						
	Instructional Aids-Title 1			\$20,000						\$20,000						\$20,000				\$0	\$0						
	Lunch workers			\$20,000						\$20,000						\$20,000				\$0	\$0						
	<b>Total Salaries</b>		36	\$1,354,728					34	\$1,214,887					34	\$1,214,887				-\$139,841	-\$139,841						
<b>Benefits:</b>																											
Retirement/PERSI		11.6%		\$142,611				11.7%		\$129,884				11.7%		\$129,884				-\$12,727	-\$12,727						
Health/Life Insurance		325	36	140,400				325	34	132,600				325	34	132,600				-2	-\$7,800						
Payroll Taxes		7.7%		103,637				7.7%		92,939				7.7%		92,939				-\$10,698	-\$10,698						
Workers Compensation		1.1%		8,000				1.1%		8,000				1.1%		8,000				\$0	\$0						
<b>Total Benefits</b>				\$394,648						\$363,423						\$363,423				-\$31,225	-\$31,225						
<b>Operating Expenses:</b>																											
Fundraising/PTSO				\$7,500				\$ 10.00		\$7,500				\$ 10.00		\$7,500				\$0	\$0						
Textbooks		\$ 20.00		\$7,500				\$ 10.00		\$7,500				\$ 10.00		\$7,500				\$0	\$0						
Testing & Assessment				\$2,000						\$2,500						\$2,500				\$500	\$500						
Copy Machine Lease				\$15,000						\$15,000						\$15,000				\$0	\$0						
Equipment/ Furniture				\$5,000						\$5,000						\$5,000				\$0	\$0						
Technology				\$15,832						\$15,832						\$15,832				\$0	\$0						
Special Ed services/IDEA/Gen				\$25,000						\$25,000						\$25,000				\$0	\$0						
Special Ed Supplies				\$5,000						\$5,000						\$5,000				\$0	\$0						
Title 1 Supplies				\$10,000						\$10,000						\$10,000				\$0	\$0						
Legal				\$12,000						\$12,000						\$12,000				\$0	\$0						
Accounting/ Audit fee				\$5,000						\$5,000						\$5,000				\$0	\$0						
Marketing/Legal Publications				\$2,000						\$2,000						\$2,000				\$0	\$0						
Utilities				\$35,000						\$35,000						\$35,000				\$0	\$0						
Liability & Property Insurance				\$11,000						\$11,000						\$11,000				\$0	\$0						
Staff Development				\$22,000						\$22,000						\$22,000				\$0	\$0						
Rents and Leases				\$493,889						\$493,889						\$493,889				\$0	\$0						
Portables/secondary fac		\$ 7,944.00	2	\$15,888	17%					\$0	20%					\$0				-\$15,888	-\$15,888						
Permits and fees		\$ 20,000.00	2	\$40,000	1%					\$0	0%					\$0				-\$40,000	-\$40,000						
Custodial supplies				\$10,000						\$10,000						\$10,000				\$0	\$0						
High School Lockers				\$3,500						\$0						\$0				-\$3,500	-\$3,500						
Supplies - admin-HR/ postage				\$5,000						\$5,000						\$5,000				\$0	\$0						
Grounds & Maintenance				\$2,000						\$2,000						\$2,000				\$0	\$0						
Professional fees/Board Exp				\$0						\$0						\$0				\$0	\$0						
<b>Total Operating Expenses</b>				\$742,609						\$683,721						\$683,721				-\$58,888	-\$58,888						
<b>Program Expenses:</b>																											
Transportation		\$ 365		\$220,000				\$ 365		\$220,000				\$ 365		\$220,000				\$0	\$0						
Nutrition Program		\$ -		113,652				\$ -		113,652				\$ -		113,652				\$0	\$0						
<b>Total Program Expenses</b>				\$333,652						\$333,652						\$333,652				\$0	\$0						
<b>Total Expenses</b>				\$2,825,637						\$2,595,683						\$2,595,683				-\$229,954	-\$229,954						
<b>Net Operating Income/(Loss)</b>				\$48,293						-\$82,437						\$71,783				\$0	\$0						
<b>Beginning Fund Balance</b>				0						0						0				-\$130,730	\$23,490						
<b>Ending Fund Balance</b>				48,293						-\$82,436						71,784				\$0	\$0						
																								-\$130,729			\$23,491
Support Units			30.7				25.22						27.62														
Discretionary		604974					496985						544280														
Benefit		244382					206137						219165														
SBA		1354667					1142667						1235514														

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Heritage Community Charter School, Through 30June12	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$1,186,106.00	\$1,188,118.00	\$1,188,118.00	100.17%	First Reporting Period 26.5 Support units, 512 students per updated ISEE reporting and clarification with Greg Berj
Benefit Apportionment	\$228,520.00	\$201,700.00	\$201,700.00	88.26%	
Entitlement	\$500,463.00	\$520,089.00	\$520,089.00	103.92%	
State Transportation	\$146,775.00	\$156,134.00	\$156,134.00	106.38%	Based on 75% reimbursement on actual costs as we are looking to be slightly over the cap per student to receive full funding-confirmed by Brandon Phillips at the SDE
Lottery	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other State Funds (Specify)	\$0.00	\$57,864.35	\$57,864.35	#DIV/0!	Classroom Technology/Idaho Reading Initiative/Math & Science Initiative/Prof Dev Grant Carryover \$10,600
Special Ed - Regular	\$70,000.00	\$53,596.00	\$53,596.00	76.57%	
Special Ed - ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	Anticipate carrying over the maximum allowed 15% of \$141,382 allocation to next fiscal yea
Title I	\$130,000.00	\$108,129.00	\$108,129.00	83.18%	
Federal Title I Funds : ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	Getting set up with Idaho medical billing to begin claims - NA until FY13 Anticipated carry over of remaining allocation - Total allocation \$19,052
Medicaid Reimbursement	\$15,000.00	\$0.00	\$0.00	0.00%	
Title IIA	\$0.00	\$3,108.00	\$3,108.00	#DIV/0!	Start up purchases for amendment and items purchased in July 2011
Local Revenue (Specify)	\$125,000.00	\$0.00	\$0.00	0.00%	
Federal Startup Grant	\$0.00	\$59,001.00	\$59,001.00	#DIV/0!	Food Service Revenue Lunaria League-Blue Cross Childhood Obesity Grant (\$21,060), School Fees \$12,655
Other Grants (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Fundraising	\$10,000.00	\$7,560.00	\$7,560.00	75.60%	Interest Earned
Interest Earned	\$0.00	\$135.50	\$135.50	#DIV/0!	
Other (Specify)	\$0.00	\$181,818.00	\$181,818.00	#DIV/0!	Food Service Revenue Lunaria League-Blue Cross Childhood Obesity Grant (\$21,060), School Fees \$12,655
Other (Specify)	\$0.00	\$33,719.00	\$33,719.00	#DIV/0!	
TOTAL REVENUE	\$2,411,864.00	\$2,570,971.85	\$2,570,971.85	106.60%	
EXPENDITURES					
100 Salaries					
Teachers	\$809,880.00	\$748,703.00	\$748,703.00	92.45%	Instructional Aides included in Classified
Special Education	\$117,990.00	\$71,749.00	\$71,749.00	60.81%	
Instructional Aides	\$82,422.00	\$0.00	\$0.00	0.00%	
Classified/Office	\$150,498.00	\$64,192.00	\$64,192.00	42.65%	Adminstrator change and classified staff included in Admin
Administration	\$95,004.00	\$242,967.00	\$242,967.00	255.74%	
Maintenance	\$10,944.00	\$10,541.00	\$10,541.00	96.32%	
Other (Specify)	\$0.00	\$46,476.00	\$46,476.00	#DIV/0!	Food Service
Other (Specify)	\$0.00	\$85,615.00	\$85,615.00	#DIV/0!	Title 1
Total Salaries	\$1,266,738.00	\$1,270,243.00	\$1,270,243.00	100.28%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$333,449.00	\$304,213.00	\$304,213.00	91.23%	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Total Benefits	\$333,449.00	\$304,213.00	\$304,213.00	91.23%	
300 Purchased Services					
Management Services	\$0.00	\$2,089.00	\$2,089.00	#DIV/0!	Remaining balance of \$19,052 to be carried over. Final expenditure date is 9/2011: Legal publications, no advertising
Staff Dev/Title IIA	\$0.00	\$0.00	\$0.00	#DIV/0!	
Legal Pub/Advertising	\$0.00	\$526.00	\$526.00	#DIV/0!	
Legal Services	\$10,000.00	\$8,918.00	\$8,918.00	89.18%	And Title 1
Special Education	\$20,000.00	\$24,672.00	\$24,672.00	123.36%	
Liability & Property Ins	\$24,000.00	\$12,082.00	\$12,082.00	50.34%	Not purchased svcs-should be included in salaries above
Substitute Teachers	\$7,500.00	\$7,727.00	\$7,727.00	103.03%	
Board Expenses	\$0.00	\$4,325.00	\$4,325.00	#DIV/0!	Brian Carpenter Board Training
Computer Services	\$0.00	\$0.00	\$0.00	#DIV/0!	IT staff employed at school
Transportation	\$195,700.00	\$219,810.00	\$219,810.00	112.32%	Based on bus ridership, routes: final report evaluation with Brown Bus.
Travel	\$0.00	\$15,514.00	\$15,514.00	#DIV/0!	Admin, Student activities, Secondary Music
Other (Specify)	\$8,250.00	\$18,252.00	\$18,252.00	221.24%	Copy Machine lease and service agreement, IDLA classes, Nutrition purchased svcs
Other (Specify)	\$12,500.00	\$27,504.00	\$27,504.00	220.03%	Audit fees - programmatic and fiscal, Professional organization fees, bookkeeping services, bank fees
Total Services	\$277,950.00	\$341,419.00	\$341,419.00	122.83%	
Facilities					
Building Lease	\$388,216.00	\$399,486.00	\$399,486.00	2.30%	Partial Month August 2011 Rent, paid lease through June 2012
Land Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	
Modular Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Utilities, Phones, Lndscp	\$41,000.00	\$35,482.00	\$35,482.00	18.85%	
Site Preparation	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$2,500.00	\$0.00	\$0.00	0.00%	Blue Cross Obesity kitchen/garden grant
Other (Specify)	\$9,000.00	\$9,432.00	\$9,432.00	2442.33%	Grounds & Maintenance, lawn care, snow removal, Janitorial Services, Freezer installation
<b>Total Facilities</b>	<b>\$440,716.00</b>	<b>\$444,400.00</b>	<b>\$444,400.00</b>	<b>100.84%</b>	
<b>400 Supplies and Maintenance</b>					
Textbooks	\$0.00	\$13,536.00	\$13,536.00	#DIV/0!	Title 1, Media library, Title IIA
School Supplies	\$2,500.00	\$25,238.00	\$25,238.00	1009.52%	Fundraising, school supplies, SPED supplies
Power School	\$0.00	\$0.00	\$0.00	#DIV/0!	Annual license renewal-prepaid for FY13,
Custodial Supplies	\$8,000.00	\$10,446.00	\$10,446.00	130.58%	Building Care/Grounds Supplies
Other (Specify)	\$0.00	\$938.72	\$938.72	#DIV/0!	Blue Cross Obesity kitchen/garden grant
Other (Specify)	\$0.00	\$126,465.00	\$126,465.00	#DIV/0!	Food Service-Child Nutrition
<b>Total Supplies</b>	<b>\$10,500.00</b>	<b>\$176,623.72</b>	<b>\$176,623.72</b>	<b>1682.13%</b>	
<b>500 Capital Objects</b>					
Furniture	\$0.00	\$9,226.00	\$9,226.00	#DIV/0!	Middle school furniture
Technical AV Equipment	\$0.00	\$15,122.02	\$15,122.02	#DIV/0!	Included in Technology grant
Other (Specify)	\$10,000.00	\$10,494.00	\$10,494.00	104.94%	School Nutrition Start up expenses
Other (Specify)	\$0.00	\$7,801.21	\$7,801.21	#DIV/0!	Blue Cross Obesity kitchen/garden grant-carryover \$8739 in revenue
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	Food Service-Child Nutrition
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Capital Objects</b>	<b>\$10,000.00</b>	<b>\$42,643.23</b>	<b>\$42,643.23</b>	<b>426.43%</b>	
<b>Debt Service</b>					
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Debt Service</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	
<b>Grant Purchases</b>					
Specify	\$0.00	\$52,495.00	\$52,495.00	#DIV/0!	Final Federal Startup Grant purchases
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Grant Purchases</b>	<b>\$0.00</b>	<b>\$52,495.00</b>	<b>\$52,495.00</b>	<b>#DIV/0!</b>	
Reserve Fund			\$0.00	#DIV/0!	
Building Fund				#DIV/0!	
<b>Total Expenses</b>	<b>\$2,339,353.00</b>	<b>\$2,632,036.95</b>	<b>\$2,632,036.95</b>	<b>112.51%</b>	
Carryover from Previous FY		\$202,278.00	\$202,278.00	#DIV/0!	
<b>Reserve/(Deficit)</b>	<b>\$72,511.00</b>	<b>\$141,212.90</b>	<b>\$141,212.90</b>	<b>194.75%</b>	



July 24, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Heritage Community Charter, FY13-2012-2013	Proposed Budget	Notes
<b>REVENUE</b>		
Local Revenue		
<b>State Revenue</b>		
Entitlement	\$544,280.00	Estimated enrollment of 540 generating 27.6 support units-K-8 only, no high school
<b>Wages</b>		
Administration	\$90,317.00	
Teachers	\$938,180.00	
Classified	\$194,097.00	
Medicaid	\$15,000.00	
Benefit	\$220,556.00	
Transportation	\$165,000.00	Reimbursement at 75%
<b>Federal Revenue</b>		
Title I	\$148,000.00	
Special Ed	\$65,000.00	
Title II	\$22,000.00	
Startup Grant	\$0.00	
Other Sources (Specify)	\$26,400.00	Fundraising/ Student fees
Other Sources (Specify)	\$170,000.00	School Nutrition revenue
Other Sources (Specify)	\$57,107.00	LEP/Interest/SED/Math & Science initiative/Classroom technology
<b>Total Revenue before holdback</b>	<b>\$2,655,937.00</b>	
<b>PROPOSED HOLDBACK</b>		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
<b>Total Holdback</b>	<b>\$0.00</b>	
<b>Total Revenue after holdback</b>	<b>\$2,655,937.00</b>	
<b>EXPENDITURES</b>		
<b>100 Salaries</b>		
Teachers	\$733,423.00	
Admin	\$85,000.00	
Classified	\$256,600.00	
Special education	\$80,500.00	
Other (Specify)	\$88,914.00	Title 1
Other (Specify)		
<b>Total Salaries</b>	<b>\$1,244,437.00</b>	
<b>200 Benefits</b>		
Benefit Dollars	\$0.00	
PERSI/Payroll taxes	\$340,465.00	Persi/payroll taxes/Health/dental/vision benefits
Other (Specify)	\$8,000.00	Workers Comp
<b>Total Benefits</b>	<b>\$348,465.00</b>	
<b>300 Purchased Services</b>		
Transportation	\$220,000.00	
Special Education	\$25,000.00	
Proctor costs	\$2,000.00	testing and assessment
Legal	\$12,000.00	
Insurance	\$0.00	Listed below
Copier Lease	\$15,000.00	
Printer Lease	\$0.00	
Facility Lease	\$493,889.00	
Utilities	\$35,000.00	
Professional Development	\$22,000.00	Title IIA
Technology	\$15,832.00	
Management Services	\$0.00	
Legal Publications/Advertising	\$2,000.00	

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Substitute Teachers	\$0.00	Included in classified salaries \$5,000
Board Expenses	\$0.00	
Other (Specify)	\$5,000.00	Audit fees
Other (Specify)	\$0.00	
Total Purchased Services	\$847,721.00	
<b>Supplies &amp; Materials</b>		
Teacher/Classroom	\$15,000.00	
Office	\$5,000.00	
Janitorial	\$10,000.00	
Textbooks	\$7,500.00	
Other (Specify)	\$7,000.00	grounds and maintenance/equipment and furniture
Other (Specify)	\$113,652.00	School nutrition expenditures
Total Supplies & Materials	\$158,152.00	
<b>Grant Expenditures</b>		
Specify		
Specify		
Specify		
Total Grant Expenditures	\$0.00	
<b>Capital Outlay</b>		
Total Capital Outlay	\$0.00	
<b>Debt Retirement</b>		
Total Debt Retirement	\$0.00	
<b>Insurance &amp; Judgements</b>	\$11,000.00	
Total Insurance & Judgements	\$11,000.00	
<b>Transfers</b>		
Total Transfers	\$0.00	
<b>Contingency Reserve</b>	\$0.00	
<b>Building Fund</b>	\$0.00	
Total Expenditures	\$2,609,775.00	
Carryover from Previous FY	\$141,212.90	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	\$187,374.90	

**SUBJECT**

DaVinci Charter School Financial Status and Special Education Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209  
34 CFR § 300.111  
34 CFR § 300.301  
34 CFR § 300.304  
34 CFR § 300.306  
34 CFR § 300.503  
34 CFR § 300.504  
34 CFR § 300.530

**BACKGROUND**

DaVinci Charter School (DaVinci), formerly Garden City Community School, is a K-8 public charter school authorized by the Public Charter School Commission (PCSC). The school has operated in Garden City since 2006.

Two concerns have recently arisen at DaVinci; one regarding the school's finances and the other regarding a violation of special education law.

It should be noted that, due to late addition of this item to the agenda and unavailability of DaVinci's administrator and business manager during the preparation of these materials, some of the information below has been difficult to verify. The board chair has attempted to provide details but has not always had the necessary background to do so with full confidence.

**DISCUSSION**

Financial Shortfall:

In June, PCSC staff was notified by DaVinci's board chair that the school was facing a fiscal deficit significant enough that they would not be able to cover payroll in June. The shortfall is reportedly due to unanticipated expenses related to a facility move and special education.

In response to this situation, the board had asked stakeholders to provide short-term loans, which will be paid back within 90 days. DaVinci was able to obtain \$28,100 in short-term loans from stakeholders. The school intends to repay the loans using its first payment for the 2012-13 school year.

DaVinci also maintains a \$50,000 line of credit with Zion's Bank and has a history of using this line of credit to mitigate problems with cash flow. In FY11, DaVinci accessed these funds, which were then repaid in fall 2011 using FY12 funds. It appears the line of credit maxed out again later in FY12 and has not yet been repaid.

The most recent budgets provided by the school indicate that DaVinci may have ended FY12 with a \$164,000 deficit. However, the actual amount of deficit remains unclear and may be significantly lower.

The school has submitted a preemptive corrective action plan (CAP) indicating that they will manage their FY13 budget and improve student retention adequately to ensure a positive carryover into FY14.

**Special Education Violation:**

On June 15, 2012, DaVinci received a final report from the SDE regarding a special education complaint filed against the school. The investigation resulted in seven findings out of eight allegations. Noncompliance was found in the areas of policies and procedures, evaluation and identification of students, prior notice, and discipline procedures. The SDE has indicated deep concern regarding the nature of these findings.

Furthermore, it appears DaVinci has violated its charter in reference to the manner in which special education services will be provided. According to the charter, "In addition to conforming procedurally to the requirements of the federal Individuals with Disabilities Education Act ("IDEA") and other federal laws, DaVinci embraces the following principles..."

A corrective action plan has been submitted and is included with meeting materials. School officials have indicated commitment to completing the outlined action steps in order to become compliant.

**IMPACT**

Pursuant to I.C. § 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter... (d) Failed to demonstrate fiscal soundness...(f) Violated any provision of law."

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to DaVinci Charter School a notice of defect on the following grounds:

1. Committed a material violation of any condition, standard, or procedure set forth in the approved charter, specifically with regard to the provision special education services;
2. Failure to demonstrate fiscal soundness;

3. Violation of a provision of law, specifically with regard to the following special education laws: 34 CFR §300.111, 34 CFR §300.301, 34 CFR §300.304, 34 CFR §300.306, 34 CFR §300.503, 34 CFR §300.504, and 34 CFR §300.530.

Additionally, staff recommends that the PCSC direct DaVinci to submit monthly fiscal updates, including cash flow statements, until further notice.

**COMMISSION ACTION**

A motion to direct PCSC staff to issue to DaVinci Charter School a notice of defect on the following grounds:

1. Committed a material violation of any condition, standard, or procedure set forth in the approved charter, specifically with regard to providing special education services;
2. Failure to demonstrate fiscal soundness;
3. Violation of a provision of law, specifically with regard to the following special education laws: 34 CFR §300.111, 34 CFR §300.301, 34 CFR §300.304, 34 CFR §300.306, 34 CFR §300.503, 34 CFR §300.504, and 34 CFR §300.530.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**DaVINCI CHARTER SCHOOL 5655 N. Glenwood St, Boise, ID 83714**

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July 2, 2012

Idaho Public Charter School Commissioners  
PO Box 83720  
Boise, ID 83720-0037

Commissioners Reed, DeMordaunt, Corkill, Hallett, O'Donahue, Quinn, and Van Wart:

During the last week of May, members of the staff and board of DaVinci Charter School became aware of a financial issue at DaVinci impacting our ability to cover June expenses. We had been under the impression (obviously, not a correct one) that there would be an SDE reimbursement in June. When staff called and confirmed this would not be the case, we went into action and asked board members, staff, parents and other stakeholders, who could, to make a short-term loans (90-day) to the school. Fully understanding the magnitude of the situation we were in, we communicated it openly with all of our stakeholders, including Idaho Public Charter School staff.

The shortfall was originally estimated at \$40,000. Through collection of past due lunch fees, federal program reimbursements and loans totaling \$28,100 from eleven individuals, we were able to cover/pay all of our June legally obligated expenses. We will be paying back the loans in late August.

What went wrong? In hindsight, we can see that expenses incurred at the beginning of the year for our move (utility hook-ups, permits and fees) were not budgeted in. We had anticipated these expenses being rolled into a new building loan that did not happen. We also had unbudgeted/unplanned for expenses associated with special needs students. Again in hindsight, our budget did not have the reserves needed to cover the above. We utilized our line-of-credit, which has typically served as our reserve, earlier in the year to cash flow the unexpected expenses.

The bottom line to this situation is that we have not reached our critical mass of student enrollment to generate the finances needed to cash flow our school with a reserve beyond the line-of-credit. In addition, we (board and staff) must all take responsibility for not catching/predicting this situation much earlier on and managing it more effectively.

As a result of this situation, we have initiated three specific actions to prevent it from re-occurring. These are:

- 1) Revised the 2012-2013 budget to ensure elimination of the negative balance being carried forward as well as having a positive balance for carrying forward in 2013-2014. The updated budget information requested follows as an attachment.
- 2) Initiated an aggressive student recruitment campaign to retain the 155 students currently

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projected to attend DaVinci next year through personal phone calls by board members and staff.  
(Our budget is based on 135.)

- 3) Monitoring cash flow through monthly reports designed specifically for this purpose in addition to balance sheets and income/expense reports.

Any additional suggestions from Commission members and staff are welcome.

On June 15<sup>th</sup>, we also received the State Department of Education (SDE) final report on an administrative complaint from a family alleging DaVinci Charter School violated one or more requirements of the Individuals with Disabilities Education Act (IDEA) 2004. We worked diligently through this process as it was happening with attorney Elaine Eberharter-Mackey. The corrective action plan for addressing compliance issues is attached.

The opportunity to learn from both of these situations has been challenging and appreciated.

With regard,

A handwritten signature in black ink, appearing to read "Laurel York Odell". The signature is fluid and cursive, with a large loop at the end.

DaVinci Charter School Board Members

Laurel York Odell, President  
Tim Richey, Treasurer  
Michael Tetrault  
Andrea Derden  
Matthew Shapiro  
Darin Vickery

Cc: Cindy Hoovel, Administrator

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DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual Most Recent Month End)	(Through	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>REVENUE</b>						
Salary Apportionment	\$ 506,211.00	\$ 478,528.53	\$	478,528.53	94.53%	Includes Entitlement
Benefit Apportionment	\$ 62,997.00	\$ 61,434.68	\$	61,434.68	97.52%	
Entitlement					#DIV/0!	
State Transportation	\$ 19,479.00	\$ 26,457.00	\$	26,457.00	135.82%	
Lottery	\$ 8,000.00	\$ 6,169.00	\$	6,169.00	77.11%	
Other State Funds (Specify)	\$ 4,400.00	\$ 4,489.00	\$	4,489.00	102.02%	Remidiation and LEP
Special Ed - Regular	\$ 29,562.00	\$ 29,650.00	\$	29,650.00	100.30%	
Special Ed - ARRA					#DIV/0!	
Title I	\$ 36,000.00	\$ 37,397.00	\$	37,397.00	103.88%	
Federal Title I Funds : ARRA					#DIV/0!	
Medicaid Reimbursement	\$ 31,000.00	\$ 33,761.62	\$	33,761.62	108.91%	
Title IIA	\$ 5,000.00	\$ 4,654.96	\$	4,654.96	93.10%	
						Carry over, Special Programs Fee Why is the projected column so much less than the proposed column? What is specifically reflected in this amount? How much from carry over and from where? What special programs? etc
Local Revenue (Specify)	\$ 98,950.05	\$ 24,814.18	\$	24,814.18	25.08%	
Federal Startup Grant					#DIV/0!	
Other Grants (Specify)					#DIV/0!	
Fundraising	\$ 13,500.00	\$ 8,811.65	\$	8,811.65	65.27%	
Interest Earned	\$ 1,000.00	\$ 317.38	\$	317.38	31.74%	
Other (Specify)	\$ 20,500.00	\$ 23,681.57	\$	23,681.57	115.52%	Federal Lunch Program
Other (Specify)	\$ 21,200.00	\$ 21,954.57	\$	21,954.57	103.56%	Ed Jobs & Coordinated Health Grant
<b>TOTAL REVENUE</b>	<b>\$857,799.05</b>	<b>\$762,121.14</b>		<b>\$762,121.14</b>	<b>88.85%</b>	
<b>EXPENDITURES</b>						
<b>100 Salaries</b>						
Teachers	\$ 232,897.48	\$ 230,356.76	\$	230,356.76	98.91%	



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DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
Special Education	\$ 35,000.00	\$ 32,188.61	\$ 32,188.61	91.97%	
Instructional Aides	\$ 20,673.00	\$ 30,899.64	\$ 30,899.64	149.47%	What is the \$10,000 over the proposed budget a result of?
Classified/Office	\$ 64,186.00	\$ 66,563.64	\$ 66,563.64	103.70%	
Administration	\$ 78,150.00	\$ 78,150.00	\$ 78,150.00	100.00%	
Maintenance				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Salaries	\$430,906.48	\$438,158.65	\$438,158.65	101.68%	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$ 157,884.57	\$ 152,826.73	\$ 152,826.73	96.80%	
Other (Specify)				#DIV/0!	
Total Benefits	\$157,884.57	\$152,826.73	\$152,826.73	96.80%	
<b>300 Purchased Services</b>					
Management Services	\$ 9,000.00	\$ 18,510.41	\$ 18,510.41	205.67%	What are the management services for? Who is providing them? Why is the projected amount double what was proposed?
Staff Dev/Title IIA				#DIV/0!	
Legal Pub/Advertising	\$ 2,000.00	\$ 4,203.36	\$ 4,203.36	210.17%	
Legal Services	\$ 2,000.00	\$ 1,085.05	\$ 1,085.05	54.25%	
Special Education	\$ 36,500.00	\$ 32,703.67	\$ 32,703.67	89.60%	
Liability & Property Ins	\$ 6,000.00	\$ 6,628.00	\$ 6,628.00	110.47%	Building and Workman Comp
Substitute Teachers	\$ 3,600.00	\$ 4,376.00	\$ 4,376.00	121.56%	
Board Expenses				#DIV/0!	
Computer Services	\$ 8,500.00	\$ 5,457.61	\$ 5,457.61	64.21%	

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DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual Most Recent Month End)	(Through Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
Transportation Travel	\$ 41,000.00	\$ 54,612.21		\$ 54,612.21	133.20% #DIV/0!	Why are projected transportation costs so much more than the proposed amount? What is this a result of?  LEP Services, SPECIAL PROGRAM PURCHASED SERVICES,Audit Fees,BANK SERVICE CHARGES,SERVICE CONTRACT(S),PURCHASED SERVICES - FOOD SERVICE,TITLE IA - PURCHASED SERVICES, TITLE IA - PARENT INVOLVEMENT, Custodial Services,
Other (Specify) Other (Specify)	\$ 39,158.00	\$ 41,863.79		\$ 41,863.79	106.91% #DIV/0!	Medicaid
Total Services	\$147,758.00	\$169,440.10		\$169,440.10	114.67%	
<b>Facilities</b>					#DIV/0!	
Building Lease					#DIV/0!	
Land Lease			\$1.00	\$1.00	#DIV/0!	
Modular Lease	\$0.00	\$13,537.48		\$13,537.48	#DIV/0!	
Utilities, Phones, Lndscp	\$ 20,000.00	\$ 14,600.16		\$ 14,600.16	21.88%	
Site Preparation					#DIV/0!	
Other (Specify) Other (Specify)	\$0.00	\$28,012.17		\$28,012.17	#DIV/0! #DIV/0!	Permits and building services
Total Facilities	\$20,000.00	\$56,150.81		\$56,150.81	280.75%	
<b>400 Supplies and Maintenance</b>						
Textbooks	\$ 1,250.00	\$ 287.91		\$ 287.91	23.03%	
School Supplies	\$ 8,000.00	\$ 9,134.13		\$ 9,134.13	114.18%	
Power School					#DIV/0!	
Custodial Supplies	\$ 2,000.00	\$ 979.56		\$ 979.56	48.98%	

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DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual Most Recent Month End	(Through Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed) Notes
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Supplies	\$11,250.00	\$10,401.60	\$10,401.60	92.46%
<b>500 Capital Objects</b>				
Furniture	\$2,000.00	\$182.79	\$182.79	9.14%
Technical AV Equipment				#DIV/0!
Other (Specify)	\$ 2,000.00	\$ 182.79	\$ 182.79	9.14% ELEMENTRAY TECHNOLOGY
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Capital Objects	\$4,000.00	\$365.58	\$365.58	9.14%
<b>Debt Service</b>				
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!
<b>Grant Purchases</b>				
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!
Reserve Fund				#DIV/0!
Building Fund				#DIV/0!

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DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual Most Recent Month End)	(Through Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>Total Expenses</b>	\$771,799.05	\$827,343.47	\$827,343.47	107.20%	It appears this budget reflects a \$65,222 operating loss. Is this accurate?
Carryover from Previous FY	\$25,821.00	\$0.00	\$25,821.00	0.00%	
<b>Reserve/(Deficit)</b>	\$111,821.00	(\$65,222.33)	(\$39,401.33)	-58.33%	Is it accurate that the school will end the year with a \$39,401 deficit this year?

Where is the loan of \$28,100 from stakeholders reflected in this budget?

It appears that the school was aware of the likelihood of having to move last year during March of 2011. This was before the 2011-12 budget was approved by the board. Why were anticipated costs not included in the budget?  
Also in our meeting, the school indicated a contributing factor to the cash flow short fall was increased special education costs. These added costs do not appear to be reflected in the budget? If so, where?

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DaVinci Charter School 2012	June	Proposed Budget	Notes
<b>REVENUE</b>			Is this budget based on 135 students?
Local Revenue		\$ 34,915.00	What specifically does this amount include?
<b>State Revenue</b>			
Entitlement		\$177,354.00	Why is this amount anticipated to be about \$20,000 more than the current year?
<b>Wages</b>			
Administration			This figure includes all money coming from the state for wages
Teachers		\$ 376,393.00	
Classified			
Medicaid			
Benefit		\$ 67,901.00	
Transportation		\$ 38,051.00	Transportation is reimbursed at about 80-85% of expenses which you list below as only \$38,600. Why would this amount be accurate?
<b>Federal Revenue</b>			
Title I		\$ 36,678.00	
Special Ed		\$ 29,562.00	
Title II		\$ 5,000.00	
Startup Grant			
Other Sources (Specify)		\$ 23,442.00	Lunch Program & Tech
Other Sources (Specify)		\$ 7,000.00	Lottery
Other Sources (Specify)		\$ 9,839.00	LEP & Remediation
Total Revenue before holdback		\$806,135.00	

**PROPOSED HOLDBACK**

Teacher Salaries  
Classified Salaries  
Admin Salaries

Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.

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DaVinci Charter School 2012	June	Proposed Budget	Notes
Benefits			
Entitlement			
Transportation			
Total Holdback		\$0.00	
Total Revenue after holdback		\$806,135.00	
<b>EXPENDITURES</b>			
<b>100 Salaries</b>			
Teachers	\$	205,964.69	Why are teacher salaries decreasing by about \$25,000 from the current year?
Admin	\$	78,931.50	
Classified	\$	100,653.07	
Special education	\$	36,000.00	
Other (Specify)			
Other (Specify)			
Total Salaries		\$421,549.26	
<b>200 Benefits</b>			
			All of our benefits, including taxes Why do benefits decrease by about \$50,000 from the current year?
Benefit Dollars	\$	100,625.00	
PERSI/Payroll taxes			
Other (Specify)			
Total Benefits		\$100,625.00	
<b>300 Purchased Services</b>			
			Current year costs were recorded as about \$54,000. Why is the upcoming year estimated to be so much less?
Transportation	\$	38,600.00	
Special Education	\$	36,000.00	
Proctor costs			

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DaVinci Charter School 2012	June	Proposed Budget	Notes
Legal		\$ 1,000.00	
Insurance		\$ 6,100.00	
Copier Lease			
Printer Lease			
			Why is this a major increase over the \$13,500 paid during the current year? What does this amount include? Are changes to the facility being planned?
Facility Lease		\$84,000.00	
Utilities		\$ 14,800.00	
Professional Development		\$4,000.00	
Technology		\$6,200.00	
Management Services			
Legal Publications/Advertising		\$ 1,500.00	
Substitute Teachers		\$ 3,100.00	
Board Expenses		\$ 1,768.34	
			All other purchased services minus the specific
Other (Specify)		\$ 30,449.66	breakouts above
Other (Specify)			
Total Purchased Services		\$227,518.00	
<b>Supplies &amp; Materials</b>			
Teacher/Classroom		\$ 3,900.00	
Office		\$ 4,150.00	
Janitorial		\$ 1,200.00	
Textbooks		\$ 750.00	
Other (Specify)		\$ 250.00	Technology supplies
Other (Specify)			
Total Supplies & Materials		\$10,250.00	
<b>Grant Expenditures</b>			
Specify			
Specify			

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DaVinci Charter School 2012	June	Proposed Budget	Notes
Specify			
Total Grant Expenditures		\$0.00	
<b>Capital Outlay</b>			
Total Capital Outlay		\$1,000.00	
<b>Debt Retirement</b>			
Total Debt Retirement		\$0.00	
<b>Insurance &amp; Judgements</b>			
Total Insurance & Judgements		\$0.00	
<b>Transfers</b>			
Total Transfers		\$0.00	
<b>Contingency Reserve</b>		\$342,359.95	What is this amount for? Is it accessible? Is it required for something?
<b>Building Fund</b>		\$0.00	
Total Expenditures		\$1,103,302.21	
Carryover from Previous FY		(\$39,401.33)	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)		(\$336,568.54)	Is it accurate that as this shows the school will end next year with a \$336,568 deficit? If so why? If not, why is it shown this way?
			Where is the \$28,100 loan payback to stakeholders shown in the budget?



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ACCT #	DESCRIPTION	Prop Budget	YTD ACTIVITY	YTD%
	<b>GENERAL FUND</b>			
100320 000 000	BUDGET BALANCE CARRY FORWARD	\$ 78,950.05	\$ -	0%
100415 000 000	EARNINGS ON INVESTMENT	\$ 1,000.00	\$ 317.38	14%
100417 400 001	SCHOOL FEES & OTHER REVENUE	\$ 20,000.00	\$ 13,860.45	40%
100417 100 004	FIELD TRIPS	\$ 4,000.00	\$ 1,585.47	2%
100417 300 000	SUNSHINE FUND TEACHER DONATION			0%
100419 200 002	CONTRIBUTIONS/DONATIONS SCHOOL	\$ 1,000.00	\$ 8,811.65	39%
100419 200 501	DONATIONS STUDENT PROJECTS	\$ -	\$ -	0%
100419 200 001	CONTRIBUTIONS/DONATIONS GRANTS	\$ 500.00	\$ -	0%
100419 900 000	REVENUE OTHER LOCAL	\$ -	\$ 9,174.46	0%
100419 900 200	COMMUNITY COUNCIL REVENUE			0%
100419 900 300	AUCTION REVENUE	\$ 8,000.00	\$ -	0%
100431 100 000	STATE BASE SUPPORT	\$ 506,211.00	\$ 478,528.53	69%
100431 100 100	STATE BASE SUPPORT ARRA	\$ -	\$ -	0%
100431 200 000	TRANSPORTATION SUPPORT	\$ 19,479.00	\$ 26,457.00	0%
100431 800 000	BENEFIT SUPPORT	\$ 62,997.00	\$ 61,434.68	0%
100431 900 000	OTHER STATE SUPPORT	\$ -	\$ -	0%
100431 900 001	IRI TESTING	\$ -	\$ 193.80	0%
100431 900 002	GIFTED & TALENTED GRANT			0%
100431 900 003	LEARNING ENGLISH PROFICIENCY	\$ 400.00	\$ 645.00	0%
100431 900 500	LEGISLATIVE TEACHER SUPPLIES			
100431 900 502	REMEDIATION	\$ 4,000.00	\$ 3,844.00	0%
100431 900 503	STATE TEXTBOOK ALLOWANCE	\$ -	\$ -	0%
100431 900 504	TECHNOLOGY GRANT	\$ -	\$ -	0%
100437 000 000	BUILDING MAINTENANCE LOTTERY	\$ 8,000.00	\$ 6,169.00	77%
100439 000 000	OTHER STATE REVENUE	\$ -	\$ -	0%
100445 900 000	OTHER INDIRECT FEDERAL PROGRAMS	\$ -	\$ -	0%
100445 900 500	MEDICAID REIMBURSEMENT	\$ 31,000.00	\$ 33,761.62	7%
<b>100 **TOTAL REVENUE</b>		\$ 745,537.05	\$ 644,783.04	49%
	<b>ED JOBS</b>			

Where is this from? You recorded in our template that the previous year carryover was \$25,821.

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	YTD ACTIVITY	YTD%
101431 100 000	ED JOB FUNDS	21200	20954.57	8%
	<b>**TOTAL REVENUE</b>	<b>\$ 21,200.00</b>		
	<b>TITLE I FUND</b>			
251320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%
251445 100 000	TITLE IA REVENUE	\$ 36,000.00	\$ 37,397.00	0%
251445 100 001	TITLE IA REALLOCATION REVENUES	\$ -	\$ -	0%
251445 100 002	REVENUE BUILDING CAPACITY PROJECT	\$ -	\$ -	0%
251445 100 003	REVENUE TITLE IA ARRA	\$ -	\$ -	0%
251445 100 004	TITLE IA REVENUE EXT. READING	\$ -	\$ -	0%
	<b>**TOTAL REVENUE</b>	<b>\$ 36,000.00</b>		
	<b>TITLE VI B FUND</b>			
257320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%
257445 600 000	REVENUE TITLE VI B IDEA	\$ 29,562.00	\$ 29,650.00	1%
257445 600 001	REVENUE TITLE VI B IDEA ARRA	\$ -	\$ -	0%
	<b>**TOTAL REVENUE</b>	<b>\$ 29,562.00</b>		
	<b>TEACHER IMPROVEMENT FUND</b>			
271320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%
271445 900 000	REVENUE TEACHER IMP. TITLE IIA	\$ 5,000.00	\$ 4,654.96	4%
	<b>**TOTAL REVENUE</b>	<b>\$ 5,000.00</b>		
	<b>FOOD SERVICE FUND</b>			
290320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%
290415 000 000	EARNINGS ON INVESTMENT	\$ -	\$ -	0%
290416 100 000	REVENUE CHILD LUNCHES	\$ 5,500.00	\$ 6,145.46	30%
290416 200 000	LUNCH BALANCE REFUNDS	\$ -	\$ -	0%
290416 900 000	OTHER FOOD SALES	\$ -	\$ -	0%
290445 500 000	FOOD SERVICE STATE REIMB.	\$ 15,000.00	\$ 17,536.11	11%
	<b>**TOTAL REVENUE</b>	<b>\$ 20,500.00</b>		
	<b>TECHNOLOGY FUND</b>			
245320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%
245439 000 000	REVENUE TECHNOLOGY FUND 245	\$ -	\$ 4,268.00	0%
	<b>COORDINATED HEALTH GRANT</b>			
247439-000-000	REVENUE-COORDINATED HEALTH GRANT	0	\$ 1,000.00	
	<b>**TOTAL REVENUE</b>	<b>0</b>	<b>\$ (1,000.00)</b>	

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	YTD ACTIVITY	YTD%
		\$ 857,799.05		

You recorded this amount as \$762,121 on our current year budget template. Why is there a difference?

July 24, 2012

\*\*\* BUDGET PREP \*\*\* DaVINCI CHARTER SCHOOL  
11/29/2011 10:47

ACCT #	DESCRIPTION	Prop Budget	
100512-110-000	ELEMENTARY TEACHER SALARIES	178201.78	186226.8
100512-115-000	CLASSIFIED STAFF SALARIES	13500	15953.64
100512-116-000	LEP SALARIES	0	693.75
100512-117-000	SAFETY SALARIES	2656	2434
100512-165-000	ELEMENTARY SUBSTITUTE SALARIES	3000	3107.25
100512-210-000	BENEFITS - ELEMENTARY	88779.3	81746.86
100512-300-000	TECHNOLOGY SERVICES	8000	3417.67
100512-300-001	FIELD TRIPS	0	1407
100512-300-502	LEP SERVICES	500	0
100512-300-503	REMEDIATION SERVICES	0	0
100512-390-000	TESTING EXPENSE	0	0
100512-400-000	TECHNOLOGY SUPPLIES	250	41.95
100512-400-001	ELEMENTARY CURRICULUM	250	261.91
100512-400-100	ELEMENTARY SUPPLIES	2000	2764.86
100512-400-502	REMEDIATION SUPPLIES	0	0
100512-440-503	ELEMENTARY TEXTBOOKS	500	0
100512-500-000	ELEMENTARY FURNITURE	0	0
100512-500-001	ELEMENTARY TECHNOLOGY	2000	182.79
	<b>**TOTAL ELEMENTARY PROGRAM</b>	<b>299637.08</b>	<b>298238.4</b>
100515-110-000	SECONDARY TEACHER SALARIES	32067.5	32180
100515-115-000	CLASSIFIED STAFF	0	0
100515-165-000	SUBSTITUTE TEACHER SALARIES	600	1268.75
100515-210-000	BENEFITS - SECONDARY	13194.32	13372.64
100515-300-000	PURCHASED SERVICES/Grants	0	24.95
100515-300-001	TECHNOLOGY SERVICES	500	0
100515-400-000	SECONDARY SUPPLIES	100	88.24
100515-400-001	SECONDARY CURRICULUM	500	26
100515-440-500	SECONDARY TEXTBOOKS	0	0
100515-490-000	GRANT PURCHASES	0	433.47
100515-500-000	SECONDARY EQUIPMENT PURCHASES	0	0

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	
	<b>**TOTAL SECONDARY PROGRAM</b>	<b>46961.82</b>	<b>47394.05</b>
100521-100-000	EXCEPTIONAL CHILD SALARIES	26000	19094.58
100521-200-000	BENEFITS-EXCEPTIONAL CHILD	3000	2059.75
100521-300-900	EXCEPTIONAL CHILD - MEDICAID	4500	9924.88
100521-400-000	EXCEPTIONAL CHILD -SUPPLIES	500	0
100616-300-000	SPECIAL SERVICES-PURCHASED SERVICE	16000	10343.01
	<b>**TOTAL EXCEPT CHILD PROGRAM</b>	<b>50000</b>	<b>41422.22</b>
100524-400-000	GIFTED/TALENTED EXPENSES	0	0
	<b>**TOTAL GIFTED/TALENTED PROG</b>	<b>0</b>	<b>0</b>
100532-100-000	SPECIAL PROGRAM SALARIES	0	0
100532-200-000	SPECIAL PROGRAMS BENEFITS	0	0
100532-300-000	SPECIAL PROGRAM PURCHASED SERVICES	1000	1775
100532-400-000	SPECIAL PROGRAM SUPPLIES	1000	126.39
100532-400-001	SPECIAL PROGRAM ART SUPPLIES	0	0
100532-500-000	SPECIAL PROGRAM EQUIPMENT	0	0
	<b>**TOTAL SCHOOL ACTIVITIES PROG</b>	<b>2000</b>	<b>1901.39</b>
100621-300-000	DUES FEES TRAVEL & MEMBERSHIP	100	0
100621-320-000	STAFF DEVELOPMENT	0	0
	<b>**TOTAL INSTRUCTION IMPROVEMENT</b>	<b>100</b>	<b>0</b>
100631-300-000	LEGAL FEES - BOARD OF ED	500	0
100631-340-000	AUDIT FEES	6200	6550
	<b>**TOTAL BOARD OF EDUCATION</b>	<b>6700</b>	<b>6550</b>
100632-115-000	BUSINESS MANAGER/CLERK SALARIES	31007	31007
100632-210-000	BENEFITS - BUSINESS MANAGER/CLERK	5934.74	5984.38
100632-280-000	BENEFITS - RETIREMENT SICK LEAVE	0	0
100632-310-000	PURCHASED SERVICES - ADMIN	0	0
100632-320-000	BANK SERVICE CHARGES	1000	-6485.4
100632-380-000	TRAVEL - ADMINISTRATION	0	0
100632-500-000	EQUIPMENT - ADMINISTRATION	0	0
	<b>*** TOTAL DISTRICT ADMINISTRATION</b>	<b>37941.74</b>	<b>30505.98</b>
100641-110-000	SALARIES - DIRECTOR	78150	78150
100641-110-001	SALARIES - SECRETARY SALARY	14500	14575

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	
100641-200-000	BENEFITS - DIRECTOR	22014.51	22112.82
100641-200-001	BENEFITS - SECRETARY	9831.9	9834.04
100641-300-000	SERVICE CONTRACT(S)	5000	6596.69
100641-390-000	OTHER EXPENSES	1500	7642.87
100641-400-000	SUPPLIES - SCHOOL OFFICE	1500	2368.44
100641-400-001	SCHOOL OFFICE - POSTAGE	0	594.15
	<b>**TOTAL SCHOOL ADMINISTRATION</b>	<b>132496.41</b>	<b>141874</b>
100651-300-000	BUSINESS OPER. PURCHASED SERVICES	0	125
100651-300-001	BUSINESS OPER. MARKETING & RECRUIT	2000	4203.36
100651-300-002	BUSINESS OPERATION LEGAL	2000	1085.05
100651-300-003	BUSINESS OPER. MEALS MEM. DUES TRA	2500	4270.85
100651-400-000	BUSINESS OPER. MARKETING MATERIALS	500	0
100651-400-001	BUSINESS OPER. SUPPLIES	1400	772.61
100656-500-000	ADMINISTRATIVE EQUIPMENT	0	0
	<b>*** TOTAL BUSINESS OPERATIONS</b>	<b>8400</b>	<b>10456.87</b>
100661-300-000	BUILDING CUSTODIAL SERVICE	4000	82
100661-330-000	BUILDING - UTILITIES - ELECTRICITY	8000	8136.22
100661-334-000	BUILDING-UTILITIES-TRASH WATER	2000	4064.44
100661-340-000	BUILDING - UTILITIES - NAT GAS	3000	35.28
100661-350-000	BUILDING - UTILITIES - TELEPHONE	3000	2282.22
100661-360-000	BUILDING LEASE	100000	108469.5
100661-370-000	PROPERTY LEASE	0	1
100661-390-000	SERVICES - BUILDINGS	0	13537.48
100661-390-001	BUILDINGS- SAFETY/PERMITS	0	14474.69
100661-410-000	CUSTODIAL SUPPLIES	2000	979.56
100661-710-000	WORKERS COMPENSATION INSURANCE	3000	2552
100661-720-000	BUILDING INSURANCE	3000	4076
	<b>**TOTAL BUILDING CARE PROGRAM</b>	<b>128000</b>	<b>158690.4</b>
100664-320-000	MAINTENANCE-BUILDING REPAIRS	0	7762.1
100664-400-000	SUPPLIES- SCHOOL BLDG MAINT& REP	0	0

This is reflected as \$13,537 in our current year budget template. Why is this amount different?

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	
100665-410-000	MAINTENANCE - GROUNDS	0	122.25
	<b>**TOTAL MAINTENANCE PROGRAM</b>	<b>0</b>	<b>7884.35</b>
100681-340-000	TRANSPORTATION - CONTRACTED	37000	51038.04
100681-350-000	CURRICULUM TRIP TRANSPORTION	4000	3574.17
100681-380-000	ACTIVITIES TRANSPORTATION	0	0
	<b>**TOTAL TRANSPORTATION</b>	<b>41000</b>	<b>54612.21</b>
100710-100-000	FOOD SERVICES - SALARIES	0	0
100710-200-000	FOOD SERVICES - BENEFITS	0	0
100710-300-000	PURCHASED SERVICES - FOOD SERVICE	4500	5707.35
	<b>*** TOTAL FOOD SERVICE</b>	<b>4500</b>	<b>5707.35</b>
100810-500-000	PURCHASE OF PROPERTY	0	0
100911-600-000	LOAN PAYMENT - PRINCIPAL	0	0
100912-610-000	LOAN PAYMENT - INTEREST	0	1997.15
100920-810-000	TRANSFER TO OTHER FUNDS	0	0
100950-000-000	CONTINGENCY RESERVE	0	0
	<b>ED JOBS</b>		
101512-100-000	JOB FUND SALARIES	19578.2	11950
101512-210-000	BENEFITS - ED JOBS FUND	1621.8	1764.96
	<b>***TOTAL EXPENDITURES</b>	<b>21200</b>	<b>13714.96</b>
	<b>COORDINATED HEALTH GRANT</b>		
247512-100-000	SALARIES - HEALTHY SCHOOLS	0	1250
247512-200-000	BENEFITS - HEALTHY SCHOOLS	0	452.51
247512-300-000	PURCH. SERVICES-COORDINATED HEALTH	0	990
247512-400-000	SUPPLIES-COORDINATED HEALTH GRANT	0	15
	<b>***TOTAL EXPENDITURES</b>	<b>0</b>	<b>2707.51</b>
	<b>TECHNOLOGY FUND</b>		
245623-100-000	SALARIES-TECHNOLOGY	0	0
245623-200-000	BENEFITS - TECHNOLOGY	0	0
245623-300-000	PURCHASED SERVICES - TECHNOLOGY	0	2039.94
245623-400-000	SUPPLIES - TECHNOLOGY	0	82.06
245623-500-000	EQUIPMENT - TECHNOLOGY	0	0
	<b>***TOTAL EXPENDITURES</b>	<b>0</b>	<b>2122</b>
	<b>TITLE I FUND</b>		

July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	
251512-100-000	TITLE IA - SALARIES	20673	30899.64
251512-100-001	TITLE 1A -SALARIES READING PROGRAM	0	0
251512-100-002	TITLE 1A SALARIES-BUILDING CAPACIT	0	0
251512-100-003	TITLE 1A SALARIES- ARRA	0	0
251512-165-000	TITLE 1A - SUB. SALARIES	0	26
251512-200-000	TITLE IA - BENEFITS	8692	8985.38
251512-200-001	TITLE 1A -BENEFITS READING PROGRAM	0	0
251512-200-002	TITLE IA - BENEFITS BUILDING CAPAC	0	0
251512-200-003	TITLE IA - BENEFITS ARRA	0	0
251512-300-000	TITLE IA - PURCHASED SERVICES	6335	18.29
251512-300-001	TITLE 1A -PURCH. SER. READING PROG	0	0
251512-300-002	TITLE 1A - PURCH. SER. IBC	0	0
251512-300-003	TITLE 1A -PURCH. SER. ARRA	0	0
251512-300-004	TITLE 1A - SES	0	0
251512-300-100	TITLE IA - PARENT INVOLVEMENT	300	268.42
251512-380-000	TITLE 1A -Travel	0	0
251512-380-003	TITLE 1A -Travel ARRA	0	0
251512-400-000	TITLE IA -SUPPLIES	0	697
251512-400-001	TITLE 1A -SUPPLIES READING PROGRAM	0	0
251512-400-002	TITLE 1A - PRO DEV	0	0
251512-400-003	TITLE 1A -SUPPLIES ARRA	0	0
251512-400-004	TITLE 1A- HOMELESS	0	20.13
251512-500-000	TITLE IA - EQUIPMENT	0	0
	<b>***TOTAL EXPENDITURES</b>	<b>36000</b>	<b>40914.86</b>
	<b>TITLE VI-B FUND</b>		
257521-100-000	SALARIES - TITLE VI-B IDEA	9000	13094.03
257521-100-001	SALARIES - TITLE VI-B IDEA ARRA	0	414.94
257521-200-000	BENEFITS - TITLE VI-B IDEA	4562	6767.43
257521-200-001	BENEFITS - TITLE VI-B IDEA ARRA	0	0
257521-300-000	PURCHASED SERVICES-TITLE VI-B IDEA	0	100
257521-400-000	SUPPLIES - TITLE VI-B IDEA	0	44
257521-500-000	EQUIPMENT - TITLE VI-B IDEA	0	0
257616-300-000	SPECIAL SERVICES-PURCH. SERVICES	16000	12435.78



July 24, 2012

ACCT #	DESCRIPTION	Prop Budget	
257920-800-000	Transfers out	0	0
	<b>***TOTAL EXPENDITURES</b>	<b>29562</b>	<b>32856.18</b>
	<b>TEACHER IMPROVEMENT FUND</b>		
271621-100-000	TITLE IIA TEACHER IMP SALARY	0	1800
271621-200-000	TITLE IIA TEACHER IMP. BENEFITS	0	137.7
271621-300-000	TITLE IIA TEACHER IMP SERVICES	2500	3455.13
271621-380-000	TITLE IIA TEACHER IMP TRAVEL	1500	0
271621-400-000	TITLE IIA TEACHER IMP SUPPLIES	1000	1521.06
271621-500-000	TITLE IIA TEACHER IMP EQUIPMENT	0	0
	<b>***TOTAL EXPENDITURES</b>	<b>5000</b>	<b>6913.89</b>
	<b>FOOD SERVICE FUND</b>		
290710-100-000	SALARIES - FOOD SERVICE	2523	2594
290710-200-000	BENEFITS - FOOD SERVICE	254	198.47
290710-300-000	PURCHASED SERVICES - FOOD SERVICE	17723	21667.65
290710-400-000	FOOD PURCHASES	0	0
290710-450-000	OTHER SUPPLIES - MILK MISC.	0	0
290710-500-000	EQUIPMENT - FOOD SERVICE	0	0
290710-800-001	TRANSFERS IN & OUT	0	0
	<b>***TOTAL EXPENDITURES</b>	<b>20500</b>	<b>24460.12</b>

It appears that total expenditures are \$928,926. You list them as only \$827,343 in our current yr template. What is the difference?

If you subtract the revenue from the previous sheet of \$857,700 and the expenditures from this sheet of \$928,926, an operating loss of \$71,126 results. Is this accurate? Explain.

Where is the line of credit reflected in the budget? It would seem that the school must make payment on this. Where are the payments shown?

July 24, 2012

\*\*\* BUDGET PREP \*\*\* DaVINCI CHARTER SCHOOL  
1/26/2012 8:19

ACCT #	DESCRIPTION GENERAL FUND	Prop Budget	
100320-000-000	BUDGET BALANCE CARRY FORWARD	\$ 46,000.00	Where is this reflected in our template?
100415-000-000	EARNINGS ON INVESTMENT	\$ 500.00	
100417-400-001	SCHOOL FEES & OTHER REVENUE	\$ 17,000.00	
100417-100-004	FIELD TRIPS	\$ -	
100419-200-002	CONTRIBUTIONS/DONATIONS-SCHOOL	\$ 4,032.60	
100419-200-001	CONTRIBUTIONS/DONATIONS - GRANTS	\$ 3,000.00	
100419-900-000	REVENUE - OTHER LOCAL	\$ -	
100419-900-300	AUCTION - REVENUE	\$ 10,381.95	
100431-100-000	STATE BASE SUPPORT	\$ 553,747.00	
100431-100-100	STATE BASE SUPPORT - ARRA	\$ -	
100431-200-000	TRANSPORTATION SUPPORT	\$ 38,051.00	
100431-800-000	BENEFIT SUPPORT	\$ 67,901.00	
100431-900-000	OTHER STATE SUPPORT	\$ -	
100431-900-001	IRI TESTING	\$ 193.80	
100431-900-003	LEARNING ENGLISH PROFICIENCY	\$ 645.00	
100431-900-502	REMEDIATION	\$ 4,000.00	
100431-900-504	TECHNOLOGY GRANT	\$ 5,000.00	
100437-000-000	BUILDING MAINTENANCE - LOTTERY	\$ 7,000.00	
100439-000-000	OTHER STATE REVENUE	\$ -	
100445-900-000	OTHER INDIRECT FEDERAL PROGRAMS	\$ -	
100445-900-500	MEDICAID REIMBURSEMENT	\$ 17,000.00	
100451-000-000	LOAN PROCEEDS	\$ -	
100460-000-000	TRANSFER FROM OTHER FUNDS	\$ -	
	**TOTAL REVENUE	\$ 682,452.35	Why is this amount different from the \$806,135 revenue recorded on our budget template?

**July 24, 2012**

ACCT #	DESCRIPTION	Prop Budget
100512-110-000	ELEMENTARY TEACHER SALARIES	\$ 172,008.51
100512-115-000	CLASSIFIED STAFF SALARIES	\$ 14,616.00
100512-116-000	LEP SALARIES	\$ -
100512-117-000	SAFETY SALARIES	\$ 2,880.00
100512-165-000	ELEMENTARY SUBSTITUTE SALARIES	\$ 2,500.00
100512-210-000	BENEFITS - ELEMENTARY	\$ 54,540.82
100512-300-000	TECHNOLOGY SERVICES	\$ 2,000.00
100512-300-001	FIELD TRIPS	\$ -
100512-300-502	LEP SERVICES	\$ 500.00
100512-300-503	REMEDICATION SERVICES	\$ -
100512-390-000	TESTING EXPENSE	\$ -
100512-400-000	TECHNOLOGY SUPPLIES	\$ 250.00
100512-400-001	ELEMENTARY CURRICULUM	\$ 500.00
100512-400-100	ELEMENTARY SUPPLIES	\$ 1,000.00
100512-400-502	REMEDICATION SUPPLIES	\$ -
100512-440-503	ELEMENTARY TEXTBOOKS	\$ -
100512-500-000	ELEMENTARY FURNITURE	\$ -
100512-500-001	ELEMENTARY TECHNOLOGY	\$ 500.00
	<b>**TOTAL ELEMENTARY PROGRAM</b>	<b>\$ 251,295.33</b>
100515-110-000	SECONDARY TEACHER SALARIES	\$ 32,388.18
100515-115-000	CLASSIFIED STAFF	\$ -
100515-165-000	SUBSTITUTE TEACHER SALARIES	\$ 600.00
100515-210-000	BENEFITS - SECONDARY	\$ 12,260.30
100515-300-000	PURCHASED SERVICES/Grants	\$ -
100515-300-001	TECHNOLOGY SERVICES	\$ -
100515-400-000	SECONDARY SUPPLIES	\$ 200.00
100515-400-001	SECONDARY CURRICULUM	\$ 250.00
100515-440-500	SECONDARY TEXTBOOKS	\$ -
100515-490-000	GRANT PURCHASES	\$ -
100515-500-000	SECONDARY EQUIPMENT PURCHASES	\$ -
	<b>**TOTAL SECONDARY PROGRAM</b>	<b>\$ 45,698.48</b>
100521-100-000	EXCEPTIONAL CHILD SALARIES	\$ 27,000.00
100521-200-000	BENEFITS-EXCEPTIONAL CHILD	\$ 3,000.00

**July 24, 2012**

ACCT #	DESCRIPTION	Prop Budget
100521-300-900	EXCEPTIONAL CHILD - MEDICAID	\$ 4,000.00
100521-400-000	EXCEPTIONAL CHILD -SUPPLIES	\$ 500.00
100616-300-000	SPECIAL SERVICES-PURCHASED SERVICE	\$ 16,000.00
	**TOTAL EXCEPT CHILD PROGRAM	\$ 50,500.00
100524-400-000	GIFTED/TALENTED EXPENSES	\$ -
	**TOTAL GIFTED/TALENTED PROG	\$ -
100532-100-000	SPECIAL PROGRAM SALARIES	\$ 1,568.00
100532-200-000	SPECIAL PROGRAMS BENEFITS	\$ 119.95
100532-300-000	SPECIAL PROGRAM PURCHASED SERVICES	\$ 1,000.00
100532-400-000	SPECIAL PROGRAM SUPPLIES	\$ 1,000.00
100532-500-000	SPECIAL PROGRAM EQUIPMENT	\$ -
	**TOTAL SCHOOL ACTIVITIES PROG	\$ 3,687.95
100621-300-000	DUES FEES TRAVEL & MEMBERSHIP	\$ -
100621-320-000	STAFF DEVELOPMENT	\$ -
	**TOTAL INSTRUCTION IMPROVEMENT	\$ -
100631-300-000	LEGAL FEES - BOARD OF ED	\$ -
100631-340-000	AUDIT FEES	\$ 6,200.00
	**TOTAL BOARD OF EDUCATION	\$ 6,200.00
100632-115-000	BUSINESS MANAGER/CLERK SALARIES	\$ 31,317.07
100632-210-000	BENEFITS - BUSINESS MANAGER/CLERK	\$ 5,994.09
100632-280-000	BENEFITS - RETIREMENT SICK LEAVE	\$ -
100632-310-000	PURCHASED SERVICES - ADMIN	\$ -
100632-320-000	BANK SERVICE CHARGES	\$ 1,000.00
100632-380-000	TRAVEL - ADMINISTRATION	\$ -
100632-500-000	EQUIPMENT - ADMINISTRATION	\$ -
	*** TOTAL DISTRICT ADMINISTRATION	\$ 38,311.16
100641-110-000	SALARIES - DIRECTOR	\$ 78,931.50
100641-110-001	SALARIES - SECRETARY SALARY	\$ 18,500.00
100641-200-000	BENEFITS - DIRECTOR	\$ 21,168.69
100641-200-001	BENEFITS - SECRETARY	\$ 3,540.90
100641-300-000	SERVICE CONTRACT(S)	\$ 5,000.00
100641-390-000	OTHER EXPENSES	\$ -
100641-400-000	SUPPLIES - SCHOOL OFFICE	\$ 3,000.00

**July 24, 2012**

ACCT #	DESCRIPTION	Prop Budget
100641-400-001	SCHOOL OFFICE - POSTAGE	\$ 350.00
	**TOTAL SCHOOL ADMINISTRATION	\$ 130,491.09
100651-300-000	BUSINESS OPER. PURCHASED SERVICES	\$ -
100651-300-001	BUSINESS OPER. MARKETING & RECRUIT	\$ 1,500.00
100651-300-002	BUSINESS OPERATION LEGAL	\$ 1,000.00
100651-300-003	BUSINESS OPER. MEALS MEM. DUES TRA	\$ 1,768.34
100651-400-000	BUSINESS OPER. MARKETING MATERIALS	\$ -
100651-400-001	BUSINESS OPER. SUPPLIES	\$ 800.00
100656-500-000	ADMINISTRATIVE EQUIPMENT	\$ -
	*** TOTAL BUSINESS OPERATIONS	\$ 5,068.34
100661-300-000	BUILDING CUSTODIAL SERVICE	\$ -
100661-330-000	BUILDING - UTILITIES - ELECTRICITY	\$ 8,000.00
100661-334-000	BUILDING-UTILITIES-TRASH WATER	\$ 3,700.00
100661-340-000	BUILDING - UTILITIES - NAT GAS	\$ -
100661-350-000	BUILDING - UTILITIES - TELEPHONE	\$ 2,100.00
100661-360-000	BUILDING LEASE	\$ 84,000.00
100661-370-000	PROPERTY LEASE	\$ -
100661-390-000	SERVICES - BUILDINGS	\$ -
100661-390-001	BUILDINGS- SAFETY/PERMITS	\$ 1,000.00
100661-410-000	CUSTODIAL SUPPLIES	\$ 1,200.00
100661-710-000	WORKERS COMPENSATION INSURANCE	\$ 2,600.00
100661-720-000	BUILDING INSURANCE	\$ 3,500.00
	**TOTAL BUILDING CARE PROGRAM	\$ 106,100.00
100664-320-000	MAINTENANCE-BUILDING REPAIRS	\$ 1,000.00
100664-400-000	SUPPLIES- SCHOOL BLDG MAINT& REP	\$ -
100665-410-000	MAINTENANCE - GROUNDS	\$ -
	**TOTAL MAINTENANCE PROGRAM	\$ 1,000.00
100681-340-000	TRANSPORTATION - CONTRACTED	\$ 37,000.00
100681-350-000	CURRICULUM TRIP TRANSPORTION	\$ 1,600.00
100681-380-000	ACTIVITIES TRANSPORTATION	\$ -

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ACCT #	DESCRIPTION	Prop Budget
	**TOTAL TRANSPORTATION	\$ 38,600.00
100710-100-000	FOOD SERVICES - SALARIES	\$ -
100710-200-000	FOOD SERVICES - BENEFITS	\$ -
100710-300-000	PURCHASED SERVICES - FOOD SERVICE	\$ 4,500.00
	*** TOTAL FOOD SERVICE	\$ 4,500.00
100810-500-000	PURCHASE OF PROPERTY	\$ -
100911-600-000	LOAN PAYMENT - PRINCIPAL	\$ -
100912-610-000	LOAN PAYMENT - INTEREST	\$ 1,000.00
100920-810-000	TRANSFER TO OTHER FUNDS	\$ -
100950-000-000	CONTINGENCY RESERVE	\$ -
	**TOTAL OTHER SERVICES	\$ 1,000.00
	***TOTAL EXPENDITURES	\$ 682,452.35
<b>TECHNOLOGY FUND</b>		
245320-000-000	BUDGET BALANCE CARRY FORWARD	\$ -
245439-000-000	REVENUE - TECHNOLOGY FUND 245	\$ 4,200.00
	**TOTAL REVENUE	\$ 4,200.00
245623-100-000	SALARIES-TECHNOLOGY	\$ -
245623-200-000	BENEFITS - TECHNOLOGY	\$ -
245623-300-000	PURCHASED SERVICES - TECHNOLOGY	\$ 4,200.00
245623-400-000	SUPPLIES - TECHNOLOGY	\$ -
245623-500-000	EQUIPMENT - TECHNOLOGY	\$ -
	***TOTAL EXPENDITURES	\$ 4,200.00
<b>TITLE I FUND</b>		
251320-000-000	BUDGET BALANCE CARRY FORWARD	\$ -
251445-100-000	TITLE IA - REVENUE	\$ 36,678.00
251445-100-001	TITLE IA REALLOCATION REVENUES	\$ -
251445-100-004	TITLE IA - REVENUE EXT. READING	\$ -
	**TOTAL REVENUE	\$ 36,678.00
251512-100-000	TITLE IA - SALARIES	\$ 30,000.00
251512-100-001	TITLE 1A -SALARIES READING PROGRAM	\$ -

Why is this decreasing from the  
\$54,000 projected in our  
upcoming yr budget template?

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ACCT #	DESCRIPTION	Prop Budget
251512-165-000	TITLE 1A - SUB. SALARIES	\$ -
251512-200-000	TITLE IA - BENEFITS	\$ 4,774.00
251512-200-001	TITLE 1A -BENEFITS READING PROGRAM	\$ -
251512-300-000	TITLE IA - PURCHASED SERVICES	\$ 1,404.00
251512-300-001	TITLE 1A -PURCH. SER. READING PROG	\$ -
251512-300-100	TITLE IA - PARENT INVOLVEMENT	\$ 300.00
251512-380-000	TITLE 1A -Travel	\$ -
251512-400-000	TITLE IA -SUPPLIES	\$ 200.00
251512-400-001	TITLE 1A -SUPPLIES READING PROGRAM	\$ -
251512-400-002	TITLE 1A - PRO DEV	\$ -
251512-400-003	TITLE 1A -SUPPLIES ARRA	\$ -
251512-400-004	TITLE 1A- HOMELESS	\$ -
251512-500-000	TITLE IA - EQUIPMENT	\$ -
	***TOTAL EXPENDITURES	\$ 36,678.00
<b>TITLE VI-B FUND</b>		
257320-000-000	BUDGET BALANCE CARRY FORWARD	\$ -
257445-600-000	REVENUE - TITLE VI-B IDEA	\$ 29,562.00
	**TOTAL REVENUE	\$ 29,562.00
257521-100-000	SALARIES - TITLE VI-B IDEA	\$ 9,000.00
257521-200-000	BENEFITS - TITLE VI-B IDEA	\$ 4,562.00
257521-300-000	PURCHASED SERVICES-TITLE VI-B IDEA	\$ -
257521-400-000	SUPPLIES - TITLE VI-B IDEA	\$ -
257521-500-000	EQUIPMENT - TITLE VI-B IDEA	\$ -
257616-300-000	SPECIAL SERVICES-PURCH. SERVICES	\$ 16,000.00
257920-800-000	Transfers out	\$ -
	***TOTAL EXPENDITURES	\$ 29,562.00
<b>TEACHER IMPROVEMENT FUND</b>		
271320-000-000	BUDGET BALANCE CARRY FORWARD	\$ -
271445-900-000	REVENUE - TEACHER IMP. TITLE IIA	\$ 5,000.00
	**TOTAL REVENUE	\$ 5,000.00
271621-100-000	TITLE IIA TEACHER IMP SALARY	\$ -
271621-200-000	TITLE IIA TEACHER IMP. BENEFITS	\$ -
271621-300-000	TITLE IIA TEACHER IMP SERVICES	\$ 3,000.00

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ACCT #	DESCRIPTION	Prop Budget
271621-380-000	TITLE IIA TEACHER IMP TRAVEL	\$ 1,000.00
271621-400-000	TITLE IIA TEACHER IMP SUPPLIES	\$ 1,000.00
271621-500-000	TITLE IIA TEACHER IMP EQUIPMENT	\$ -
	***TOTAL EXPENDITURES	\$ 5,000.00
<b>FOOD SERVICE FUND</b>		
290320-000-000	BUDGET BALANCE CARRY FORWARD	\$ -
290415-000-000	EARNINGS ON INVESTMENT	\$ -
290416-100-000	REVENUE - CHILD LUNCHES	\$ 5,500.00
290416-200-000	LUNCH BALANCE REFUNDS	\$ -
290416-900-000	OTHER FOOD SALES	\$ -
290445-500-000	FOOD SERVICE - STATE REIMB.	\$ 13,741.51
	**TOTAL REVENUE	\$ 19,241.51
290710-100-000	SALARIES - FOOD SERVICE	\$ 3,340.00
290710-200-000	BENEFITS - FOOD SERVICE	\$ 255.51
290710-300-000	PURCHASED SERVICES - FOOD SERVICE	\$ 15,646.00
290710-400-000	FOOD PURCHASES	\$ -
290710-450-000	OTHER SUPPLIES - MILK MISC.	\$ -
290710-500-000	EQUIPMENT - FOOD SERVICE	\$ -
290710-800-001	TRANSFERS IN & OUT	\$ -
	***TOTAL EXPENDITURES	\$ 19,241.51



July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes -- PCSC staff notes in red.	DaVinci Responses to PCSC staff queries.
<b>REVENUE</b>						
Salary Apportionment	506,211.00	478,528.53	478,528.53	94.53%	Includes Entitlement	
Benefit Apportionment	62,997.00	61,434.68	61,434.68	97.52%		
Entitlement				#DIV/0!		
State Transportation	19,479.00	26,457.00	26,457.00	135.82%	What is this amount based on? It should be about 80% of expenditures, but that does not appear to be the case.	Not sure, we need to ask Director & Business Manager
Lottery	8,000.00	6,169.00	6,169.00	77.11%		
Other State Funds (Specify)	4,400.00	4,489.00	4,489.00	102.02%	Remediation and LEP	
Special Ed - Regular	29,562.00	29,650.00	29,650.00	100.30%		
Special Ed - ARRA				#DIV/0!		
Title I	36,000.00	37,397.00	37,397.00	103.88%		
Federal Title I Funds : ARRA				#DIV/0!		
Medicaid Reimbursement	31,000.00	33,761.62	33,761.62	108.91%		
Title IIA	5,000.00	4,654.96	4,654.96	93.10%		
Local Revenue (Specify)	98,950.05	24,814.18	24,814.18	25.08%	Carry over, Special Programs Fee Why is the projected column so much less than the proposed column? What is specifically reflected in this amount? How much from carry over and from where? What special programs? etc	These numbers are from lines 3 and 5 in the revenue sheet. Carryover is \$78,950....special programs are contributions we collect from parents specific to special programs music, arts, etc.
Federal Startup Grant				#DIV/0!		
Other Grants (Specify)				#DIV/0!		
Fundraising	13,500.00	8,811.65	8,811.65	65.27%		
Interest Earned	1,000.00	317.38	317.38	31.74%		
Other (Specify)	20,500.00	23,681.57	23,681.57	115.52%	Federal Lunch Program	
Other (Specify)	21,200.00	26,222.57	26,222.57	123.69%	Ed Jobs & Coordinated Health Grant & Technology Grant	
<b>TOTAL REVENUE</b>	<b>857,799.05</b>	<b>766,389.14</b>	<b>766,389.14</b>	<b>89.34%</b>		
<b>EXPENDITURES</b>						
<b>100 Salaries</b>						
Teachers	229,847.48	233,406.76	233,406.76	101.55%		
Special Education	35,000.00	33,323.30	33,323.30	95.21%		
Instructional Aides	20,673.00	30,899.64	30,899.64	149.47%	What is the \$10,000 over the proposed budget a result of?	New student w/Downs Syndrome that required a full-time aide.
Classified/Office	64,186.00	66,563.64	66,563.64	103.70%		
Administration	78,150.00	78,150.00	78,150.00	100.00%		
Maintenance				#DIV/0!		
Other (Specify)				#DIV/0!		

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes -- PCSC staff notes in red.	DaVinci Responses to PCSC staff queries.
Other (Specify)				#DIV/0!		
Total Salaries	427,856.48	442,343.34	442,343.34	103.39%		
<b>200 Employee Benefits</b>						
PERSI/FICA/Benefits	157,884.57	153,416.94	153,416.94	97.17%		
Other (Specify)				#DIV/0!		
Total Benefits	157,884.57	153,416.94	153,416.94	97.17%		
<b>300 Purchased Services</b>						
Management Services	9,000.00	18,610.41	18,610.41	206.78%	What are the management services for? Who is providing them? Why is the projected amount double what was proposed?	Some of this is strategic planning costs that were not budgeted in (an expensive oversight). Also need further explanation from staff...
Staff Dev/Title IIA				#DIV/0!		
Legal Pub/Advertising	2,000.00	4,203.36	4,203.36	210.17%		
Legal Services	2,500.00	1,085.05	1,085.05	43.40%		
Special Education	36,500.00	32,703.67	32,703.67	89.60%		
Liability & Property Ins	6,000.00	6,628.00	6,628.00	110.47%	Building and Workman Comp	
Substitute Teachers	3,600.00	4,376.00	4,376.00	121.56%		
Board Expenses				#DIV/0!		
Computer Services	8,500.00	5,457.61	5,457.61	64.21%		
Transportation	41,000.00	54,612.21	54,612.21	133.20%	Why are projected transportation costs so much more than the proposed amount? What is this a result of? The expenses do not appear to align with the reimbursed amount above which should be about 80% of expenses.	See above....
Travel	1,500.00	0.00	0.00	0.00%		
Other (Specify)	39,158.00	41,863.79	41,863.79	106.91%	LEP Services, SPECIAL PROGRAM PURCHASED SERVICES, Audit Fees, BANK SERVICE CHARGES, SERVICE CONTRACT(S), PURCHASED SERVICES - FOOD SERVICE, TITLE IA - PURCHASED SERVICES, TITLE IA - PARENT INVOLVEMENT, Custodial Services, Medicaid	
Other (Specify)	1,000.00	-4,488.25	-4,488.25	-448.83%	Bank fees & interest	
Total Services	150,758.00	165,051.85	165,051.85	109.48%		
<b>Facilities</b>				#DIV/0!		
Building Lease				#DIV/0!		

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes -- PCSC staff notes in red.	DaVinci Responses to PCSC staff queries.
Land Lease	0.00	1.00	1.00	#DIV/0!		
Modular Lease	100,000.00	108,469.54	108,469.54	108.47%	The faciilty lease is reflected as \$108,469 in your IFARMS report. Why is this amount different?	Revised ....
Utilities, Phones, Lndscp	20,000.00	14,600.16	14,600.16	21.88%		
Site Preparation				#DIV/0!		
Other (Specify)	0.00	28,012.17	28,012.17	#DIV/0!	Permits and building services	
Other (Specify)	0.00	7,762.10	7,762.10	#DIV/0!	Maintenance & repairs	
Total Facilities	120,000.00	158,844.97	158,844.97	132.37%		
<b>400 Supplies and Maintenance</b>						
Textbooks	1,250.00	287.91	287.91	23.03%		
School Supplies	8,250.00	9,691.61	9,691.61	117.47%		
Power School				#DIV/0!		
Custodial Supplies	2,000.00	979.56	979.56	48.98%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	11,500.00	10,959.08	10,959.08	95.30%		
<b>500 Capital Objects</b>						
Furniture	0.00	0.00	0.00	#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	2,000.00	182.79	182.79	9.14%	ELEMENTRAY TECHNOLOGY	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	2,000.00	182.79	182.79	9.14%		
<b>Debt Service</b>						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	0.00	0.00	0.00	#DIV/0!		
<b>Grant Purchases</b>						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	0.00	0.00	0.00	#DIV/0!		

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes -- PCSC staff notes in red.	DaVinci Responses to PCSC staff queries.
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
<b>Total Expenses</b>	869,999.05	930,798.97	930,798.97	106.99%	It appears this budget reflects a \$65,222 operating loss. Is this accurate?	Until we receive our end of year financials this is the best estimate....
Carryover from Previous FY	25,821.00	0.00	0.00	0.00%		
<b>Reserve/(Deficit)</b>	13,621.00	-164,409.83	-164,409.83	-1207.03%	Is it accurate that the school will end the year with a \$39,401 deficit this year?	Until we receive our end of year financials this is the best estimate....
					Where is the loan of \$28,100 from stakeholders reflected in this budget?	Loans do not show up in budgets, they show up in our balance sheets.
					It appears that the school was aware of the likelihood of having to move last year during March of 2011. This was before the 2011-12 budget was approved by the board. Why were anticipated costs not included in the budget?	We believed they would be part of the loan (now a lease payment) which we had budgeted for. No loan, we had to cover approximately \$20,000 in utility set-up fees and equipment.
					Also in our meeting, the school indicated a contributing factor to the cash flow short fall was increased special education costs. These added costs do not appear to be reflected in the budget? If so, where?	Noted above....
					Where are the payments to the line of credit reflected in this budget? Where is the balloon payment that the school was required to make in Oct 2011 for the line of credit? What was the amount of this payment?	Payment is not reflected and there was no balloon payment. The \$50,000 line of credit utilized in May of 2011 was paid off in 3 installments in Sept, Nov of 2011 and Feb 2012.

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CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School 2012	June	Proposed Budget	Notes	Responses to Notes	
<b>REVENUE</b>			Is this budget based on 135 students?	No, 129	
Local Revenue	\$	34,914.55	What specifically does this amount include?	Lines 8,9, 11, 12, & 14 from budget - Earnings on Investment, special programs and fundraising	
<b>State Revenue</b>					
Entitlement		\$177,354.00	Why is this amount anticipated to be about \$20,000 more than the current year?	Not sure, we need to ask Director & Business Manager	
<b>Wages</b>					
Administration					
Teachers	\$	376,393.00	This figure includes all money coming from the state for wages		
Classified					
Medicaid					
Benefit	\$	67,901.00			
Transportation	\$	38,051.00	Transportation is reimbursed at about 80-85% of expenses which you list below as only \$38,600. Why would this amount be accurate?	Not sure, we need to ask Director & Business Manager	
<b>Federal Revenue</b>					
Title I	\$	36,678.00			
Special Ed	\$	29,562.00			
Title II	\$	5,000.00			
Startup Grant					
Other Sources (Specify)	\$	23,441.51	Lunch Program & Tech		
Other Sources (Specify)	\$	7,000.00	Lottery		
Other Sources (Specify)	\$	(19,161.20)	LEP & Remediation		
Total Revenue before holdback	\$	777,133.86			
<b>PROPOSED HOLDBACK</b>			Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries					
Classified Salaries					
Admin Salaries					
Benefits					
Entitlement					
Transportation					
Total Holdback		\$0.00			
Total Revenue after holdback	\$	777,133.86			

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School 2012	June	Proposed Budget	Notes	Responses to Notes	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$	205,964.69	Why are teacher salaries decreasing by about \$25,000 from the current year?	We eliminated our art instructor and have 2 new teachers starting at lower salaries than what had been in place.	
Admin	\$	78,931.50			
Classified	\$	100,653.07			
Special education	\$	36,000.00			
Other (Specify)					
Other (Specify)					
Total Salaries	\$	421,549.26			
<b>200 Benefits</b>					
Benefit Dollars	\$	110,216.26	All of our benefits, including taxes Why do benefits decrease by about \$50,000 from the current year?	We increased the portion staff have to contribute for health insurance	
PERSI/Payroll taxes					
Other (Specify)					
Total Benefits	\$	110,216.26			
<b>300 Purchased Services</b>					
Transportation	\$	38,600.00	Current year costs were recorded as about \$54,000. Why is the upcoming year estimated to be so much less?	Not sure, although we did eliminate almost all field trips.	
Special Education	\$	16,000.00			
Proctor costs					
Legal	\$	1,000.00			
Insurance	\$	6,100.00			
Copier Lease					
Printer Lease					
Facility Lease	\$	84,000.00	Why is this a major increase over the \$13,500 paid during the current year? What does this amount include? Are changes to the facility being planned? Why is this less than the \$108,469 shown in your IFARMS report?	Revised....it is less due to negotiations of city fees	
Utilities	\$	14,800.00			
Professional Development		\$0.00			

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School 2012	June	Proposed Budget	Notes	Responses to Notes	
Technology		\$ 6,200.00			
Management Services					
Legal Publications/Advertising		\$ 1,500.00			
Substitute Teachers		\$ 3,100.00			
Board Expenses		\$ 1,768.34			
Other (Specify)		\$ 60,550.00	All other purchased services minus the specific breakouts above		
Other (Specify)					
Total Purchased Services		\$ 233,618.34			
<b>Supplies &amp; Materials</b>					
Teacher/Classroom		\$ 4,900.00			
Office		\$ 4,150.00			
Janitorial		\$ 1,200.00			
Textbooks		\$ 750.00			
Other (Specify)		\$ 750.00	Technology supplies		
Other (Specify)					
Total Supplies & Materials		\$ 11,750.00			
<b>Grant Expenditures</b>					
Specify					
Specify					
Specify					
Total Grant Expenditures		\$0.00			
<b>Capital Outlay</b>					
Total Capital Outlay		\$0.00			
<b>Debt Retirement</b>					
Total Debt Retirement		\$0.00			
<b>Insurance &amp; Judgements</b>					
Total Insurance & Judgements		\$0.00			
<b>Transfers</b>					
Total Transfers		\$0.00			

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School 2012	June	Proposed Budget	Notes	Responses to Notes	
Contingency Reserve		\$0.00	What is this amount for? Is it accessible? Is it required for something?	Revised....	
Building Fund		\$0.00			
Total Expenditures		\$ 777,133.86			
Carryover from Previous FY		(\$164,409.83)	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)		(\$164,409.83)	Is it accurate that as this shows the school will end next year with a \$336,568 deficit? If so why? If not, why is it shown this way?	This is the carryover deficit from FY11-12.	
			Does this budget allow for meeting summer 2013 payroll without using the line of credit or obtaining loan funds?	It is more than likely we will have to use the line of credit again next year to assist with cash flow...	
			Where is the \$28,100 loan payback to stakeholders shown in the budget?	See below....	
			Where are the line of credit payments reflected?	Line of credit payments are not reflected because the expenses associated have already been expensed off on the previous year's budget.	



July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

ACCT #	DESCRIPTION	Prop Budget	YTD ACTIVITY	YTD%															
	<b>GENERAL FUND</b>																		
100320 000 000	BUDGET BALANCE CARRY FORWARD	\$ 78,950.05	\$ -	0%	Where is this from? You recorded in our template that the previous year carryover was \$25,821. The 2011 audit reproted the total govt fund balance as \$59,203. Shouldn't tr														
100415 000 000	EARNINGS ON INVESTMENT	\$ 1,000.00	\$ 317.38	14%															
100417 400 001	SCHOOL FEES & OTHER REVENUE	\$ 20,000.00	\$ 13,860.45	40%															
100417 100 004	FIELD TRIPS	\$ 4,000.00	\$ 1,585.47	2%															
100417 300 000	SUNSHINE FUND TEACHER DONATION			0%															
100419 200 002	CONTRIBUTIONS/DONATIONS SCHOOL	\$ 1,000.00	\$ 8,811.65	39%															
100419 200 501	DONATIONS STUDENT PROJECTS	\$ -	\$ -	0%															
100419 200 001	CONTRIBUTIONS/DONATIONS GRANTS	\$ 500.00	\$ -	0%															
100419 900 000	REVENUE OTHER LOCAL	\$ -	\$ 9,174.46	0%															
100419 900 200	COMMUNITY COUNCIL REVENUE			0%															
100419 900 300	AUCTION REVENUE	\$ 8,000.00	\$ -	0%															
100431 100 000	STATE BASE SUPPORT	\$ 506,211.00	\$ 478,528.53	69%															
100431 100 100	STATE BASE SUPPORT ARRA	\$ -	\$ -	0%															
100431 200 000	TRANSPORTATION SUPPORT	\$ 19,479.00	\$ 26,457.00	0%															
100431 800 000	BENEFIT SUPPORT	\$ 62,997.00	\$ 61,434.68	0%															
100431 900 000	OTHER STATE SUPPORT	\$ -	\$ -	0%															
100431 900 001	IRI TESTING	\$ -	\$ 193.80	0%															
100431 900 002	GIFTED & TALENTED GRANT			0%															
100431 900 003	LEARNING ENGLISH PROFICIENCY	\$ 400.00	\$ 645.00	0%															
100431 900 500	LEGISLATIVE TEACHER SUPPLIES																		
100431 900 502	REMEDATION	\$ 4,000.00	\$ 3,844.00	0%															
100431 900 503	STATE TEXTBOOK ALLOWANCE	\$ -	\$ -	0%															
100431 900 504	TECHNOLOGY GRANT	\$ -	\$ -	0%															
100437 000 000	BUILDING MAINTENANCE LOTTERY	\$ 8,000.00	\$ 6,169.00	77%															
100439 000 000	OTHER STATE REVENUE	\$ -	\$ -	0%															
100445 900 000	OTHER INDIRECT FEDERAL PROGRAMS	\$ -	\$ -	0%															
100445 900 500	MEDICAID REIMBURSEMENT	\$ 31,000.00	\$ 33,761.62	7%															
100	<b>**TOTAL REVENUE</b>	\$ 745,537.05	\$ 644,783.04	49%	Are the numbers in this report up to date? It appears the YTD activity should more closely align witht heproposed budget. Why is the difference so significant?														
	<b>ED JOBS</b>																		
101431 100 000	ED JOB FUNDS	21200	20954.57	8%															
	<b>**TOTAL REVENUE</b>	\$ 21,200.00																	
	<b>TITLE I FUND</b>																		
251320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%															
251445 100 000	TITLE IA REVENUE	\$ 36,000.00	\$ 37,397.00	0%															
251445 100 001	TITLE IA REALLOCATION REVENUES	\$ -	\$ -	0%															
251445 100 002	REVENUE BUILDING CAPACITY PROJECT	\$ -	\$ -	0%															
251445 100 003	REVENUE TITLE IA ARRA	\$ -	\$ -	0%															
251445 100 004	TITLE IA REVENUE EXT. READING	\$ -	\$ -	0%															
	<b>**TOTAL REVENUE</b>	\$ 36,000.00																	
	<b>TITLE VI B FUND</b>																		
257320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%															
257445 600 000	REVENUE TITLE VI B IDEA	\$ 29,562.00	\$ 29,650.00	1%															
257445 600 001	REVENUE TITLE VI B IDEA ARRA	\$ -	\$ -	0%															
	<b>**TOTAL REVENUE</b>	\$ 29,562.00																	
	<b>TEACHER IMPROVEMENT FUND</b>																		
271320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%															
271445 900 000	REVENUE TEACHER IMP. TITLE IIA	\$ 5,000.00	\$ 4,654.96	4%															
	<b>**TOTAL REVENUE</b>	\$ 5,000.00																	
	<b>FOOD SERVICE FUND</b>																		
290320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%															
290415 000 000	EARNINGS ON INVESTMENT	\$ -	\$ -	0%															
290416 100 000	REVENUE CHILD LUNCHES	\$ 5,500.00	\$ 6,145.46	30%															
290416 200 000	LUNCH BALANCE REFUNDS	\$ -	\$ -	0%															
290416 900 000	OTHER FOOD SALES	\$ -	\$ -	0%															
290445 500 000	FOOD SERVICE STATE REIMB.	\$ 15,000.00	\$ 17,536.11	11%															
	<b>**TOTAL REVENUE</b>	\$ 20,500.00																	
	<b>TECHNOLOGY FUND</b>																		
245320 000 000	BUDGET BALANCE CARRY FORWARD	\$ -	\$ -	0%															
245439 000 000	REVENUE TECHNOLOGY FUND 245	\$ -	\$ 4,268.00	0%															
	<b>COORDINATED HEALTH GRANT</b>																		
247439 000-000	REVENUE-COORDINATED HEALTH GRANT	0	\$ 1,000.00																
	<b>**TOTAL REVENUE</b>	0	\$ (1,000.00)																
		\$ 857,799.05	\$ 644,783.04		You recorded this amount as \$762,121 on our current year budget template. Why is there a difference?														

**July 24, 2012**

### CURRENT FISCAL YEAR BUDGET COMPARISON

[illegible]

CURRENT FISCAL YEAR BUDGET COMPARISON

It appears that total salaries excluding title salaries exceed your salary apportionment by \$46,727. Is this accurate? Why is this the case?

It appears that in many categories your YTD expenses exceed those in the proposed budget. This is a concern as it appears the school is not in alignment with the proposed budget that is approved by the board. This would seem to indicate overspending. Please explain.

**July 24, 2012**

CURRENT FISCAL YEAR BUDGET COMPARISON

[illegible]

July 24, 2012

**FINAL REPORT**  
**Complaint Investigation**  
**DaVinci Charter School District #459**  
**C-12-04-23**

On April 23, 2012, the State Department of Education (SDE) received a state administrative complaint from [REDACTED] (hereinafter referred to as “the Complainants”) on behalf of [REDACTED] (hereinafter referred to as “the Student”), against the DaVinci Charter School District #459, a state Local Educational Agency (LEA), (hereinafter referred to as “the LEA”). The complaint alleged the LEA violated one or more requirements of the Individuals with Disabilities Education Act (IDEA) 2004.

The SDE accepted eight (8) allegations for investigation:

1. *Did the LEA have in place policies and procedures in accordance with Child Find requirements? [34 CFR §300.111]*
2. *Did the LEA conduct an initial evaluation per the Parent’s request? [34 CFR §300.301]*
3. *Did the LEA follow evaluation procedures for an evaluation? [34 CFR §300.304]*
4. *Did the LEA review existing data as part of the additional requirements for evaluations and reevaluations? [34 CFR §300.305]*
5. *Did a group of qualified professionals and the Parent of the Student determine whether or not the Student is a child with a disability as defined in CFR 300.8 in accordance with paragraph (b) of this section and the educational needs of the Student? [34 CFR §300.306]*
6. *Did the LEA provide Prior Notice including a description of the action proposed by the LEA? [34 CFR §300.503]*
7. *Did the LEA provide a copy of the Procedural Safeguards Notice upon initial referral or Parent request for evaluation? [34 CFR §300.504]*
8. *Did the LEA follow discipline procedures when they expelled the Student? [CFR §300.530]*

Mert Burns, SDE contracted Complaint Investigator, conducted an onsite complaint investigation on May 22, 2012 at the LEA, as well as participated in phone discussions and email exchanges with LEA Personnel, and interviewed the Complainants by telephone. In addition, the Complaint Investigator reviewed documentation provided by the LEA and the Complainants. The Complaint Investigator interviewed the following individuals:

**Complainants:**

[REDACTED] Mother  
[REDACTED] Father

**LEA Personnel:**

Cindy Hoovel, District Director  
Angela Banning, Special Services Coordinator

## DESCRIPTION OF THE STUDENT

The Student was 11 years old (DOB: October 27, 2002) at the time of the complaint. The Student was enrolled in the Boise School District following his expulsion from the LEA in November, 2011. The Student was not on an Individualized Education Plan (IEP) at the time the complaint was filed, but was found eligible in May, 2012 as a student with a disability under the category of Emotional Disturbance (ED). The Student resides with the Complainants.

## FINDINGS

### 1. Did the LEA have in place policies and procedures in accordance with Child Find requirements?

Regulations implementing the Individuals with Disabilities Education Act (IDEA) require that the state must have in effect policies and procedures to ensure all children with disabilities residing in the state, and who are in need of special education and related services, are identified, located and evaluated [34 CFR §33.111]. In order to meet that obligation, the State of Idaho created and had approved by the State Board of Education (SBOE) the *Idaho Special Education Manual*, offering it to LEAs as a template to follow and to adopt as policy by their governing board if an LEA so chooses, or an LEA may create its own manual to be approved by the SBOE.

LEA administrators, in interviews, indicate they follow the procedures and policies identified in the *Idaho Special Education Manual*, which would include Child Find procedures and policies. However, the LEA was not able to produce minutes from an LEA Board meeting to support the assertion that the *Idaho Special Education Manual* had been adopted by their governing board.

Pursuant to the IDEA, an LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SDE that the LEA meets each of the conditions in 34 CFR §300.201 through 300.213. A review of SDE files from the LEA indicate on June 27, 2007, Barbara Gaston, President of the LEA's Board of Directors, submitted the "Special Education Policies and Procedures Adoption" form, indicating the following:

The board of directors assures it will adopt the *Idaho Special Education Manual 2007* and all subsequent revisions as its set of policies and procedures for special education no later than July 17, 2007 (date). Written notice of the adoption will be provided to the State Department of Education, Special Education, within 10 business days, and minutes of the meeting will be on file and available for inspection.

No written notice from the LEA was submitted after July 17, 2007 by the LEA.

Each year since 2007, the LEA has provided letters of assurances of compliance to the SDE. Specifically, the Director has physically signed letters of assurances in 2009 and in 2010 that attest: "The board of directors has adopted the *Idaho Special Education Manual 2007* and all subsequent revisions as its set of policies and procedures for special education and has on file, available for inspection, the minutes of the meeting at which the adoption took place." An electronic submission of the assurance was again provided by the Director in 2011.

However, upon request by the Complaint Investigator, the Director was unable to produce minutes indicating the *Idaho Special Education Manual* had been approved, contrary to the yearly assurances from 2007-2011. The Director, on June 6, 2012, indicated in an email to the Complaint Investigator:

Just curious....we've purchased & adopted every policy the Idaho School Bd Assn has and have been commended by the state for having such updated, thorough policies. Isn't that a bit weird that they wouldn't have sent one specifically saying "adopted the manual"?

In response to the request for the Board minutes, the Director's final response on June 6, 2012 was:

I cannot find a policy that specifically states we "adopted the manual", Mert. Our policies say we'll follow everything according IDEA, NCLB, Special Education requirements, at-risk needs, etc....but I cannot find that particular phrasing. Guess that will have to be added to the policies being addressed in the June board mtg. Thanks.

Assurances notwithstanding, no evidence has been provided that the LEA's Board of Directors has adopted the *Idaho Special Education Manual* through board action.

This allegation is **founded** and the LEA is in **non-compliance**.

## **2. Did the LEA conduct an initial evaluation per Parent request?**

Regulations implementing the IDEA require that each public agency must conduct a full and individual initial evaluation in accordance with §300.305 and 300.306 before the initial provision of special education [34 CFR §300.301].

The Complainants assert they indicated their desire to start the referral process to determine the Student's eligibility for special education in the spring of 2011. Testimony from both the LEA Personnel and the Complainants indicate that the LEA personnel did not believe the Student was a special education student, instead arguing that the Student was an extremely bright child who could control his behavior, but was acting out to manipulate. The Student had numerous incident reports and notes from Family Team Meetings in both the 2010 and in 2011 school years identifying behavioral concerns, as well as an LEA identified Tier II Step from RTI Plan indicating behavioral issues and consequences for behavior. The Complainants indicate the LEA administration encouraged them to get an outside evaluation on the Student in the spring of 2011. The Complainants had the Student evaluated at Warm Spring Counseling Center, provided a copy of the report to the LEA in the spring of 2011, and again requested help from the LEA for the Student. Still no referral for special education procedures was followed up on by the LEA.

The Complainants testify they continued to express concerns about the Student's behavior and request help of the LEA at the beginning of the 2011-2012 school year when the Student was a third grader. As was the case in the previous spring semester, if the LEA had been following the *Idaho Special Education Manual*, this would have triggered the initiation of a "Referral to

Consider a Special Education Evaluation/Reevaluation” form (Form 330), Procedural Safeguards would have been provided to the Complainants, and a problem solving team would have met (*Idaho Special Education Manual*, Chapter 3, Section 4, page 25-26). No referral was completed.

When the Student was ultimately referred for a special education evaluation in November, 2011, documents indicate the LEA treated the assessments conducted as a re-assessment, not an initial evaluation. Prior to enrollment at the LEA, the Student, as a first grader, had been evaluated and found ineligible for special education by another district on January 8, 2010. When the Complainants requested, and LEA finally agreed to an assessment on November 21, 2011, that evaluation should have been treated as an initial evaluation.

This allegation is **founded** and the LEA is in **non-compliance**.

### 3. Did the LEA follow evaluation procedures for an evaluation?

Regulations implementing the IDEA outline evaluation procedures, which include providing notice of evaluation, how to conduct an evaluation, the need for a variety of assessments, and provides that the child is to be assessed in all areas related to the suspected disability [34 CFR §304].

Although not formally adopted by LEA Board, LEA Personnel assert they follow the *Idaho Special Education Manual* which requires a “Referral to Consider a Special Education Evaluation/Reevaluation” form (Form 330) shall be completed as part of the steps to determine if an evaluation is warranted. As previously noted, no Form 330 was completed.

As would have been prompted on Form 330, Procedural Safeguards are activated when a referral is made to consider a special education evaluation and would be provided to the parent at the time of the referral to consider an evaluation (see Allegation #7). According to procedures, an evaluation team (including the parent) reviews all available records, assesses present levels of performance, determines if the evaluation is warranted or not, and decides if more information is required. The evaluation team also decides what additional assessments, if any, are needed, provides written notice to parent, and obtains written consent for testing from the parent. Should the team determine an evaluation is not warranted, written notice of the LEA’s refusal to evaluate shall be provided to the parent (*Idaho Special Education Manual*, pg. 26).

At a Family Team Meeting (a “Tier 2 Step of RTI Plan” meeting as indicated in the notes) held on November 4, 2011, school staff expressed concerns about the Student’s continued inappropriate behaviors including refusal to do work, his requiring frequent prompting to stay on task, and his display of verbal and physical aggression towards peers and teachers. At the time of the meeting, the Student was suspended from school for a behavior infraction. The Complainants attended this meeting and requested evaluation information from Warm Springs Counseling Center be considered by the team. The Complainants assert that the LEA Director claimed she had never seen the Warm Springs Counseling Center report, although the Complainants delivered the report at the end of the previous school year to the LEA. The Complainants further assert that the LEA Special Services Coordinator acknowledged she had the report in her files. The Director indicated to the Special Service Coordinator she wanted copies to review and take



to the Board of Directors. This series of events was confirmed through interviews with the LEA Personnel. The Warm Springs Counseling Center report was not reviewed at the November 4, 2011 meeting.

On November 9, 2011 the LEA staff met, without the Complainants, and reviewed the report from the Warm Springs Counseling Center. As stated in the interview with the Special Education Coordinator, the attendees did not believe the Student was eligible and therefore moved forward on a referral to the Board for an expulsion hearing.

An expulsion hearing was held by the LEA Board of Directors on November 14, 2011. The Complainants attended and expressed their opinion that the Student's behaviors were related to his ADHD as diagnosed by the Warm Springs Counseling Center. The action of the Board was to instruct the Director to conduct:

. . . another pre-referral/IEP team meeting to be held, including parents, to review available assessment and evaluation information, including the school's progress monitoring data on the student and the outside evaluation received by the parents from Warm Springs. *(From minutes of DaVinci Board Meeting Executive Session November 14, 2011)*

A meeting was held on November 21, 2011 in response to the Board's directions. In attendance were the Student's teachers from second and third grade, a licensed psychologist, the Special Education Coordinator, the Director, the Complainants, and the Student. From record review, school staff, and testimony, it is unclear if this was a referral meeting, an eligibility meeting, or an assessment team meeting. Complainants believed the meeting was going to be a referral meeting, as per the Board's directive on November 14, 2011, but was informed at the meeting by the Special Education Coordinator it was an eligibility meeting. The "Invitation to the Meeting" on November 16, 2011 indicates the purpose is to review and discuss the evaluation information and determine eligibility. The written notice dated November 21, 2011 indicated this meeting was an evaluation team meeting.

Whether it was a referral, eligibility, or an assessment team meeting, the end result of the November 14, 2011 meeting was the Complainants were provided written notice that the school was offering to conduct "a full assessment/reassessment regarding the impact of Student's ADHD diagnosis in the school setting. The School has offered to consider whether or not Student qualifies for a 504 Plan." Due to the LEA's interchanging of the terms for meetings and processes (for example: pre-referral meeting, eligibility meeting, IEP meeting, assessment meeting, evaluation meeting) it was difficult for this Complaint Investigator to determine what the actual purpose of any particular meeting was.

Confirmed in interviews with the LEA Special Education Coordinator and Director, and included in the written notice dated November 21, 2011, the LEA indicates that the Complainants refused the offer of a full assessment, would only consent to an updated academic assessment using the WISC-III, and denied consent for additional behavior assessments. The Complainants vehemently disagree with the LEA Personnel's assertion that additional consent was denied, insisting behavioral assessments were desired as well. The Complainants contend not wanting a

behavior assessment wouldn't make sense given the Student's expulsion was about his behavior. The meeting notes themselves are contradictory indicating, "the mother demanded complete updated testing," a statement belied by the next line in the notes reporting that the LEA, "Offered to do all, but mother refused to have anything redone but the WISC-III." The following boxes were checked on the "Consent for Assessment" form dated November 21, 2011: Intellectual/Cognitive Functioning and Academic Performance.

An achievement evaluation was administered on November 30, 2011 using the Woodcock-Johnson 3<sup>rd</sup> Edition (WJ-III), although not the WISC-III as provided for in the meeting notes of November 21, 2011. Results of the assessments were shared at a meeting with Complainants on December 13, 2011. Records indicate the Student was found to be ineligible for special education under the categories of learning disability (LD) or Other Health Impaired (OHI). On the cover page, the Complainants indicated disagreement with the report.

It was disturbing to note that although the cover page of the eligibility report was dated as December 13, 2011 (the day of the meeting), the other pages of the eligibility report, including the summary of findings, assessment information, and eligibility determination were all dated December 1, 2011. This raises a concern that a team meeting was held without the Parent present, and the LEA found the Student was ineligible prior to convening the meeting with the Complainants present. There was no indication the report, as presented at the meeting on December 13, 2011, was a "draft" report.

Although there is strong disagreement as to whether or not the Complainants consented to a complete evaluation or an academic assessment, the LEA, in its failure to complete a referral form, convene an assessment team, offer written notice of the assessments they specifically proposed to conduct, or provide written notice of refusal to assess, did not comply with the IDEA or adhere to the *Idaho Special Education Manual*. In addition, when the LEA staff met on November 9, 2011 and determined the Student's ineligibility without the Complainants present, and further did not propose additional assessments, a written notice of refusal to conduct an evaluation should have been provided.

This allegation is **founded** and the LEA is in **non-compliance**.

#### **4. Did the LEA review existing data as part of additional requirements for evaluations and reevaluations?**

Regulations implementing the IDEA require, as part of the initial evaluation, the IEP Team and other qualified professionals, as appropriate, must review existing evaluation data on the child, including information provided by the parents, observations by teachers, and additional assessment data [34 CFR §300.305].

At the meeting held on November 21, 2011, the LEA reviewed the report from Warm Springs Counseling Center. The LEA demonstrates they reviewed the report, in addition to reports from teachers, information provided by parents, state and local assessments, and classroom based observations.

This allegation is **unfounded** and the LEA is **in compliance**.

**5. Did a group of qualified professionals and the Parent of the Student determine whether or not the Student is a child with a disability as defined in CFR 300.8 in accordance with paragraph (b) of this section and the educational needs of the Student?**

Regulations implementing the IDEA require upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child determines whether the child is a child with a disability [34 CFR §300.306].

At the “Family Team Meeting” held November 4, 2011, the Complainants and the members of the LEA met to review concerns over the Student’s behavior and possible expulsion. The Complainants again requested review of the Warm Springs Counseling Center report as a reason to consider if the Student was a student with a disability. Since no referral for special education had yet been made, and the Complainants had not been provided Procedural Safeguards which would have been required at the time of a decision to refer the child for evaluation, this meeting could not be considered an eligibility determination meeting or an evaluation team meeting.

On November 9, 2011, another meeting occurred with only LEA members; the Complainants were not invited. At this meeting, per testimony of the Special Education Coordinator who was in attendance, the LEA staff determined the Student was not eligible for special education under IDEA, and that the Student’s case should proceed to the LEA Board for an expulsion hearing. No written notice was provided to the Complainants about this determination.

The first meeting held that would meet the criteria as identified in 34 CFR §300.306 as an eligibility meeting occurred on December 13, 2011. The meeting consisted of the Complainants and other professionals, including a psychologist trained to interpret the assessment information.

However, as previously noted (see findings for Allegation #3) that, although the cover page of the eligibility report was dated as December 13, 2011 (the day of the meeting), the other pages of the eligibility report, including the summary of findings, assessment information, and eligibility determination were all dated as December 1, 2011. This raises concerns regarding whether the Complainants were part of the determination process or only present to receive the information contained in the prepared report. There was no indication the report as presented at the meeting was a “draft” report open for discussion or was modified after December 1, 2011 to include parental input, or any additional Team discussion. The Complainants indicated at this meeting they disagreed with the report, and this dissent was noted only on the cover page.

This allegation is **founded** and the LEA is in **non-compliance**.

**6. Did the LEA provide Prior Notice including a description of the action proposed by the LEA?**

Regulations implementing the IDEA require that written notice must be given to the parents of a child with a disability within a reasonable time before the agency proposes to initiate or change the identification, evaluation, or educational placement of a child [34 CFR §300.503].

No written notice was provided to the Complainants following the LEA's determination that the Student was ineligible when they met without the Complainants on November 9, 2011. Written notice documents were provided following the November 21, 2011 meeting.

This allegation is **founded** and the LEA is in **non-compliance**.

**7. Did the LEA provide a copy of the Procedural Safeguards Notice upon initial referral or Parent request for evaluation?**

Regulations implementing the IDEA require a copy of the procedural safeguards are made available to the parents of a child upon referral or parent request for evaluation [34 CFR §300.504].

The Complainant (Mother) acknowledges receiving a copy of the Procedural Safeguards Notice, as well as written notice, when she signed the consent for evaluation on November 22, 2011, following the meeting held on November 21, 2011. However, as stated in the findings for Allegation #2, the Complainants should have received a copy of the Procedural Safeguards when an evaluation was requested in the spring of 2011, and again at the November 4<sup>th</sup>, 2011 Family Team Meeting when a "Referral to Consider a Special Education Evaluation/Reevaluation" form (Form 330) should have been completed by the LEA.

This allegation is **founded** and the LEA is in **non-compliance**.

**8. Did the LEA follow discipline procedures when they expelled the Student?**

Regulations implementing the IDEA indicate that school personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 consecutive school days. Beyond 10 days within the same school year, additional removals may be considered for separate incidents of misconduct as long as those removals do not constitute a change of placement. Disciplinary changes in placement beyond the 10 days would require a Manifestation Determination to determine if the child's disability gave rise to the behavior.

A child who has not been determined to be eligible for special education and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for under IDEA if the district is deemed to have had knowledge (by way of expressed concern or request by the parent for evaluation of the child) the student may be a student with a disability [CFR §300.534 (a)]. Beyond 10 days, the student must continue to receive educational services,

receive a functional behavior assessment, and behavioral intervention services and modifications, designed to address the behavior violation so it does not recur[CFR §300.530].

The question before this Complaint Investigator is whether the LEA is “deemed to have knowledge” [CFR §300.534 (b)] that the Student may be a student with a disability, and thus should have been afforded protections under IDEA.

The Complainants had expressed concerns about the Student in emails to the Director dated February 24, 2011, March 3, 2011, and March 8, 2011. The Student had exhibited challenging behavior during the 2010-11 school year as well as in the 2011-12 school year resulting in several referrals and Family Team Meetings, which were identified as Tier 2 interventions. Despite the Tier 2 interventions, the Student continued to demonstrate behaviors that violated the LEA’s student conduct code.

The Complainants requested evaluation of the Student and consideration of the Student’s Warm Spring Counseling Center report at the Family Team meeting on November 4, 2011. The Complainants, in a formal letter to the Director on November 8, 2011, requested a special education evaluation be conducted.

Although the LEA met, without the Complainants, and determined the Student was not eligibility for special education on November 9, 2011, this meeting was not held in compliance with IDEA and no written notice was sent to the Complainants.

Curiously, the Board Meeting minutes of November 14, 2011 state the Board is directing that “...another referral/IEP meeting be held...” implying at some point a referral team meeting was held in the past. However there is no record of a referral meeting having been held.

The Complainant (Mother) signed consent for an assessment on November 22, 2011. An assessment was conducted on November 30, 2011. The Team, including the Complainants, met to consider results of assessment on December 13, 2011. However, the LEA Board met on November 29, 2011 in closed session, and expelled the Student effective on that date.

Since LEA is deemed to have knowledge the Student might be a student with a disability, the Student was entitled to discipline protections under IDEA and the LEA should have followed the guidelines in 34 CFR §300.534. The Student was suspended for seventeen (17) days during the fall semester prior to being expelled. The LEA did not follow the IDEA “Change of Placement Because of a Disciplinary Removal” process in accordance with 34 CFR §300.536.

This allegation is **founded** and the LEA is in **non-compliance**.

## CORRECTIVE ACTIONS

### Regarding Allegation #1:

A. The LEA Board will adopt by Board action the *Idaho Special Education Manual, 2007 (Revised, 2009)* no later than September 1, 2012. The Director will provide the Board minutes clearly delineating the adoption of the *Idaho Special Education Manual*, to the SDE Dispute Resolution Coordinator no later than September 10, 2012.

### Regarding Allegations #2, #3, #5, #6, #7:

A. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, are required to attend training by a person approved by the SDE to include the following topics: the affirmative responsibility of an LEA for Child Find; referral processes; conducting evaluations; determining eligibility; providing written notice; providing procedural safeguards; and the roles, responsibilities and membership of problem-solving, referral, assessment, evaluation, and eligibility teams. Part of this training will include reviewing example processes and forms available in the *Idaho Special Education Manual* and the Idaho Training Clearinghouse. This training will be conducted no later than September 21, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than October 1, 2012.

B. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall produce evidence demonstrating correct processes for all documentation associated with the referral, assessment, evaluation and eligibility processes to their Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, no later than September 30, 2012. Copies of all documentation first approved by the Regional Coordinator shall be submitted to the SDE Dispute Resolution Coordinator no later than October 19, 2012.

C. The LEA will report to the Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, within five (5) days any request for referral for evaluation or any reevaluation for special education for any student enrolled at the LEA to the Regional Coordinator, until June 5, 2013. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, will provide ongoing technical assistance on the referral, assessment or reassessment, and eligibility processes for each file. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, has the authority to require documentation and correction of appropriate processes throughout the process. The LEA will provide a summary report to the Dispute Resolution Coordinator identifying the referrals, assessments or reassessments, and eligibility processes held during the 2012-2013 school year. This summary report will be verified by the Regional Coordinator and submitted by the Director to the SDE Dispute Resolution Coordinator no later than June 12, 2013.

**Regarding Allegation #8:**

A. The LEA will update their policy manual (3340 P-2) to include current IDEA (2004) language, and develop additional policies to demonstrate processes in line with 34 CFR §300.304 and 34 CFR §300.536. This policy will be sent by the Director to the SDE Dispute Resolution Coordinator no later than September 1, 2012.

B. The LEA's Board President will provide a signed letter to the Complainants that will include this language:

*The discipline procedures culminating in the decision to expel [the Student] did not follow IDEA (2004) regulations, and subsequently did not offer the protections afforded a student suspected of having a disability under IDEA 34 CFR §300.304 and 34 CFR §300.536. Due to the scope and magnitude of the procedural violations, we hereby render the decision to expel [the Student] null and void and consider [the Student] eligible to return to DaVinci Charter School with his current IEP during the 2012-2013 school year.*

A copy of this letter will be submitted to the Dispute Resolution Coordinator no later than July 31, 2012.

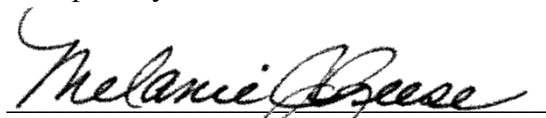
C. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall complete training conducted by a trainer approved by the SDE on complying with IDEA discipline procedures, including the following topics: conducting a manifestation determination meeting; when and how to conduct a functional behavior assessment; and implementing a positive behavior intervention system (PBIS). Training is to be completed no later than December 7, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than December 14, 2012.

This Final Report marks the end of the Complaint Investigator's involvement in this matter. All future inquiries should be directed to Dr. Melanie Reese, Dispute Resolution Coordinator, Idaho State Department of Education.

Submitted this 14<sup>th</sup> day of June, 2012, by:

  
Mert Burns  
SDE Contracted Complaint Investigator

Accepted by:

  
Melanie J. Reese, Ph.D.  
SDE Dispute Resolution Coordinator

July 24, 2012

**DaVINCI CHARTER SCHOOL #459 CORRECTIVE ACTIONS**

**Regarding Allegation #1:**

- A. The LEA Board will adopt by Board action the *Idaho Special Education Manual, 2007 (Revised, 2009)* no later than September 1, 2012. The Director will provide the Board minutes clearly delineating the adoption of the *Idaho Special Education Manual*, to the SDE Dispute Resolution Coordinator no later than September 10, 2012.

**ACTION: DaVinci Charter School, #450, officially adopted the Idaho Special Education Manual, 2007 (revised, 2009) during their June 18, 2012 board meeting. Board minutes were sent to Melanie Reese at the SDE as documentation on June 19, 2012**

**Regarding Allegations #2, #3, #5, #6, #7:**

- A. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, are required to attend training by a person approved by the SDE to include the following topics: the affirmative responsibility of an LEA for Child Find; referral processes; conducting evaluations; determining eligibility; providing written notice; providing procedural safeguards; and the roles, responsibilities and membership of problem-solving, referral, assessment, evaluation, and eligibility teams. Part of this training will include reviewing example processes and forms available in the *Idaho Special Education Manual* and the Idaho Training Clearinghouse. This training will be conducted no later than September 21, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than October 1, 2012.

**ACTION: A planning meeting for this training has been set for August 9, 2012 with our SpEd Regional Coordinator, Kelly Hall. The training for the rest of the designated team has been set for August 23, 2012 prior to the start of our school year.**

- B. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall produce evidence demonstrating correct processes for all documentation associated with the referral, assessment, evaluation and eligibility processes to their Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, no later than September 30, 2012. Copies of all documentation first approved by the Regional Coordinator shall be submitted to the SDE Dispute Resolution Coordinator no later than October 19, 2012.

**ACTION: DaVinci's Special Services Coordinator, Angela Banning has been working closely with Kelly Hall ( SpEd Regional Coordinator) for two years. We will continue to work closely with her and obtain her assistance with the processes mentioned above. We will show documentation that we have been following correct processes by giving the SDE Dispute Resolution Coordinator examples no later than September 30, 2012. Copies of the approved documents will also be given to them no later than October. Most of these were already prepared in spring 2012, but we'll continue with further documentation as requested.**

- C. The LEA will report to the Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, within five (5) days any request for referral for evaluation or any reevaluation for special education for any student enrolled at the LEA to the Regional Coordinator, until June 5, 2013. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, will provide ongoing technical assistance on the referral, assessment or reassessment, and eligibility processes for each file. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, has the authority to require documentation and correction of appropriate processes throughout the process. The LEA will provide a summary report to the Dispute Resolution Coordinator identifying the referrals, assessments or reassessments, and eligibility processes held during the 2012-2013 school year. This summary report will be verified by the Regional Coordinator and submitted by the Director to the SDE Dispute Resolution Coordinator no later than June 12, 2013.



July 24, 2012

**ACTION: DaVinci started working on this above requirements with Kelly Hall (Regional SpEd Coordinator) in school year 2012-2013 regarding all requests. We will continue to do this as stated above and send in our year of documentation by the June 12, 2013 deadline.**

**Regarding Allegation #8:**

- A. The LEA will update their policy manual (3340 P-2) to include current IDEA (2004) language, and develop additional policies to demonstrate processes in line with 34 CFR §300.304 and 34 CFR §300.536. This policy will be sent by the Director to the SDE Dispute Resolution Coordinator no later than September 1, 2012.

**ACTION: Upon receiving this Corrective Action Plan, DaVinci immediately (June 2012) sent additional policies that were already in place which covered this aspect. The dispute resolution department's, Melanie Reese, gave additional suggestions regarding 34CFR 300.304 and 34CFR 300.536 that the board will consider making clearer with more detailed information in our policy manual. We will send documentation of the additions by the September deadline.**

- B. The LEA's Board President will provide a signed letter to the Complainants that will include this language: *The discipline procedures culminating in the decision to expel [the Student] did not follow IDEA (2004) regulations, and subsequently did not offer the protections afforded a student suspected of having a disability under IDEA 34 CFR §300.304 and 34 CFR §300.536. Due to the scope and magnitude of the procedural violations, we hereby render the decision to expel [the Student] null and void and consider [the Student] eligible to return to DaVinci Charter School with his current IEP during the 2012-2013 school year.*

A copy of this letter will be submitted to the Dispute Resolution Coordinator no later than July 31, 2012.

**ACTION: Board president, Laurel Odell, wrote and sent this letter July 25, 2012 via registered mail to the Complainants using the exact wording as required above. DaVinci also sent a copy of this letter as documentation to the dispute resolution coordinator, Melanie Reese, on July 26, 2012. (Letter available upon request)**

- C. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall complete training conducted by a trainer approved by the SDE on complying with IDEA discipline procedures, including the following topics: conducting a manifestation determination meeting; when and how to conduct a functional behavior assessment; and implementing a positive behavior intervention system (PBIS). Training is to be completed no later than December 7, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than December 14, 2012.

This Final Report marks the end of the Complaint Investigator's involvement in this matter. All future inquiries should be directed to Dr. Melanie Reese, Dispute Resolution Coordinator, Idaho State Department of Education.

**ACTION: This team has already been designated and will start this training as part of the August 23, 2012 training with our SpEd Regional Coordinator, Kelly Hall. We plan to extend parts of this training to more of our school staff during fall professional developments. We will keep agendas and attendee sign in sheets to send as documentation. This will be completed no later than December 14, 2012.**

Corrective Action Plan

Submitted this 14<sup>th</sup> day of June, 2012, by:

Mert Burns

SDE Contracted Complaint Investigator

Accepted by

Melanie J. Reese, Ph.D. SDE Dispute Resolution Coordinator

**NOTE: ACTION items for each section of this Corrective Action Plan have been submitted to the DaVinci Board of Directors to send to the Idaho Public Charter School Commission by DaVinci Director, Cindy Hoovel, on June 29, 2012.**

**SUBJECT**

Falcon Ridge Public Charter School Academic Status Report

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209

**BACKGROUND**

Falcon Ridge Public Charter School (FRPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Kuna, FRPCS has been operating as a Harbor school since 2005 and serves grades K-8.

In January 2011, FRPCS was issued a notice of defect (NOD) on the grounds of failure to meet the measurable student education standards (MSES) in the approved charter. This report is an update regarding the academic status of the school relative to the corrective action plan (CAP) for the above referenced NOD.

**DISCUSSION**

FRPCS will provide an academic status update. Meeting materials were submitted after the deadline and have therefore been excluded from these materials.

FRPCS's CAP indicates the school's intention to amend its charter to include more attainable MSES. In summer 2011, PCSC staff approved a charter amendment removing the requirement that 100% of FRPCS students score proficient or above on state mandated tests. The new standards require that 91% of students enrolled for two or more consecutive years achieve proficient or above on the ISAT and IRI in reading, 89% in math, and 84% in language arts. The required percentages increase in the 2013-2014 school year and reach 100% by 2014-2015. Although the 100% goal appears unrealistic, the school elected to keep it in order to accommodate AYP targets.

FRPCS reports meeting AYP in spring 2012. Based on preliminary results, ISAT proficiency in reading reached 95%, math 96.5%, and language arts 91.5%, thereby meeting the revised MSES pertaining to ISAT results.

It appears the percentage of students reaching the IRI benchmark in grades K-3 falls short of the required 91%, reaching only 82%.

**IMPACT**

Pursuant to I.C. § 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect...(b) Failed to substantially meet any of the student educational standards identified in the approved charter."

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC consider whether FRPCS has failed to cure within a reasonable period of time the identified defect of failure to substantially meet any of the measurable student education standards identified in the approved charter. It should be noted that the IRI is not typically considered an ideal test to reference in MSES.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

July 24, 2012



February 12, 2011

Idaho Public Charter School Commission  
Tamara Baysinger / IPCSC Directors  
PO Box 83720  
Boise, Idaho 83720

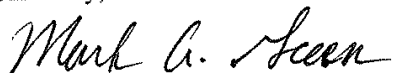
Dear IPCSC Board of Directors,

This letter is to acknowledge the notice of defect issued by IPCSC on January 14, 2011 and to serve as the response to this notice.

The notice of defect was issued to FRPCS on grounds that the student educational standards established within the approved charter had not been met. The Dashboard report submitted to the IPCSC was produced by the school administrator. Based on the interpretation provided to the Commission at that time, the notice of defect was understandably appropriate. Retrospect to submitting the Dashboard and receipt of the "notice of defect", it is believed that administration's former interpretation of the "Measurable Students Goals" section of the school's charter was flawed. Interpreted and submitted was that 100% of Falcon Ridge students would score in the proficient range on state required assessments. As noted by commissioners, such a goal would be regularly unreachable and thus consistently place the school as being in defect of the established and approved charter.

It is our current position that due to the obvious unlikelihood of reaching a 100% goal that the charter did not intend this as a goal. The means by which the board and administration intend to cure the defect is to more accurately interpret the current state granted and IPCSC approved charter document. Additionally, subsequent reports submitted to the Commission will better reflect the intended goals of the charter. If necessary, language will be provided in the charter to clarify future understanding. It is the intent of the Falcon Ridge Board and administration to perform and approve the above necessary items by April 12, 2011.

Sincerely,



Mark A Green, Sr. / Administrator  
Falcon Ridge Public Charter School

**SUBJECT**

North Idaho STEM Community Charter Pre-Opening Update

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

North Idaho STEM Community Charter (NI STEM) is a new public charter school authorized by the Public Charter School Commission (PCSC). Approved to open in fall 2012, NI STEM will serve Rathdrum area students in grades K-8 using a project-based curriculum.

**DISCUSSION**

NI STEM will provide a pre-opening update. PCSC staff recently visited the founders and makes the following observations:

1. Governance
  - A strong, active board has been established and continues to make fiscally responsible decisions.
  - Parent involvement remains high, with volunteers contributing to fundraising, landscaping, and uniform design.
  - Highly qualified staff has been hired and professional development plans are in place.
2. Academics
  - The project-based curriculum includes STEM Academy, Shurley English, Khan Academy, Saxon Math, SRA libraries, and Lego Education.
  - Both primary and middle level components are included in the curriculum and incorporate high-level thinking skills.
  - Students will spend one and a half hours each afternoon working on STEM projects.
  - Curriculum is aligned to Common Core state standards.
3. Enrollment
  - 264 students are enrolled for fall 2012, filling all grades to capacity.
  - All grades, with the exception of 8<sup>th</sup>, have waiting lists. The combined waiting list totals 222 students.
4. Facilities
  - The four acres of land owned by the school are being used to house portable units along with a cafeteria/gym/auditorium which is under construction. It is anticipated that the entire facility will be ready for occupancy by July 15.

- Private funding and donations have contributed greatly to the financing of the facility and technology infrastructure.

5. Budget

- A first year net operating income of about \$24,000 is anticipated.
- The school projects its carryover will grow to approximately \$55,000 in year two and \$86,000 by the end of year three.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff makes no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

North Idaho STEM Pre-opening Site Visit Report

April 26, 2012

Scott and Colleen Thompson and one other board member participated in the interview.

Governance:

NI STEM's board considers itself to be an excellent board that functions well. They are fiscally responsible, as indicated by the decision to delay opening for a year to ensure financial stability of the school. Board member skills include real estate, finance, engineering, science, and business. It is felt that the board understands their role and fulfills it. Scott Thompson will be leaving the board to apply for the school administrator position. Prospective board members are in place to replace Scott and any other outgoing individuals. The board has participated in several training opportunities.

Lottery:

The enrollment lottery was completed in April. Results indicate that a total of 252 students are enrolled. All grades are full with the exception of grade 8. Furthermore, all grades K-7 have waiting lists. The total waiting list includes 189 students and is posted on the school's website.

Facilities:

NI STEM owns four acres of land. Portables are being put on the land. A cafeteria/gym/ auditorium is being built. Ground has been broken with an expected completion date of July 15. The portable units are expected to be ready for occupancy by the middle of June. Infrastructure costs are being shared with a nearby church. A contract for the portable units has been signed and a deposit made. The school will own the portables in 6 years.

A \$50,000 donation was received for the portable units and the cafeteria/gym/auditorium is being privately financed and paid for in total by donation. Additionally, the technology infrastructure is being privately funded.

Curriculum:

The school has purchased the STEM Academy curriculum for \$62,500. Updates will be needed every 4-5 years. The cost for updates is about \$5,000. The curriculum includes both primary and middle level components. It is project and technology based with an interdisciplinary approach. One and a half hours each day in the afternoon will be spent on STEM projects. NI STEM is also piloting a literacy program through Lego, designed to develop higher level thinking skills. Teaching staff already has access to the curriculum so they can begin working with it immediately.

The STEM Academy curriculum purchase includes professional development for the staff. This will take place before the opening of the school as well as ongoing online training. Fridays will also be used for staff professional development.

NI STEM has already adopted the common core state standards. The curriculum, including Shurley English, is aligned to these standards. Rather than using basal textbooks for reading, the school will use literature which was chosen from the common core standards literature lists.

Staff:

All staff, with the exception of a half time special education teacher, have been hired. Contracts are signed and all teachers are highly qualified. Grades K-4 have classroom teachers and grades 5-8 will use content specialists to provide instruction. The four specialists will go across grade levels and will facilitate interdisciplinary projects. The gifted and talented as well as the special education teachers will be half time. Additionally, half time music and PE teachers will provide these classes two times per week.

The interviewees feel the school is ready to open. They have worked diligently and feel the necessary components are in place. They appreciate the PCSC asking tough questions that helped prepare the school and make it better.



**July 24, 2012**  
**CHARTER SCHOOL DASHBOARD**

**Date:** 6/12/12

**School Name:** North Idaho STEM Charter Academy

**School Address:** PO Box 434 Rathdrum, Idaho. 83858

**School Phone:** 208-659-7794

**Current School Year:** 2012-13

**School Mission:** The mission of North Idaho STEM Charter Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.

**CHARTER SCHOOL BOARD**

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Dan Tesulov	Chair	Business/ Real Estate	dancdahomes@msn.com	208-964-5030
Darrell Richardson	Vice-Chair	Engineering	dhrcar@spokaneskynet.com	208-623-3205
Dr. Lorna Finman	Member at large	Business- Science	lornalcf@gmail.com	208-640-9412
Cathy Richardson	Treasurer	Accounting- Technology	lolopass03@gmail.com	208-277-5818
Scott Thomson	member at large	Education/ Business	sthomson@northidahostem.org	208-659-7794

**ENROLLMENT**

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	44		11		
1	22		27		
2	24		29		
3	26		26		
4	28		46		
5	30		25		
6	30		30		
7	30		28		
8	30		0		
9	N/A				
10	N/A				
11	N/A				
12	N/A				
TOTAL	264		222		

**Student Attrition Rate:**

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?**

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:**

**STUDENT DEMOGRAPHICS**

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current								
Previous								

**FACULTY AND STAFF**

**Administrator Name(s):** Scott Thomson  
**Administrator's Hire Date:** 9/1/12  
**Administrator Email(s):** sthompson@northidahostem.org  
**Current Classified Staff (# FTE):** 1  
**Classified Attrition Rate:**  
**Current Faculty (# FTE):** 12  
**Faculty Attrition Rate:**

**EDUCATIONAL PROGRAM**

**Did your school make AYP during the last school year?**  
**If no, please specify indicator and status:**  
**If no, please describe plan for addressing need:**  
**Was your school selected to participate in NAEP this year?**

**REPORTING**

**Date of last programmatic operations audit?**  
**Date submitted to authorizer?**  
**Who performed your most recent programmatic audit?**  
**Date of most recent fiscal audit?**  
**Date submitted to authorizer?**

**COMMENTS**

**Please describe any significant changes experienced by your school in the past year:**

**Please describe the greatest successes experienced by your school in the past year:**

**Please describe any challenges you anticipate during the upcoming year:**

**Please add any additional information of which you would like to make your authorizer aware :**

**REQUIRED ATTACHMENTS**

- ☐ Most recent ISAT and IRI results (as applicable)
- ☐ Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)

- ☐ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☐ Written response to recommendations from most recent programmatic operations audit.
- ☐ Most recent parent/stakeholder satisfaction survey results
- ☐ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year
- ☐ Exit interview data for most recent school year

## North Idaho STEM Charter Academy Report for July 24<sup>th</sup>

### Governance:

#### Board:

- We have maintained a strong, active, and fiscally responsible Board
- Monthly meetings have been and will continue to be held at the Hayden Public Library until our facilities are ready
- Parents are actively involved with the school and volunteering for many things such as playground fundraising, landscaping party, graphic design, embroidery of uniforms, photography, etc.

#### Staff Hired

- 1 FTE Administrator
  - Attended the Idaho Association of School Business Officials Conference in May
  - Will be attending the Superintendents Conference July 30<sup>th</sup> and 31<sup>st</sup>
- 11.5 Certified FTE K-8<sup>th</sup> grade
  - All highly qualified according to state guidelines
  - Includes a special education, music, physical education, and gifted and talented teacher
- Have contracted with an Educational Psychologist and are currently seeking a Speech/Language Pathologist.
- 1 Classified FTE
- Staff Training/Professional Development to date
  - August 6<sup>th</sup> through 10<sup>th</sup> The STEM Academy on-site training
  - Intel Teach Elements
  - I-STEM Conference both teacher participation and one member instructing
  - Lego Education StoryStarter – late August/date to be confirmed
  - Teachers shadowing instructors at North Idaho Discovery Association's week long summer robotics camps in July to prepare for First Lego League and WeDo robotics
  - Exploring Teaching with Primary Sources through the Library of Congress (National Council for Computer Education)

## Academics

Project-based learning in a 21<sup>st</sup> century classroom environment

### Curriculum

- The STEM Academy
  - Museum of Science 1<sup>st</sup> through 5<sup>th</sup>
  - Discovering STEM 6<sup>th</sup> grade
  - Designing with STEM 7<sup>th</sup> grade
  - Investigating with STEM 8<sup>th</sup> grade
- Shurley English
- The Khan Academy
- Saxon Math
- Prentice Hall Social Studies
- Literature for the Common Core Standards all grade levels
- SRA leveled libraries for science and literatures K-2<sup>nd</sup> grade
- Phonics Dance
- Lego Education StoryStarter for literacy

### Other Programs

- First Lego League for 5<sup>th</sup> through 8<sup>th</sup> grade
- WeDo 1<sup>st</sup> through 4<sup>th</sup> grade
- Participation in History Days for 5<sup>th</sup> through 8<sup>th</sup> grade
- Invent Idaho

July 24, 2012

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"
<b>REVENUE</b>			
Local Revenue			\$0.00 reflects projected from "current FY"
<b>State Revenue</b>	\$886,653.00		
Entitlement		Include enrollment details on which proposed budget is based, as well as actual enrollment if lottery has been conducted.	#DIV/0! reflects State actual from "current FY"
<b>Wages</b>			
Administration			
Teachers			
Classified			#DIV/0! reflects all salaries compared to State actual from "current FY"
Medicaid			\$0.00 reflects projected from "current FY"
Benefit	\$97,686.00		#DIV/0! reflects State actual from "current FY"
Transportation			#DIV/0!
<b>Federal Revenue</b>			
Title I			#DIV/0! reflects State actual from "current FY"
Special Ed			#DIV/0! reflects State actual from "current FY"
Title II			#DIV/0! reflects State actual from "current FY"
Startup Grant			#DIV/0! reflects State actual from "current FY"
Other Sources (Specify)			
Other Sources (Specify)			
Other Sources (Specify)			
Total Revenue before holdback	\$984,339.00		#DIV/0!
<b>PROPOSED HOLDBACK</b>		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.	
Teacher Salaries			
Classified Salaries			
Admin Salaries			
Benefits			
Entitlement			
Transportation			
Total Holdback	\$0.00		\$0.00 there were no holdbacks last year
Total Revenue after holdback	\$984,339.00		#DIV/0! reflects State actual from "current FY"
<b>EXPENDITURES</b>			
<b>100 Salaries</b>			
Teachers	\$441,500.00		441,500.00 reflects projected from "current FY"
Admin	\$60,000.00		60,000.00 reflects projected from "current FY"
Classified	\$55,000.00		55,000.00 reflects projected from "current FY"
Special education	\$21,000.00		
Other (Specify)			
Other (Specify)			
Total Salaries	\$577,500.00		556,500.00
<b>200 Benefits</b>			
Benefit Dollars	\$70,800.00	Health Insurance	
PERSI/Payroll taxes	\$114,110.00		
Other (Specify)			
Total Benefits	\$184,910.00		\$184,910.00 reflects projected from "current FY"
<b>300 Purchased Services</b>			
Transportation	\$2,000.00	Travel Expenses	\$2,000.00 reflects projected from "current FY"
Special Education			\$0.00 reflects projected from "current FY"

July 24, 2012

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"
Proctor costs			
Legal	\$5,000.00		\$5,000.00 reflects projected from "current FY"
Insurance	\$12,000.00		\$12,000.00 reflects projected from "current FY"
Copier Lease			\$0.00
Printer Lease			\$0.00
Facility Lease	\$70,000.00		\$70,000.00 reflects projected from "current FY"
Utilities	\$25,000.00		\$25,000.00 reflects projected from "current FY"
Professional Development	\$4,000.00		\$4,000.00 reflects projected from "current FY"
Technology	\$10,000.00	Phone and Internet Services	\$10,000.00 reflects projected from "current FY"
Management Services	\$10,000.00	Contract Services	\$10,000.00 reflects projected from "current FY"
Legal Publications/Advertising	\$5,000.00		\$5,000.00 reflects projected from "current FY"
Substitute Teachers			\$0.00 reflects projected from "current FY"
Board Expenses	\$11,000.00	Accounting and Auditing Fees	\$11,000.00 reflects projected from "current FY"
Other (Specify)	\$5,000.00	Testing & Assessment	
Other (Specify)			
Total Purchased Services	\$159,000.00		\$154,000.00
<b>Supplies &amp; Materials</b>			
Teacher/Classroom			\$0.00 reflects projected from "current FY"
Office	\$1,000.00		\$1,000.00 Not in 2010 budget.
Janitorial	\$10,000.00	Maintenance Grounds	\$10,000.00 reflects projected from "current FY"
Textbooks			\$0.00 reflects projected from "current FY"
Other (Specify)	\$23,000.00	Misc, Contingency and Building Maintenance Fund	
Other (Specify)	\$5,000.00	Equipment	
Total Supplies & Materials	\$39,000.00		\$11,000.00
<b>Grant Expenditures</b>			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
<b>Capital Outlay</b>			
Total Capital Outlay	\$0.00		\$0.00
<b>Debt Retirement</b>			
Total Debt Retirement	\$0.00		\$0.00
<b>Insurance &amp; Judgements</b>			
Total Insurance & Judgements	\$0.00		\$0.00
<b>Transfers</b>			
Total Transfers	\$0.00		\$0.00
<b>Contingency Reserve</b>	\$0.00		
<b>Building Fund</b>	\$0.00		
Total Expenditures	\$960,410.00		\$906,410.00
Carryover from Previous FY	\$0.00	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$23,929.00		

**SUBJECT**

Another Choice Virtual School Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I. C. § 33-5209

**BACKGROUND**

Another Choice Virtual School (ACVS) is a virtual public charter school approved by the Public Charter School Commission (PCSC) and located in Nampa. ACVS serves students throughout Idaho Education District 3 (Treasure Valley), with a particular focus on meeting special education needs. The school recently completed its second year of operations.

**DISCUSSION**

ACVS will provide an update on the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from these materials. PCSC staff makes the following observations:

1. Enrollment

- ACVS enrolled 308 students in 2011-12, an increase of 141 students over the previous year. The school plans to propose a future charter amendment lifting the class caps in order to allow them to continue to increase enrollment numbers.
- 35% of the student population is classified as special education, indicating that the school is succeeding in reaching its target market.

2. Academics

- ACVS did not make AYP in spring 2012 school year. The school is now in School Improvement Year 1.
- 2011 ISAT results indicate ACVS students performed below state levels in all grades and subject levels for which data is available. Longitudinal comparisons are not available as the school has just finished its second year of operation, and spring 2012 ISAT results are not yet published.
- Interventions such as one-on-one and small group tutoring, as well as reading interventions for grades 7-12, have been implemented.

3. Measureable Student Education Standards (MSES)

- No MSES report was provided.

4. Facility

- The school has outgrown its current location and is planning to move to a new facility in the fall. They are currently in negotiations, but no final facility decision has been made as the school is still seeking a new facility that will accommodate all needs. It is possible that ACVS will continue use of its current facility, as well as a second facility, next year.



- The budget has been adjusted to allow for additional facility expenses. The facility allotment has been increased from \$31,500 to \$125,000.

5. Finances

- Budget projections indicate the school ended the year with an operating income of about \$61,000. According to the school's FY11 audit, last year's total governmental fund balance was \$199,000. This amount was not included in the most recent budget submission as last year's carryover. The year-end reserve amount including the carryover is approximately \$260,000.
- Upcoming year budget projections anticipate operating income of about \$34,000 with a reserve of approximately \$294,000, including the FY12 carryover amount shown above.

6. Stakeholder Satisfaction

- No stakeholder satisfaction report was provided.

7. Charter Violation

- According to the charter, ACVS will utilize Ron Clark's "Essential 55" and Great Expectations. The school reports they are not using these resources.

**IMPACT**

Pursuant to I.C. § 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter...(e) Failed to submit required reports to the authorized chartering entity governing the charter..."

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to Another Choice Virtual School a notice of defect on the following grounds:

1. Committed a material violation of any condition, standard or procedure set forth in the approved charter specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.
2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.

**COMMISSION ACTION**

A motion to direct PCSC staff to issue to Another Choice Virtual School a notice of defect on the following grounds:

**July 24, 2012**

1. Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.
2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**July 24, 2012**

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Another Choice Virtual School Site Visit Report

April 10, 2012

Interview with Board Members:

No board members were present.

Interview with Administrator:

ACVS currently has two administrators; one is full time and the other works part time. They see the mission of the school as educating all kids, meeting individual needs, and preparing students for what comes next in life. They feel the school is meeting the mission.

Administration expresses having a good relationship with the board and sees the board as being supportive. Four of the five board members are described as being very involved. The other is involved but seems to be more focused on the parental aspect of the school. Board members have strong backgrounds in education and business. The administrators see the board taking a team approach to governing the school. They want to be informed and involved. Questions are asked and administration feels they are held accountable by the board. Additionally, the board has established several committees and members serve on these committees. Administrators feel the board understands their role and functions within that role.

Although ACVS is an online school, students may attend physically at the computer lab. The school will be in need of another computer lab next year, as the lab is used by most students and the current facility cannot accommodate this need. The building committee is exploring other facility options. Current considerations include staying in the current facility one more year (one year is left on the lease), along with using an additional facility. The school may also move to a different facility. ACVS will be receiving new technology equipment from IEN in August. Therefore, facility decisions will be made prior to this time.

Duties are divided among the two administrators, who see the workload becoming easier each year. However, as the school grows, new challenges emerge. The workload is made more manageable due to satisfaction in the work being done and continuity in the staff, as there has been no attrition. The administration feels they are very effective due to the fact that they are “in the trenches” along with everyone else. There is good rapport between administration and the staff and all opinions are valued. Administration takes a proactive approach that values organization and quality.

ISAT achievement comparisons indicate that ACVS students are performing below state levels. This is likely due to the school servicing a high needs student population, with 26% of students classified as Hispanic (many are ELL) and 34% as Special Education. A large number of alternative students also

enroll in the school. As a proactive measure, ACVS has started using the WISE tool even though they are not currently required to do so. They have identified holes in the curriculum and are using Title I funds to provide interventions including one on one and small group tutoring sessions as well as math and reading interventions in grades 7-12.

Academic strengths of the school include individual learning paths that allow instruction to match student needs. A large spectrum of courses is offered, and curriculum specialists ensure alignment to state standards. Many opportunities for social interactions among students are provided by the school. All teachers are required to offer a club. Overnight trips, lock-ins, dances, and other activities are also offered. The staff is another strength of ACVS. All teachers have bought into the mission and vision of the school.

Areas the school is working to improve include offering more courses (especially electives), replicating programs/clubs in a virtual setting, and finding a bigger facility.

Planned curriculum changes involve adding new courses such as health occupations and computer/tech courses. The school would also like to offer vocational technical certificates. A senior project course will be offered next year. It will be designed to allow students coming in as freshmen to complete a portion each year; those coming in as juniors and seniors will be able to complete it in within a year. The research based project will provide a career path, citizenship path, or societal improvement path that students can select according to individual interests.

School officials have begun work on common core state standards. SDE recommended materials have been ordered and the purchased curriculum is aligned. Staff training is taking place to ensure understanding of the alignment and how to implement the standards.

Data regarding all pieces of the program is collected. Analysis has been somewhat difficult since the school is only in its second year of operation. Longitudinal comparisons are not yet possible. A strong RTI process has been implemented. Progress monitoring is completed three times each year in reading and math. This data will be used to show growth of students and drive decision making. Next year a behavioral component will be added to the RTI model and the focus will be on making data more accessible and better utilizing it.

Parent and community involvement is described as good but is an area the school continues to work on. They feel they need to become more strategic with implementing involvement plans. Parent meetings focusing on specific topics are offered one time per month. About five to seven families typically attend. The school is considering setting these up virtually as well. Parent teacher conferences are held three times a year. Current efforts have revolved around putting involvement pieces in place. Next year efforts will be made to increase participation.

Marketing plans have been scaled back somewhat due to the absence of grant funds. However, commercials are used and the school would like to incorporate video ads. Word of mouth seems to be the best marketing tool. ACVS has established good relationships with many surrounding school districts who advertise for them by referring students to the school.

The administrators view the Students Come First legislation as a move in the right direction. Some components such as the online course requirements will be easy to implement. The professional development and bank of lesson plans related to the one-to-one mobile computing devices will be helpful. Also, state provision of the devices may help ACVS' budget as they currently supply all families with computers. Fractional ADA is also viewed as helpful to online schools in their efforts to provide dual enrollment opportunities for students. A concern with the legislation is that the quality that virtual programs can provide is not necessarily being realized.

ACVS plans to revise the mission and vision statements in their charter. They would also like to remove wording related to enrollment caps and complete general charter language clean-up. They view the PCSC as being supportive and communicating well with schools.

**Interview with Business Manager:**

The business manager has been clerk of the board for Idaho Arts Charter School for the past 7 years. Through this experience, she has gained accounting knowledge related to school finance. She works one quarter time at ACVS. She, like the administration, feels the proposed budget is followed very well. A very conservative approach to finances is taken.

A \$77,000 adjustment to entitlement is being made by the SDE because of an ISEE reporting error last year. Once the corrections are made, this amount should be included in ACVS' entitlement amount. Medicaid reimbursement is projected to be \$150,000. The business manager believes this is an accurate figure as it is in line with expenses and revenue that has been received to this point. The current year budget shows an operating income of \$151,845. It is reported that this figure is accurate. Last year's carryover of about \$167,000 was not included in the current budget projections. This amount, along with the anticipated current year carryover, should result in a year end fund balance of approximately \$300,000.

The upcoming year budget sheet is incomplete due to an oversight. The school will complete and submit it as part of their annual review in a few months. Suggestions given by the business manager include having a separate balance sheet, aligning to IFARMS reports, and providing more "other" lines.

**Program Strengths:**

- Individualized program
- Servicing high needs populations
- Conservative approach to finances
- Differentiated instruction
- Social interaction opportunities
- RTI model and progress monitoring
- Proactive approach

**Program Concerns:**

- ISAT scores below average state performance in all subject areas and grade levels
- Facility – more space is needed
- Parent participation appears low

**Possible charter violations include:**

- ACVS will utilize Ron Clark's "Essential 55"
- ACVS will utilize Great Expectations

**Possible Amendments:**

- Mission and vision statements
- Removing cap requirements
- Above violations
- General language clean-up

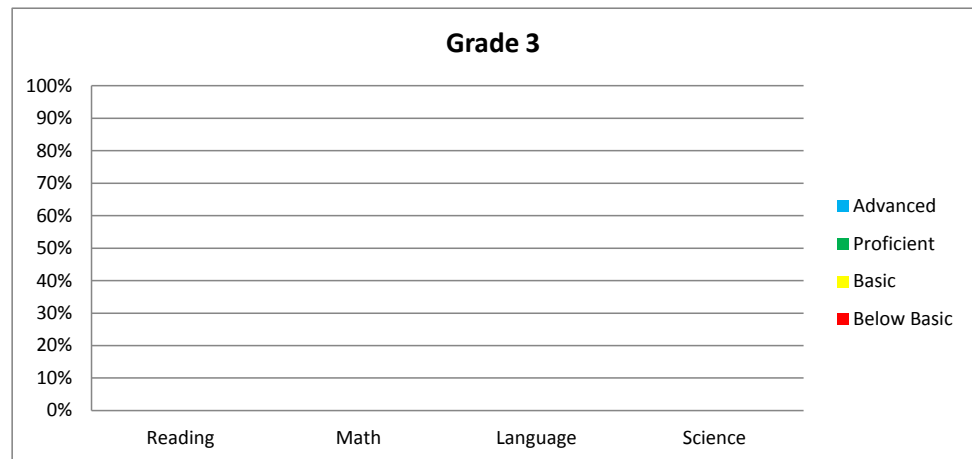
**Recommendations:**

- Propose possible charter amendments as soon as possible
- Continue to find ways to improve student achievement
- Finalize facility option as soon as possible
- Continue marketing efforts to increase enrollment
- Increase parent/community involvement
- Continue to gather data and use it to drive decision making
- Ensure that the quality of your program stays intact while the school grows

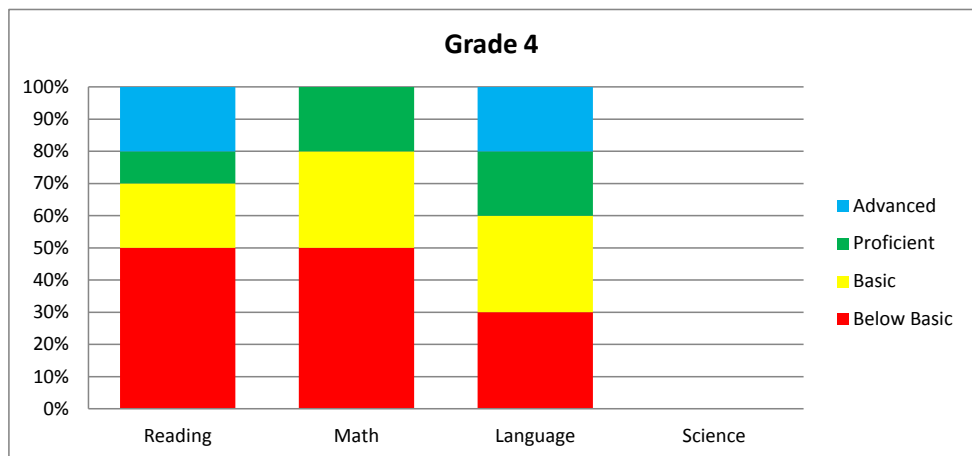
**Materials requested:**

- Updated charter once amendments are approved
- Upcoming year budget as part of annual review

Grade 3	Reading	Math	Language	Science
Below Basic	*	*	*	
Basic	*	*	*	
Proficient	*	*	*	
Advanced	*	*	*	

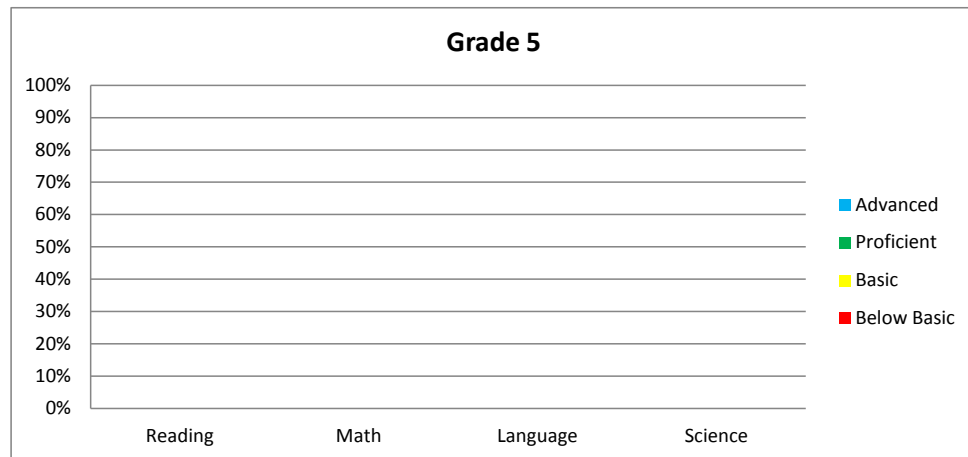


Grade 4	Reading	Math	Language	Science
Below Basic	50	50	30	
Basic	20	30	30	
Proficient	10	20	20	
Advanced	20	0	20	

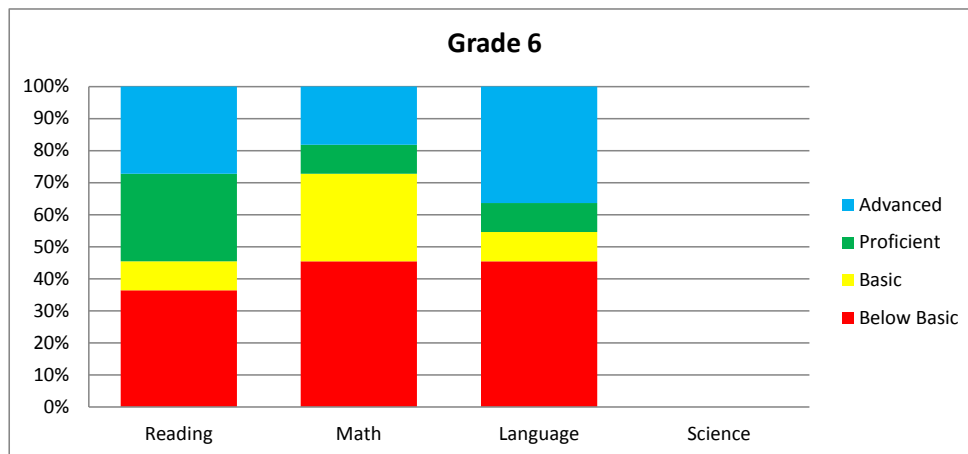




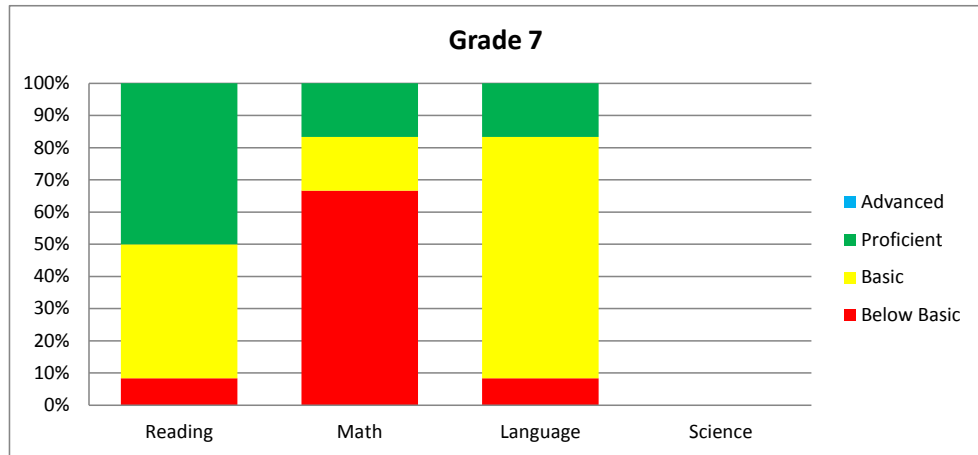
Grade 5	Reading	Math	Language	Science
Below Basic	*	*	*	#N/A
Basic	*	*	*	#N/A
Proficient	*	*	*	#N/A
Advanced	*	*	*	#N/A



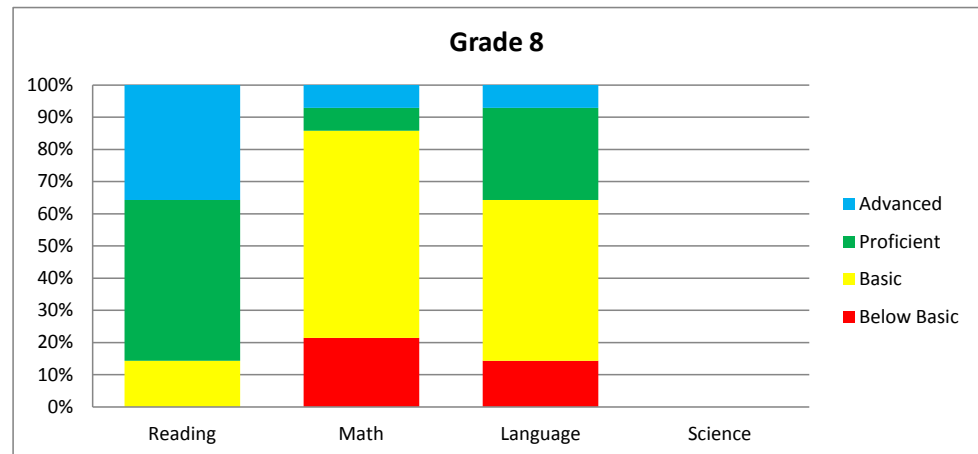
Grade 6	Reading	Math	Language	Science
Below Basic	36.4	45.5	45.5	
Basic	9.1	27.3	9.1	
Proficient	27.3	9.1	9.1	
Advanced	27.3	18.2	36.4	



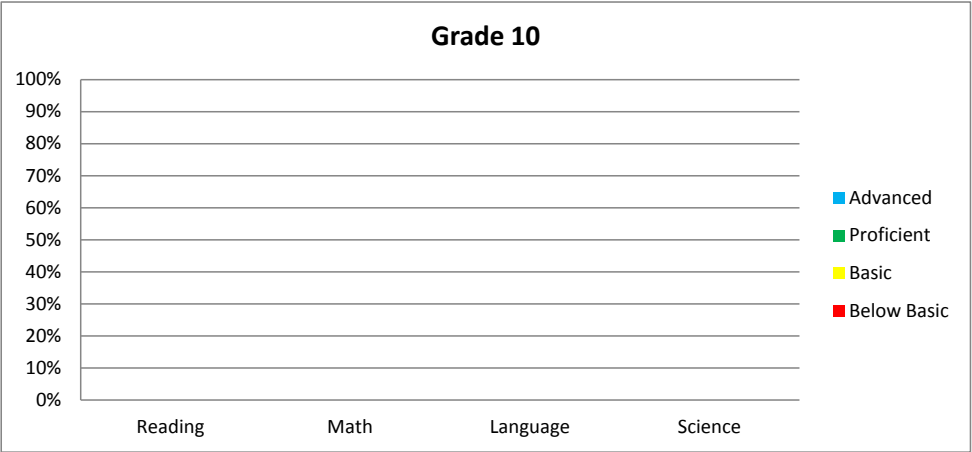
Grade 7	Reading	Math	Language	Science
Below Basic	8.3	66.7	8.3	#N/A
Basic	41.7	16.7	75	#N/A
Proficient	50	16.7	16.7	#N/A
Advanced	0	0	0	#N/A



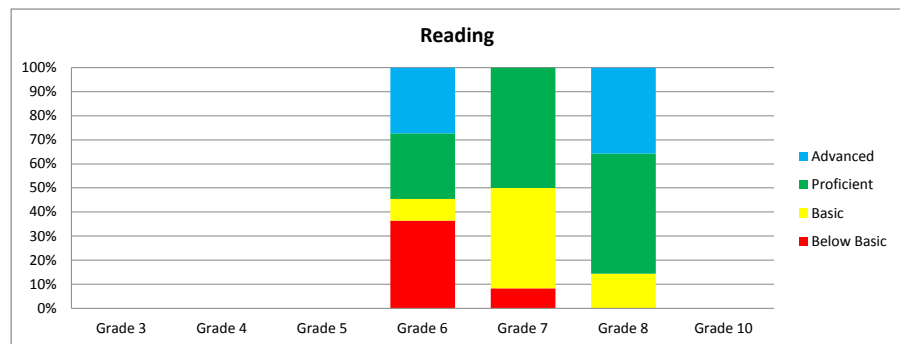
Grade 8	Reading	Math	Language	Science
Below Basic	0	21.4	14.3	
Basic	14.3	64.3	50	
Proficient	50	7.1	28.6	
Advanced	35.7	7.1	7.1	



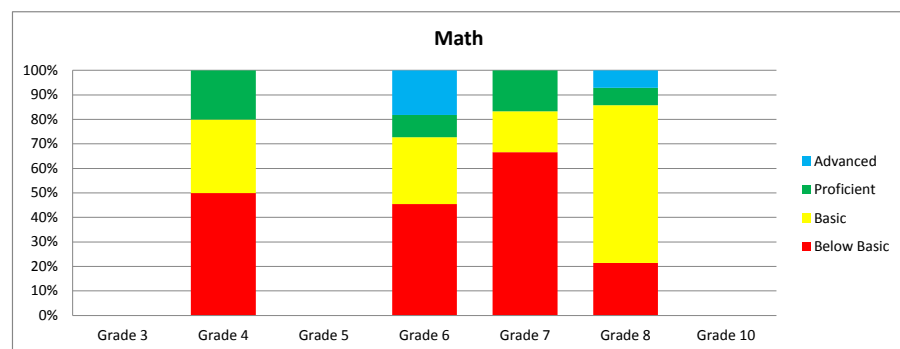
Grade 10	Reading	Math	Language	Science
Below Basic	*	*	*	#N/A
Basic	*	*	*	#N/A
Proficient	*	*	*	#N/A
Advanced	*	*	*	#N/A



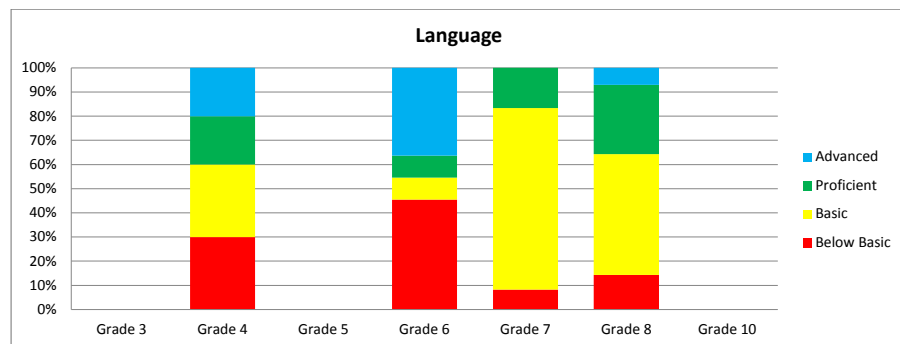
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	*	36.4	8.3	0	*
Basic	#N/A	#N/A	*	9.1	41.7	14.3	*
Proficient	#N/A	#N/A	*	27.3	50	50	*
Advanced	#N/A	#N/A	*	27.3	0	35.7	*



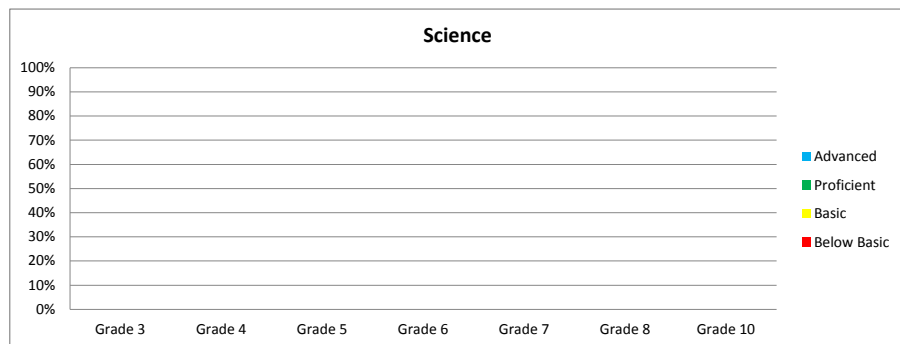
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	*	50	*	45.5	66.7	21.4	*
Basic	*	30	*	27.3	16.7	64.3	*
Proficient	*	20	*	9.1	16.7	7.1	*
Advanced	*	0	*	18.2	0	7.1	*



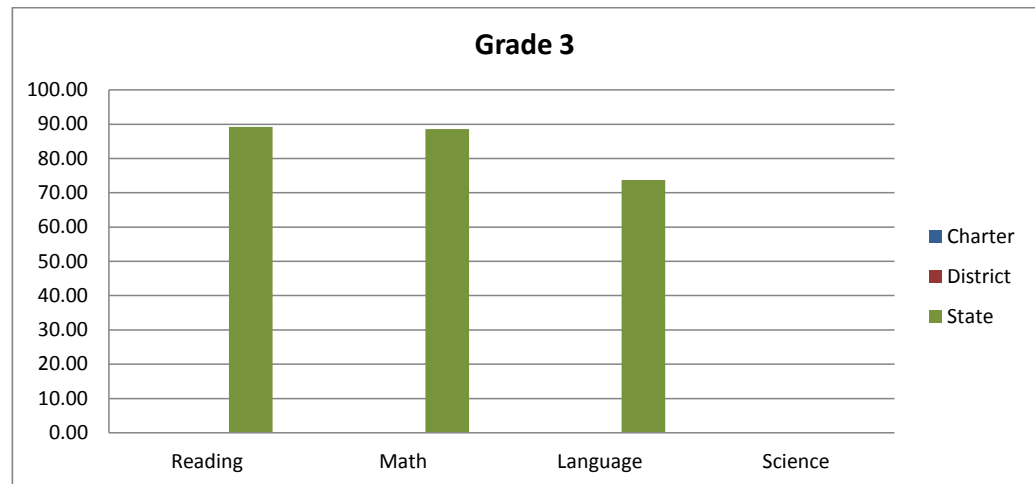
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	*	30 *		45.5	8.3	14.3	*
Basic	*	30 *		9.1	75	50	*
Proficient	*	20 *		9.1	16.7	28.6	*
Advanced	*	20 *		36.4	0	7.1	*



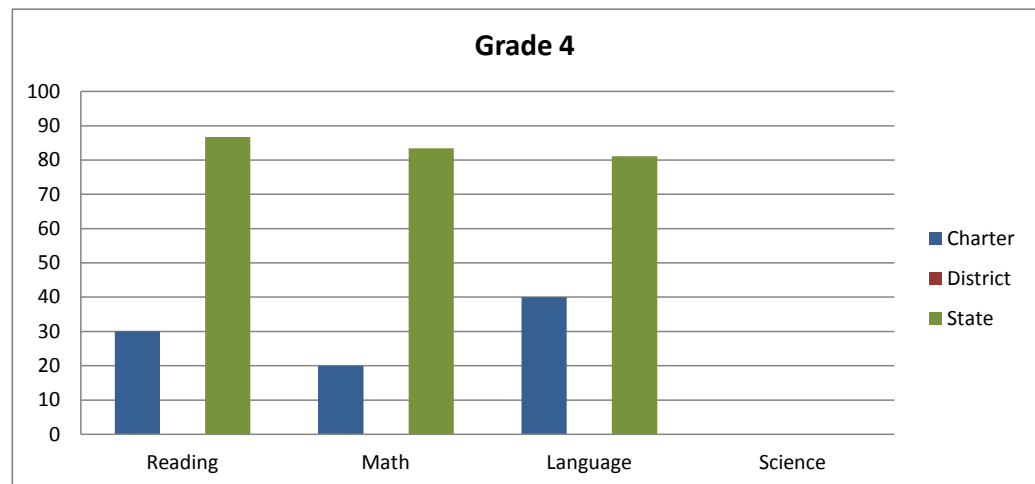
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		#N/A		#N/A
Basic			#N/A		#N/A		#N/A
Proficient			#N/A		#N/A		#N/A
Advanced			#N/A		#N/A		#N/A



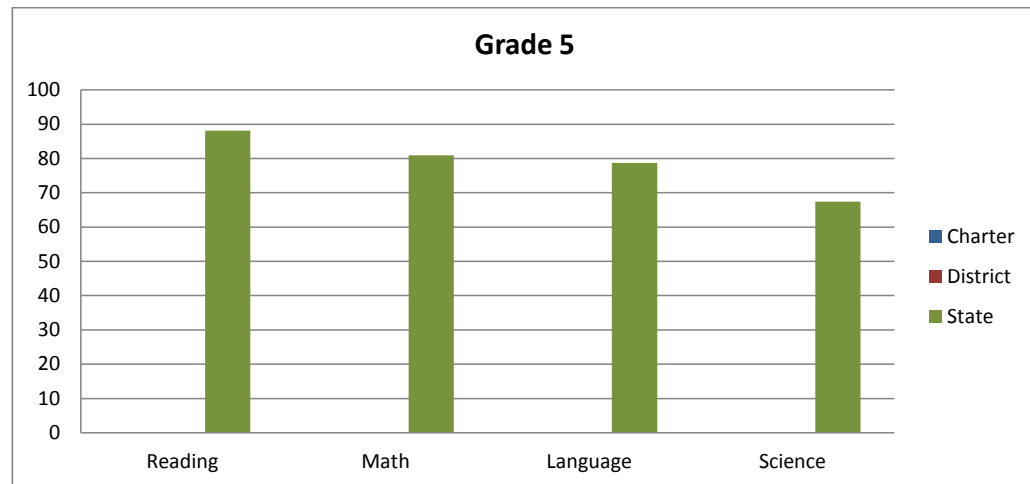
Grade 3	Reading	Math	Language	Science
Charter	0	0	0	
District	#N/A	#N/A	#N/A	
State	89.2	88.6	73.7	



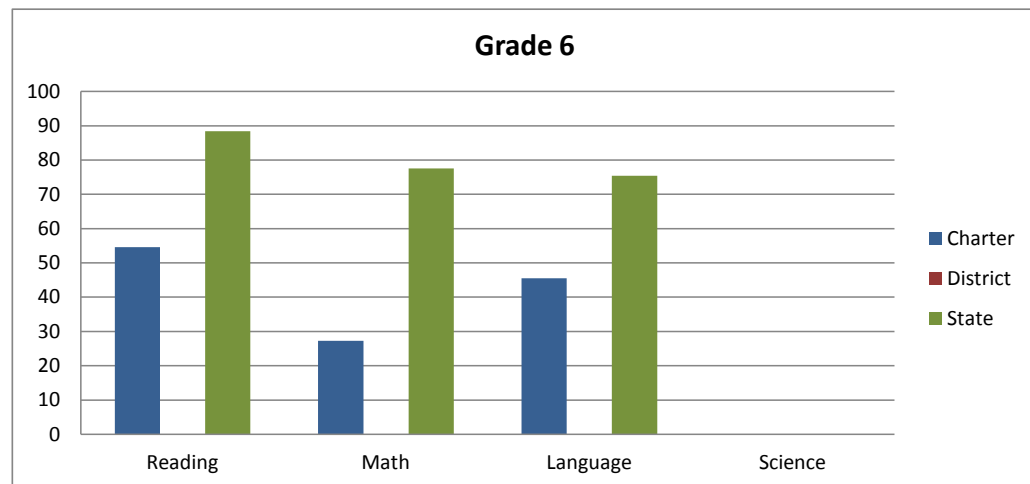
Grade 4	Reading	Math	Language	Science
Charter	30	20	40	
District	#N/A	#N/A	#N/A	
State	86.7	83.4	81.1	



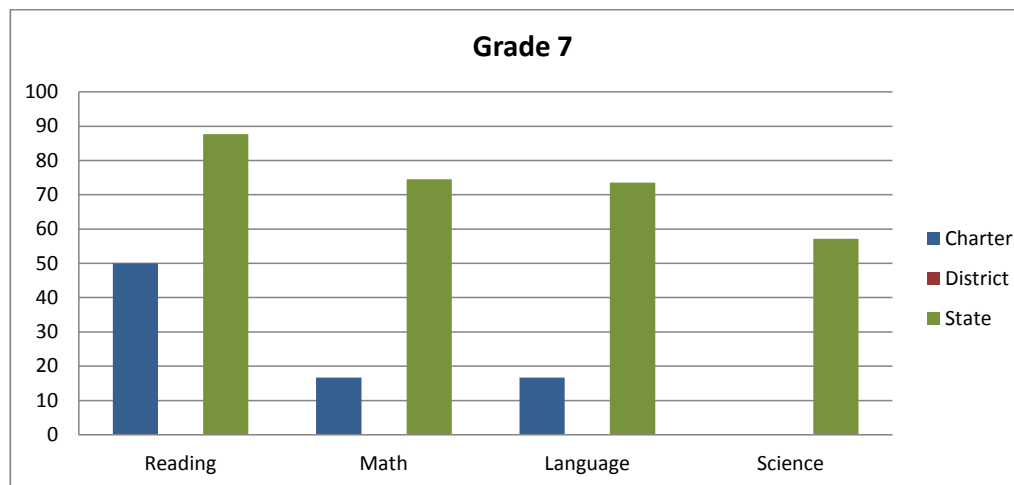
Grade 5	Reading	Math	Language	Science
Charter	0	0	0	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	88.1	80.9	78.7	67.4



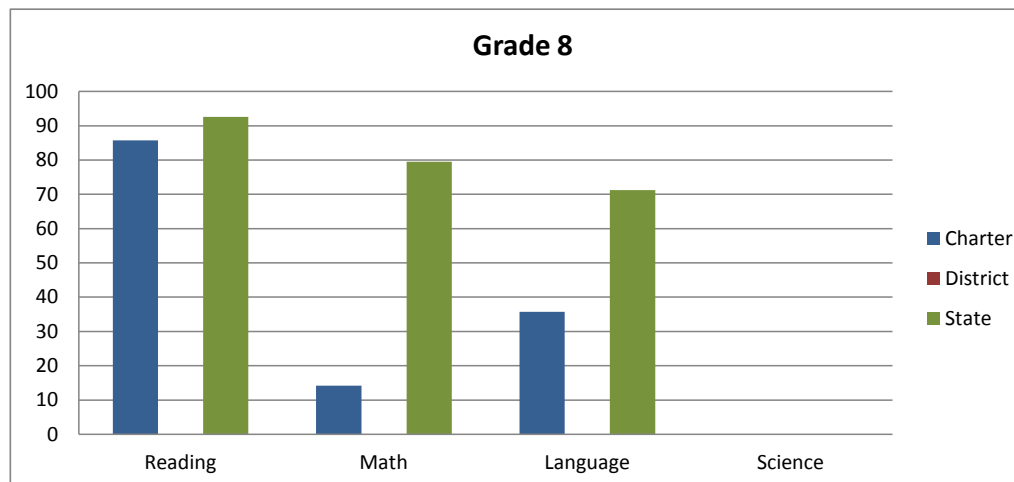
Grade 6	Reading	Math	Language	Science
Charter	54.6	27.3	45.5	
District	#N/A	#N/A	#N/A	
State	88.4	77.5	75.4	



Grade 7	Reading	Math	Language	Science
Charter	50	16.7	16.7	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	87.7	74.5	73.5	57.2

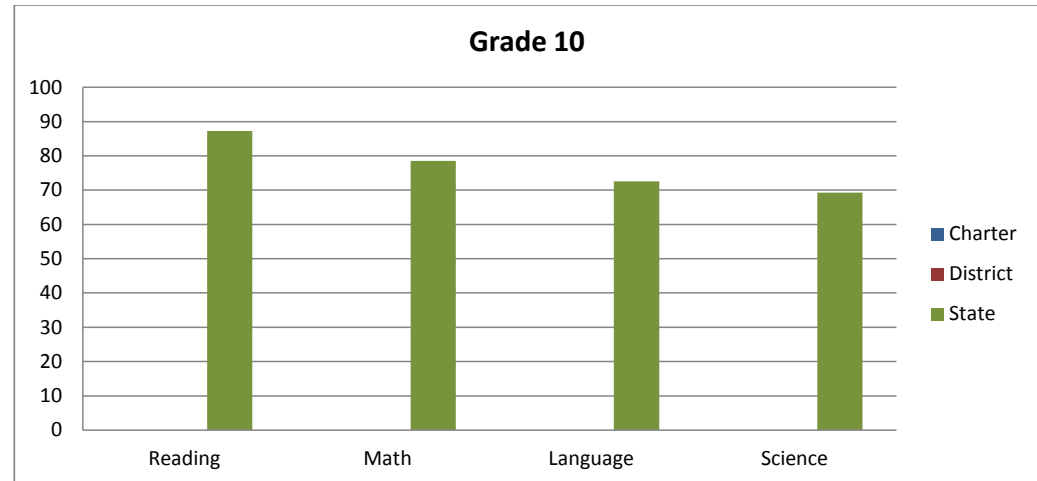


Grade 8	Reading	Math	Language	Science
Charter	85.7	14.2	35.7	
District	#N/A	#N/A	#N/A	
State	92.6	79.5	71.2	



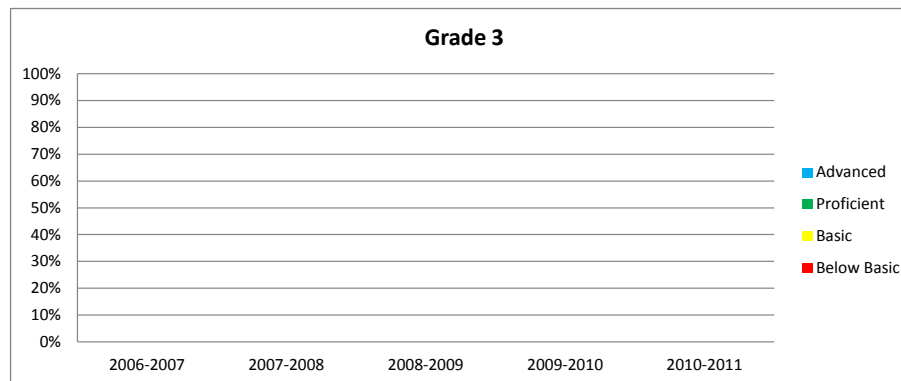


Grade 10	Reading	Math	Language	Science
Charter	0	0	0	#N/A
District	#N/A	#N/A	#N/A	#N/A
State	87.2	78.5	72.6	69.3

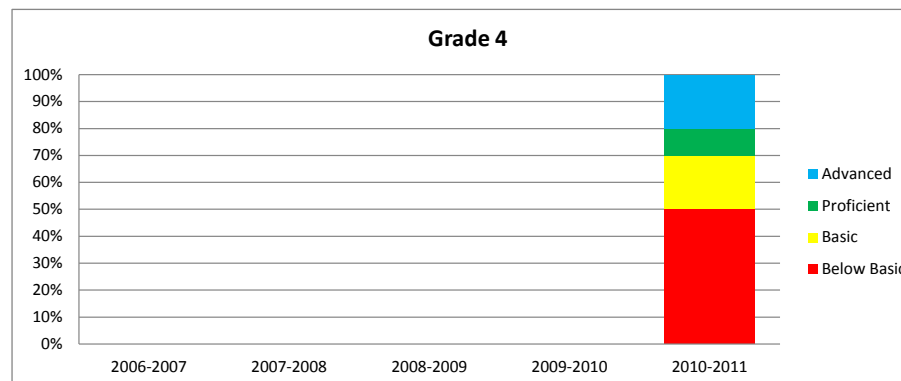


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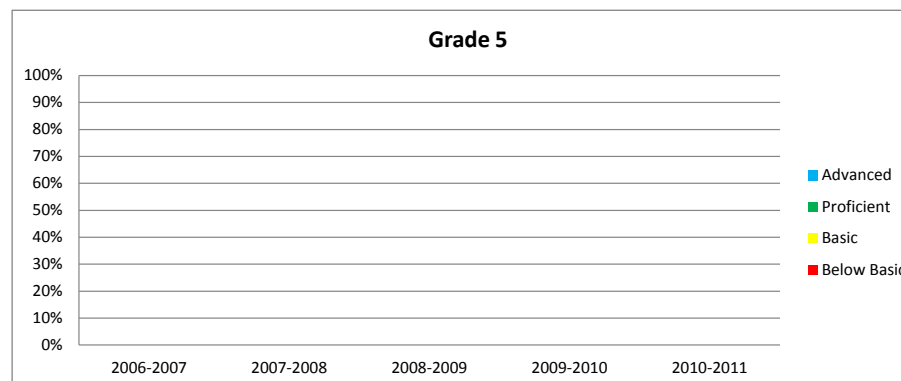
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	50
Basic	#N/A	#N/A	#N/A	#N/A	20
Proficient	#N/A	#N/A	#N/A	#N/A	10
Advanced	#N/A	#N/A	#N/A	#N/A	20

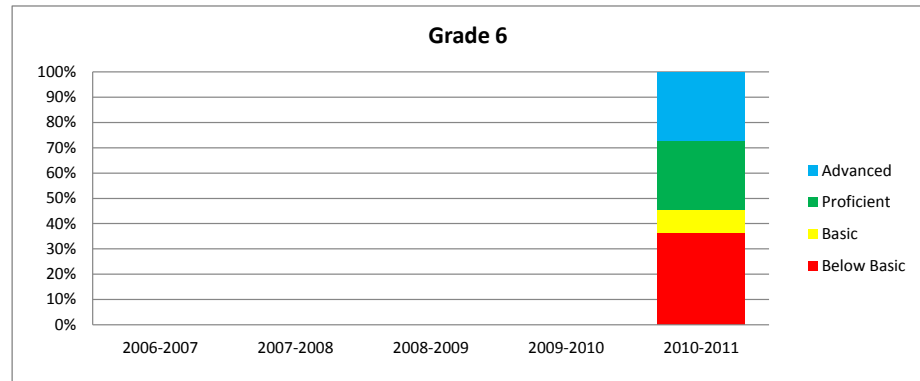


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*

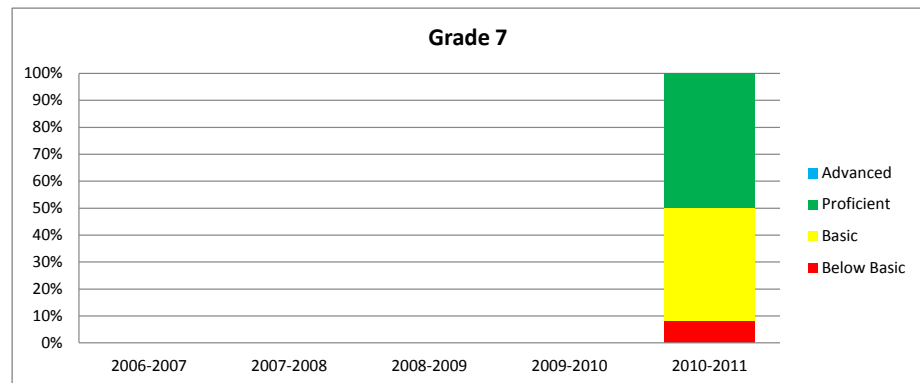


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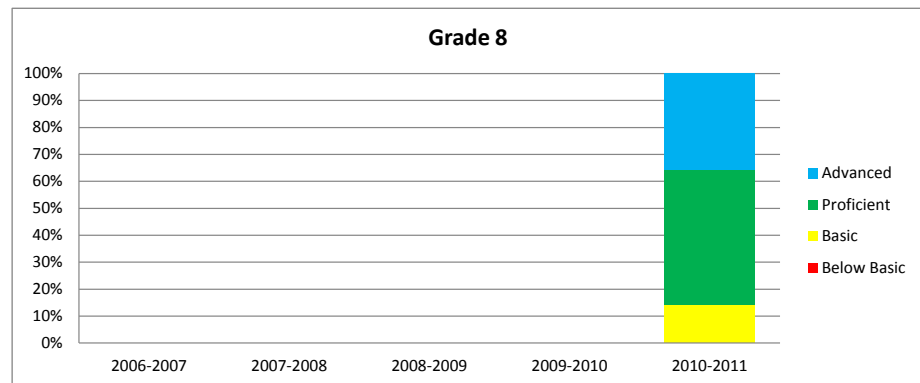
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	36.4
Basic	#N/A	#N/A	#N/A	#N/A	9.1
Proficient	#N/A	#N/A	#N/A	#N/A	27.3
Advanced	#N/A	#N/A	#N/A	#N/A	27.3



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	41.7
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	0

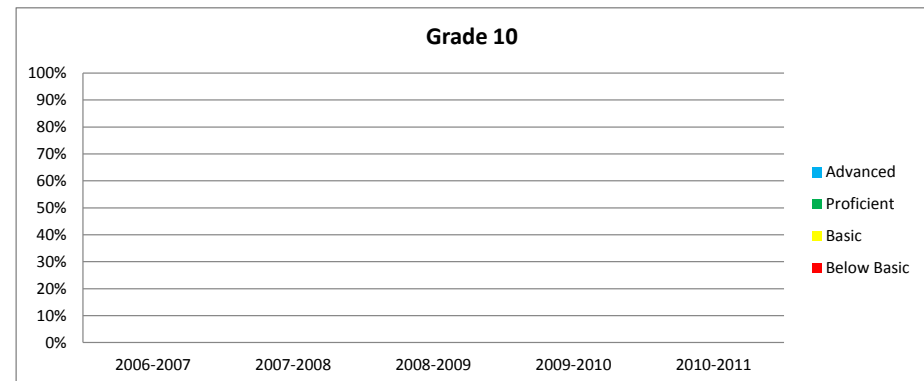


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	0
Basic	#N/A	#N/A	#N/A	#N/A	14.3
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	35.7

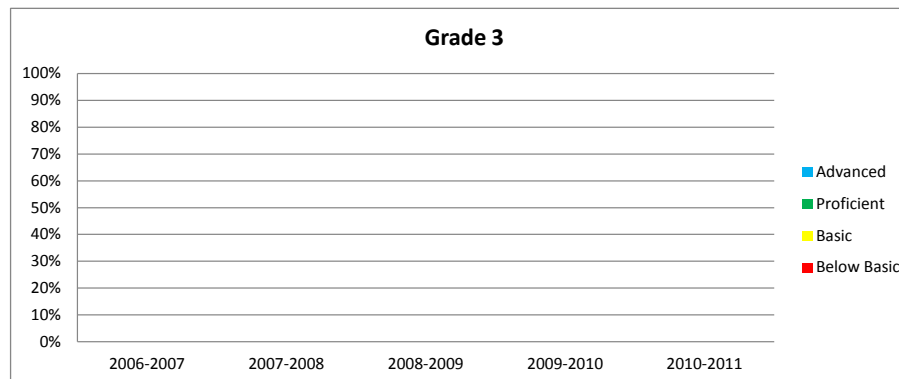


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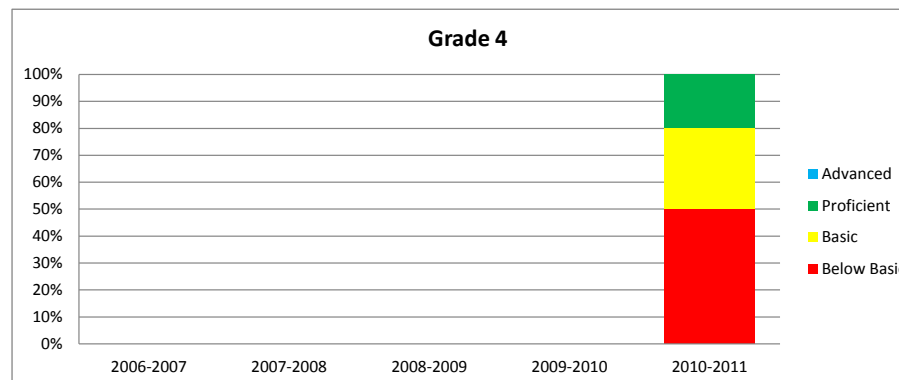
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	*
Basic	#N/A	#N/A		#N/A	*
Proficient	#N/A	#N/A		#N/A	*
Advanced	#N/A	#N/A		#N/A	*



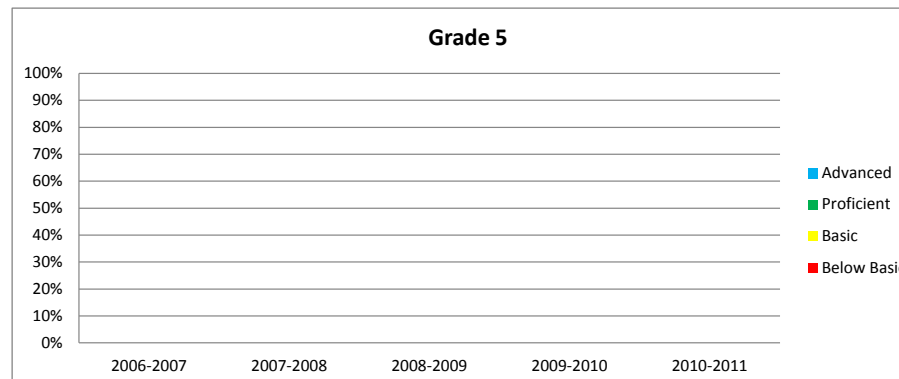
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



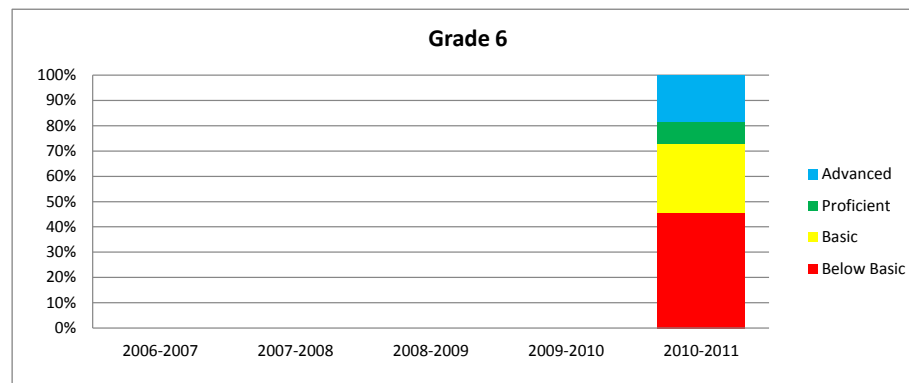
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	50
Basic	#N/A	#N/A	#N/A	#N/A	30
Proficient	#N/A	#N/A	#N/A	#N/A	20
Advanced	#N/A	#N/A	#N/A	#N/A	0



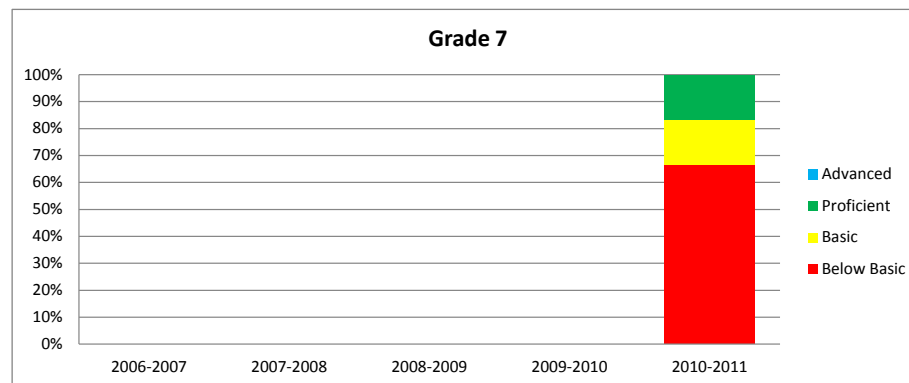
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



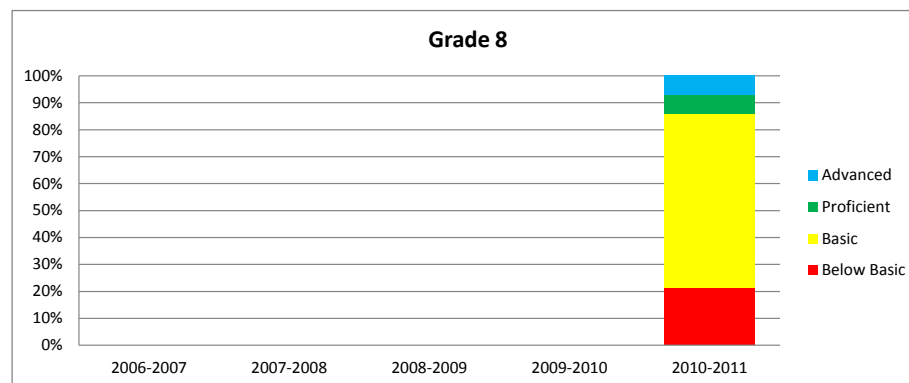
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	45.5
Basic	#N/A	#N/A	#N/A	#N/A	27.3
Proficient	#N/A	#N/A	#N/A	#N/A	9.1
Advanced	#N/A	#N/A	#N/A	#N/A	18.2



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	66.7
Basic	#N/A	#N/A	#N/A	#N/A	16.7
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0

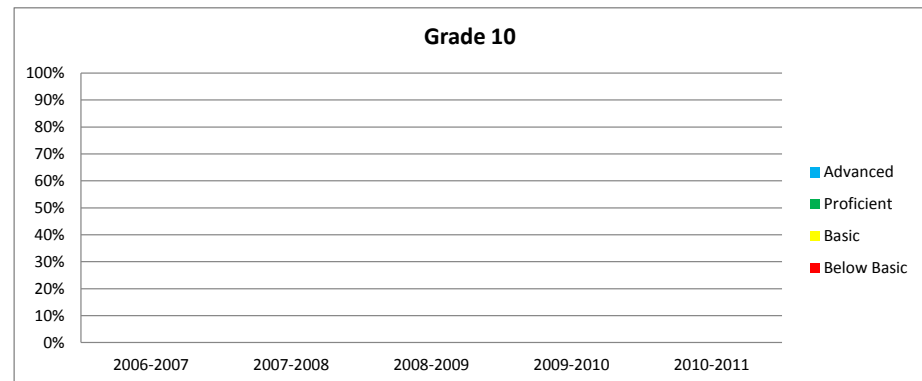


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	21.4
Basic	#N/A	#N/A	#N/A	#N/A	64.3
Proficient	#N/A	#N/A	#N/A	#N/A	7.1
Advanced	#N/A	#N/A	#N/A	#N/A	7.1

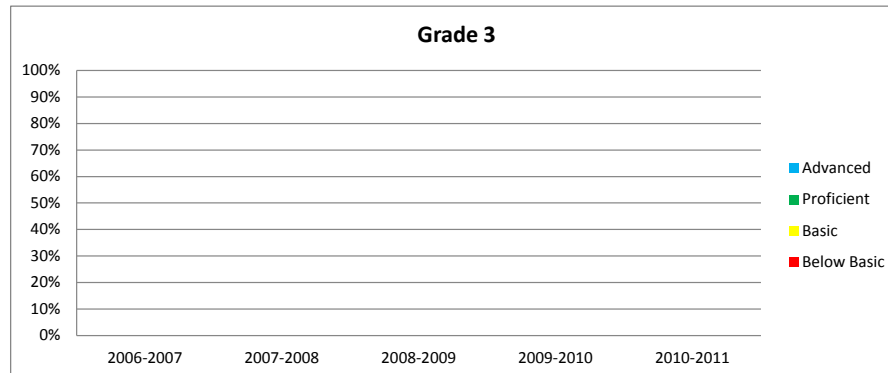


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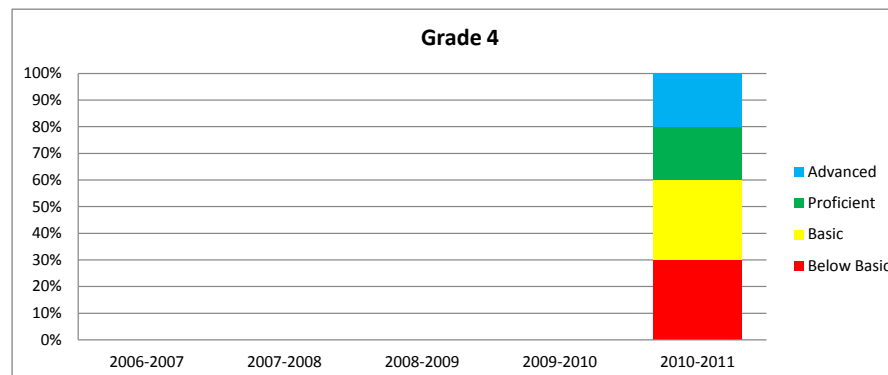
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	*
Basic	#N/A			#N/A	*
Proficient	#N/A			#N/A	*
Advanced	#N/A			#N/A	*



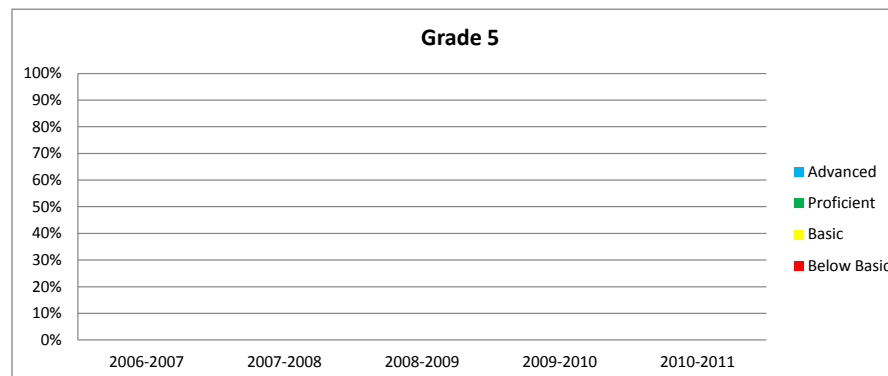
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	30
Basic	#N/A	#N/A	#N/A	#N/A	30
Proficient	#N/A	#N/A	#N/A	#N/A	20
Advanced	#N/A	#N/A	#N/A	#N/A	20

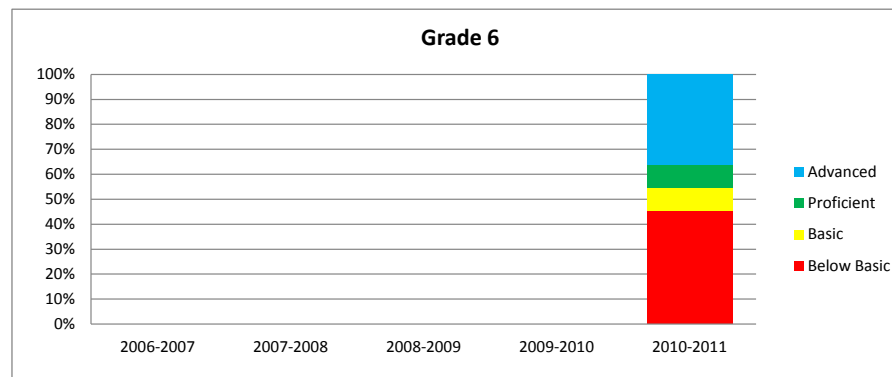


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	*
Basic	#N/A	#N/A	#N/A	#N/A	*
Proficient	#N/A	#N/A	#N/A	#N/A	*
Advanced	#N/A	#N/A	#N/A	#N/A	*

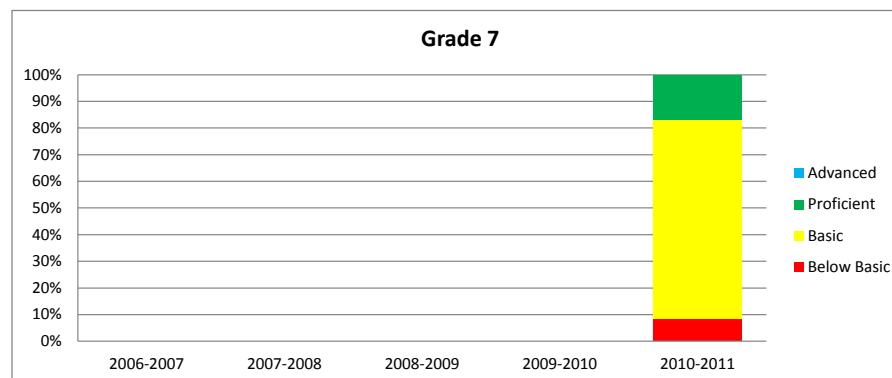




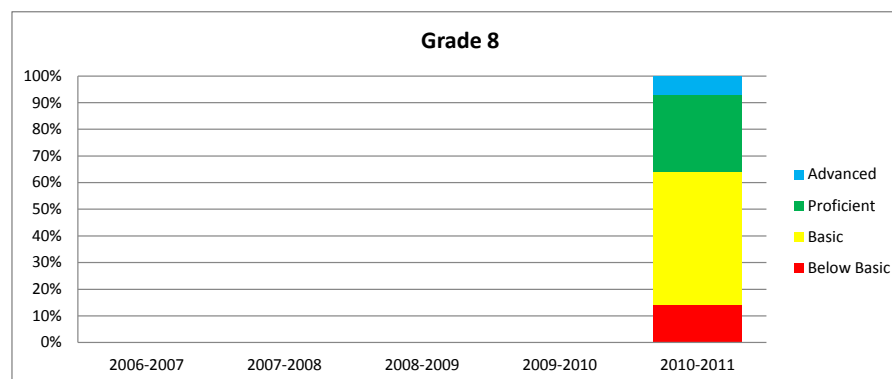
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	45.5
Basic	#N/A	#N/A	#N/A	#N/A	9.1
Proficient	#N/A	#N/A	#N/A	#N/A	9.1
Advanced	#N/A	#N/A	#N/A	#N/A	36.4



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	75
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0

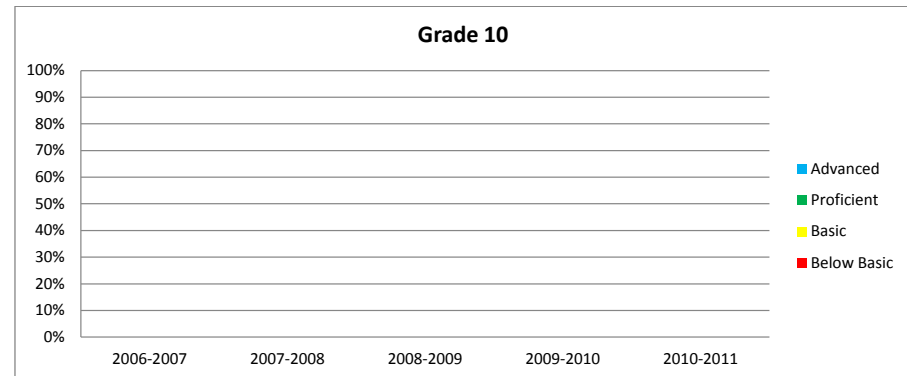


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	14.3
Basic	#N/A	#N/A	#N/A	#N/A	50
Proficient	#N/A	#N/A	#N/A	#N/A	28.6
Advanced	#N/A	#N/A	#N/A	#N/A	7.1



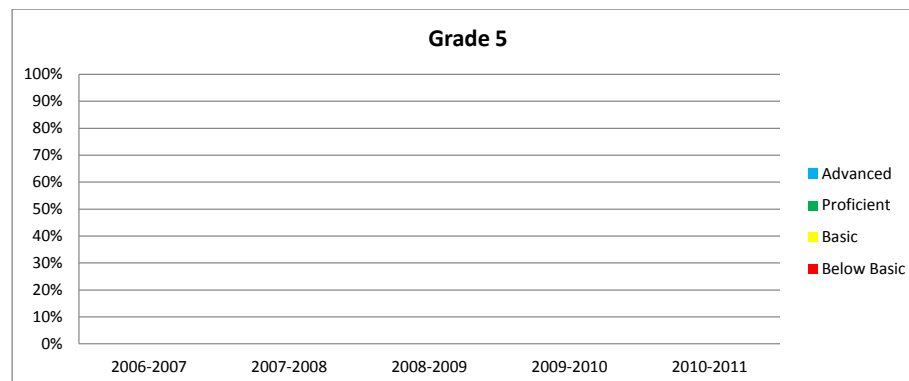
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Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	*
Basic	#N/A			#N/A	*
Proficient	#N/A			#N/A	*
Advanced	#N/A			#N/A	*

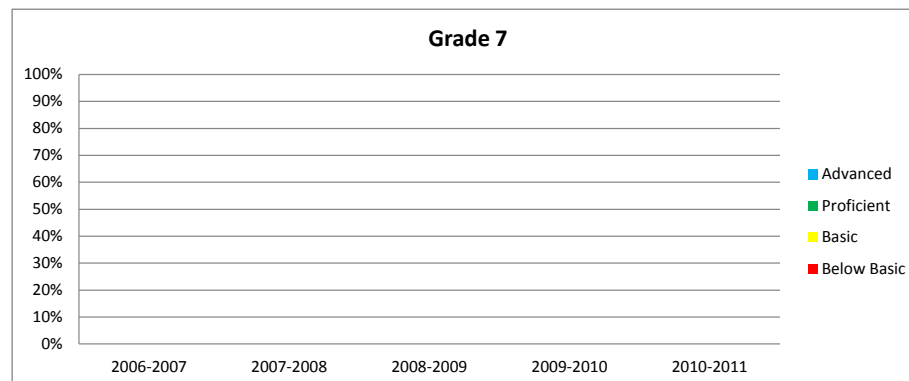


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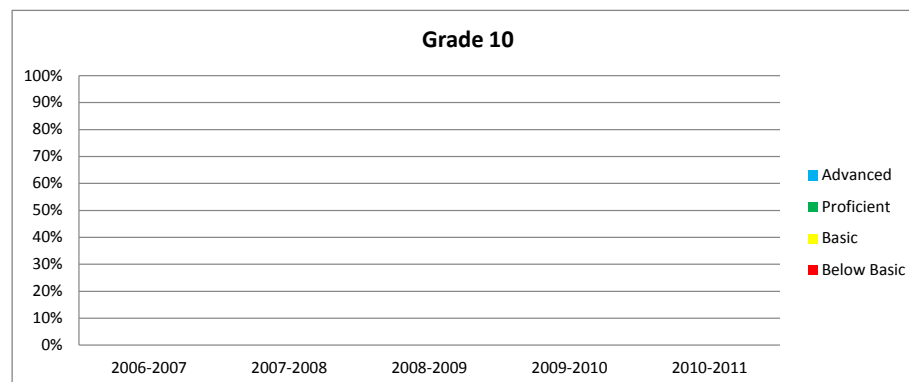
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

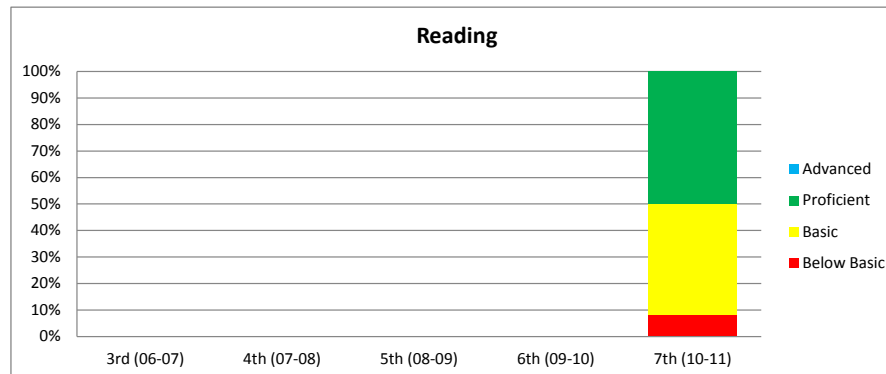


Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

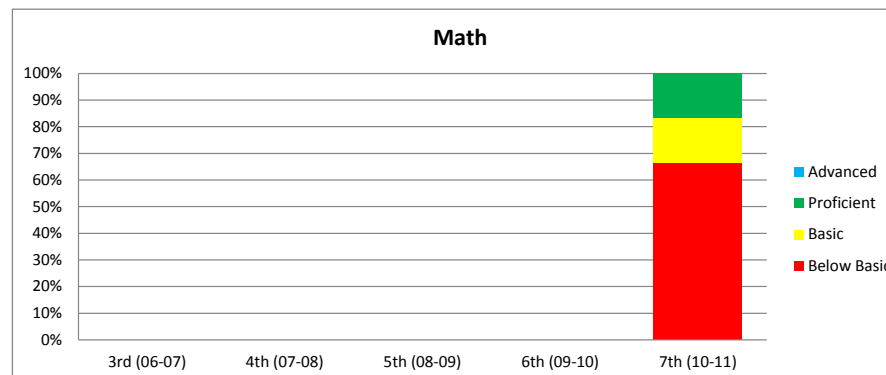


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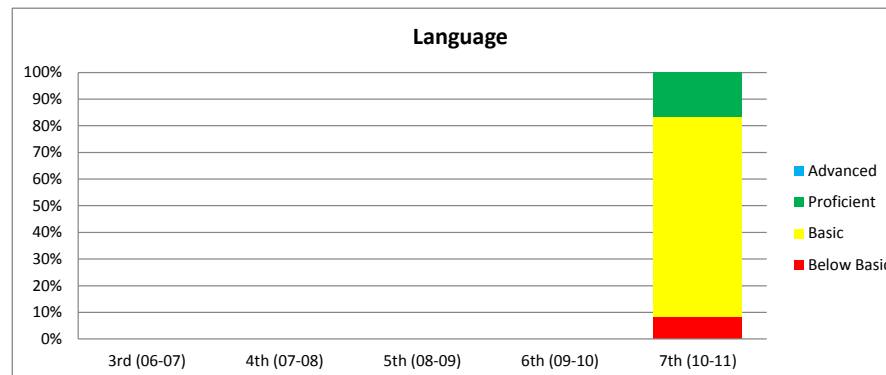
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	41.7
Proficient	#N/A	#N/A	#N/A	#N/A	50
Advanced	#N/A	#N/A	#N/A	#N/A	0



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	66.7
Basic	#N/A	#N/A	#N/A	#N/A	16.7
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0

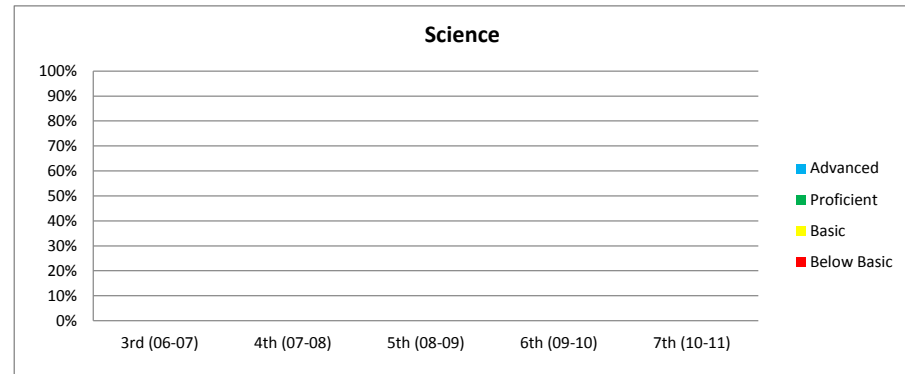


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	8.3
Basic	#N/A	#N/A	#N/A	#N/A	75
Proficient	#N/A	#N/A	#N/A	#N/A	16.7
Advanced	#N/A	#N/A	#N/A	#N/A	0



July 24, 2012

Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



**SUBJECT**

Idaho Virtual Academy Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5215

IDAPA 08.02.04.302

**BACKGROUND**

Idaho Virtual Academy (IDVA) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). IDVA began operations in fall 2004 and serves approximately 2,800 students in grades K-12. In September 2010, the PCSC approved IDVA to operate a pilot alternative school program.

**DISCUSSION**

IDVA will provide an annual update on the status of the school. PCSC staff has visited the school and reviewed the materials provided, and makes the following observations:

1. Enrollment
  - IDVA's enrollment remains strong with over 2,800 students attending the school. Student attrition is high at about 27%.
2. Academics
  - IDVA reports meeting AYP in spring 2011. The school remains in school improvement status year 3, as they must meet AYP for two consecutive years in order to move out of school improvement. Preliminary reports for 2011-2012 indicate the school may not meet AYP.
  - Indexed score reports reveal IDVA students are scoring above state targets in all subject areas. However, non-indexed results show that the school is performing below average statewide performance.
  - Four-year comparison results reveal slightly improved trends in scores.
3. Measurable Student Educational Standards (MSES)
  - IDVA reports meeting the MSES in its charter. However, many of the standards are difficult to measure and are not time specific, leaving them open to subjective judgment. The board reports that strategic planning in the upcoming year will address this issue.
4. Hybrid Program
  - The pilot alternative school program was suspended last December due to inadequate enrollment. Economic viability of the program depended on 150 students being enrolled, and only 32 students were participating. Additionally, a few staff members left the program.

5. Finances

- Due to the school's contract with K12, current and upcoming year budget scenarios continue to show no carryover or deficit.
- IDVA's FY11 financial audit indicates that 68% of the school's budget or \$8,888,170 was paid to K12. This includes a 15% service fee for administration and a 7% service fee for technical services. The fees are based on a percentage of the school's total revenue.
- Since the school is protected against incurring a deficit, board members indicate they are comfortable with the school having no unrestricted assets.

6. Stakeholder Satisfaction

- Survey results reveal overall stakeholder satisfaction with the school and its programs. However, 20% of respondents reported the level, material, and pace of their Gem/Ascent/ERI Tutoring class as being too easy; almost 12% reported that middle school teachers do not give feedback in a timely manner; and 10% reported the introduction to online learning is not effective.

7. Charter Violation

- According to the charter, at least every two weeks teachers will have conferences (by phone or email) with students and/or parents to review progress and set goals. The school reports conferences are usually held on a monthly basis rather than every two weeks.

**IMPACT**

Pursuant to I.C. § 33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter...

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to Idaho Virtual Academy a notice of defect on the grounds that IDVA has committed a material violation of any condition, standard or procedure set forth in the approved charter, specifically with regard to frequency of teacher contact with families.

**COMMISSION ACTION**

A motion to direct PCSC staff to issue to Idaho Virtual Academy a notice of defect on the following grounds: Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to frequency of teacher contact with families.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho Virtual Academy Site Visit Report

March 6, 2012

Interview with Board Members:

Two board members participated in the interview. They indicated that the board is currently conducting a thorough review of the mission statement. It is considered to be a valid statement, but they feel it is time to reexamine the mission of the school as it has been in effect since the school opened ten years ago. The board feels that they have learned a lot and want to use this knowledge to revise the mission so it better solidifies where the school is going and what they want to accomplish.

Board members seem to have a fair understanding of their role and continue to examine it in terms of the future of the school. They feel their job is made easier by a very professional, efficient, and effective administrative team. The relationship between the board and administration is described as being open and honest. Mechanisms are being put in place as proactive measures for planning for administrative changes that may occur in the future. The board is very concerned that they remain more than a “rubber stamp” board and that they fulfill their duties. They feel they function well and have worked hard to implement recommendations given in programmatic audits. As expressed by the board members, they now work smarter and have progressed in the understanding of their role.

Annual administrator evaluations are done. Evaluations are more thorough this year as a result of the head of school and administrative team evaluations being in written form for the first time. The board is also providing evaluation feedback through conferencing with the head of school.

When planning to replace board members, current directors try to be proactive by always watching for specific skill sets. They are patient and wait to replace outgoing members until the right person is found. The board feels that they have adequate training but it is always a work in progress. Much of the training and learning takes place on the job as there is a huge learning curve. Regular trainings are held and are based mostly on materials from the ISBA.

The board is comfortable with the fiscal stability of the school. They approve the budget and try to be proactive in making necessary adjustments to it. Communication with the business manager is effective. Board members feel informed regarding both the short and long term financial situation of the school. They feel sound financial decisions are made. The school has a service agreement with K12. The contract provides for a discount given by K12 to IDVA, if needed, to prevent the school from ever incurring a deficit. The board feels that, as a result of the agreement, both parties have a responsibility to honor the arrangement. Thus, the board must remain frugal and respectful of the company by not taking advantage of the discount. They feel that in order to maintain a high level of service for their students, the relationship between K12 and IDVA must remain professional and forthright.

IDVA has four permanent facilities located in Boise, Coeur d’Alene, Idaho Falls, and Arco. They also lease facilities in Twin Falls, Blackfoot, Pocatello, Moscow, and Lewiston as needed. Lease amounts are



included in the school budgets. The facility arrangements have worked well, though there are some logistical issues at times associated with accommodating all parties for some events. A Community Day program for elementary students has been very successful in Coeur d'Alene and the school is looking to expand this program to the Boise area.

Strengths of the board include passion for the success of the school, common goals, being open minded, willing to listen, innovative, flexible, and open to change. The board feels they could improve their communication with teachers, parents and students. They are working to be more approachable. Up to this point, board meetings have been held via conference calls. However, the board has begun to hold meetings using Illuminate, with which parents and students are familiar. They hope this will invite more family participation in board meetings.

Parent and community involvement is considered by the board to be strong. It is felt that the school has become a face in the community for school choice and that as a result people better understand the virtual concept. School events are well attended.

IDVA has a school growth coordinator that is an employee of K12. Marketing strategies include online marketing, event advertising, Parent Booster Group participation, and radio and newspaper ads. Board members feel that face to face advertising is the most effective. A marketing plan is developed each year with K12 to determine which strategies are effective and which are not.

The board feels that the effects of recent legislation are not being fully felt yet as implementation is still in progress. The school has taken an active role in working with the SDE to determine how to best facilitate implementation of the legislation. IDVA's pay for performance plan is in the final stages of development. It will be in place by the 2012-2013 school year. Technology money is being used to upgrade K-8 technology, as well as to fund innovative teacher grants and professional development. IDVA applied for the first round of the one to one initiative disbursement.

Interview with Administrator:

The administrator feels that IDVA has fulfilled its mission. Like the board, she sees the need for revision of the mission statement as the school does much more than what is described in the current mission statement. Her relationship with the board is good. Effective communication takes place and all parties are comfortable calling on and responding to one another.

As reported by the administrator, the board understands and fulfills their role. She has observed that more in-depth questioning is taking place which shows they better understand their role and the issues. The administrative workload is heavy but commensurate with that of other superintendents and what was expected when she took the job.

IDVA has outgrown the facility in Coeur d'Alene. Board members are in the process of exploring facility options in that area. Other facilities used by the school appear adequate in meeting the needs of the students.

The administrator feels that IDVA's administrative team is highly effective. The team consists of the Head of School, Elementary Principal, High School Principal, Director of Academics, Business Manager, Human Resource Manager, and Technology Manager. The management team are K12 employees while all teachers and support staff are IDVA employees.

Academic strengths of the school include a data driven responsive system that identifies individual strengths and weaknesses, robust Tier II program, strong RTI process, curriculum alignment, PLCs in place, and a strong professional development program. Areas for improvement are common core state standards alignment and implementation, year two school improvement, and increasing student engagement.

IDVA gathers data from a variety of sources. K12 provides scantron testing that is used in the fall for grades 3-10. Other data includes IRI, math probes, Study Island probes, pass rates, teacher response rates, active engagement time in courses, number of lessons complete, and scores on lessons. This data is examined and used to inform instruction. The administrator expresses the biggest challenge as being able to pull the right data and use it to inform instruction and increase student achievement.

The administrator views parent and community involvement as being strong in relation to individual students and events. She would like to see more families become involved, better participation in board meetings, and better participation in responding to surveys. The board and administration are looking at ways to target those families who are less involved.

Annual teacher evaluations are complete, all teachers with the exception of one long term substitute, are properly certified and highly qualified, a middle level credit system is in place, and all special education procedures and services are in compliance. A process for developing a formal strategic plan is being explored. The plan involves starting with revising the mission and vision statements and moving into a three year strategic plan. This will be the focus on the next school year. The goal is to have it complete by July 2013.

Interview with Business Manager:

The business manager feels he has adequate training. He has an MBA, accounting degree, and has worked in finance for 30 years. He feels his experience working with federal finances is a good fit for his current position. The workload is manageable and varies throughout the year.

IDVA is adjusting their model for determining ADA from seat time to a mastery model. The proposed budget appears to be very different from the projected budget. The business manager explains that this is due to the discount agreement between IDVA and K12. The agreement says that K12 will give IDVA a credit invoice to cover any deficit amounts. Therefore, the business manager pays expenses on an ongoing basis throughout the year as long as money is available. Once the funds are no longer available, he stops paying expenses and records them as accounts payable. At year end, K12 issues a credit invoice for this amount to the school. Therefore, the budget has a zero balance from year to year and shows that expenses match revenue. As such, the school has no unrestricted assets.

In taking a conservative approach to finances, the school cut an administrative position this year. Teacher salary expenses are based on enrollment projections. Some teachers are under contract and others are considered to be transitional. Transitional teachers are employed as enrollment dictates. Thus, the budget reflects fluctuations in salary expenses according to enrollment numbers.

K12 expenses and overall revenue have a direct relationship. As overall revenue decreases so do the K12-related expenses. Some of these expenses are management services, textbooks, school supplies, transportation, and computer services.

The FY11 fiscal audit reflects that IDVA pays a 15% service fee to K12 for administrative services and a 7% service fee for technical services. 68% of IDVA's total expenditures in FY11 were paid to K12 for curriculum, administration, educational materials, computers, and technical services. In FY11, this amounted to \$8,888,170.

**Program Strengths:**

- Board and administration have a good working relationship
- Committed board and administrative team
- Made AYP
- MSES met
- No possibility of incurring a financial deficit
- Data driven
- Strong RTI focus
- Efforts from board to be more approachable
- Implementing ways to better engage students
- Implementing ways to increase parent and community involvement – using Illuminate to broadcast board meetings
- Curriculum alignment
- J term projects

**Program Concerns:**

- ISAT scores below average state performance in all grades and subject areas
- MSES could be more specific, measurable, and time specific
- The school has no unrestricted assets
- Is the agreement with K12 in the best interest of the school?

**Possible charter violations include:**

- At least every two weeks teachers have conferences (by phone or email) with students and/or parents to review progress and set goals. – School reports this is usually on a monthly basis rather than every two weeks.

Possible Amendments:

- Violation as noted above
- Mission statement
- MSES – see concern above

Recommendations:

- Propose possible charter amendments as soon as possible
- Find ways to improve student achievement so performance is above state levels
- Amend MSES so they are specific, measurable, time specific, and reflective of the mission
- Continue to align and implement common core standards
- Continue to increase parent/community involvement
- Continue to find ways to increase student engagement

Materials requested:

- None

Additional Questions and Answers:

Please explain a few of the targeted interventions you used to help meet AYP last year.

IDVA follows the RTI process to identify students in need of academic intervention. Students in grades 3-10 take benchmark assessments in the Fall. This information, in conjunction with State test data, performance in general education curriculum, and teacher and parent input is what we use in our identification process. Identified students are provided with supplemental instruction in the area(s) of need. Each IDVA teacher provides targeted instruction in a specific area. In addition to their regular classroom duties, each teacher is an intervention specialist in one of the following areas: Early Literacy, grade level Math, grade level Language, grade level Reading omit currently we use Mark12 for older students struggling with reading. Our teachers develop intervention lessons based on the Idaho State Standards. Students meet with teachers in small groups live via web classroom (Elluminate) 1-3 times per week and receive interactive instruction. The Idaho Charter School Network auditors spent time observing some of these classes during our audit last year. We received commendations from them in regards to what they observed.

"Highly engaged teachers observed on Elluminate using multiple strategies."

"Students feel very connected with their teachers."

"Even young students were impressively adept at the Elluminate tools and teachers used them effectively."

*(ICSN commendations from IDVA's 2010/11 Programmatic Audit)*

Intervention classes are held for ten weeks in the fall semester and eight weeks in the spring semester. Each eight week class begins with a pre-test. Students take a progress

monitor assessment in week 3, a midsession assessment in week 4, another progress monitor assessment in week 6 and a post test at the conclusion of the 8 week session. Instruction for the entire class and for individual students is guided by these assessments. Assessments are given through Study Island, and students work additionally in their Study Island accounts to earn blue ribbons as part of the intervention program.

Planned improvements for targeted interventions for the 2012-13 school year are to add Common Core standards, add a parent/student newsletter to help parents understand the necessity and value of ensuring their student(s) attend intervention classes and to administer Math, Reading and Language benchmark assessments to 3-10 graders three times per year. This improvement adds a school-wide benchmark assessment in December.

At the Aug. PCSC meeting where you gave your annual update, meeting minutes indicate you gave a positive update on the hybrid program. What happened between Aug and Dec to warrant shutting down the program?

There were 3 significant factors that occurred between August and December that resulted in our decision to end the Hybrid pilot early. At the end of last school year, there were 75 students enrolled in the hybrid program. At the beginning of this school year, we had 35 students enrolled. By December 1, that number dropped to 32. To make the hybrid program economically viable, we need to have 150 students enrolled. We believe that the declining enrollment is related to the fact that we are a fully online school, and the students we attract choose that option. We also believe that there are several online schools whose mission it is to serve at-risk and underserved populations. Those schools include iSucceed Virtual High School, Richard McKenna Virtual High School and Another Choice. Also, most districts in the Treasure Valley operate brick and mortar alternative schools. Secondly, one of our hybrid teachers requested to be released from her contract on December 1 and that request was granted by our board. Lastly, we had one of our (virtual) high school math teachers leave at semester to accept a full time teaching job at the College of Western Idaho. We transferred our 2<sup>nd</sup> hybrid teacher (HQT Math) to the virtual high school to replace the math teacher who was leaving. It seemed prudent to disband the hybrid program rather than limp through the 2<sup>nd</sup> semester. We partnered with iSVHS to facilitate transfers of hybrid students who wanted blended opportunities through the iSVHS Learning Center. 17 students elected to transfer to iSVHS at the semester which began on January 23. 13 hybrid students elected to stay with IDVA and transfer to our fully virtual high school; 2 students transferred to brick and mortar alternative schools operated by their neighborhood school districts.

Although IDVA made AYP, it appears that the school's performance is below that of average state levels. Please provide your perspective. What steps are being taken to improve student performance so IDVA students will begin to perform at or above state performance levels?

Many students who enroll at IDVA come to our school at-risk for testing Proficient on the ISAT and tested below or barely proficient at the former schools. Parents of this group of students often site that their reason for enrolling their student in IDVA is to help get the student "caught up", and then to re-enroll them in the local school. Our longitudinal data shows that the longer students stay with

IDVA, the better they perform on measures of academic performance, including the ISAT. Additionally, aggregate data indicates that IDVA students continue to improve their performance on the ISAT. We are looking forward to the full implementation of the statewide longitudinal data system (ISEE), which we believe will help us identify new students more quickly so we can begin intensive interventions sooner. We have also included additional questions in our start-up surveys and conferences to help us identify these students more quickly. For part 2 of your question, see the response to question 1.

It appears that many of your measurable student education standards are difficult to measure and are not time specific. Your materials explained how you are meeting these standards very well but the wording of the standards seems to leave much to individual interpretation. Has there been any discussion regarding revision of the standards so they are more measurable and time specific?

Yes, we have discussed this and agree that the goals of our charter need to be more specific and measureable. Along with our Vision and Mission statements, our charter goals have not be updated since IDVA opened in 2002. During your site visit, the Board members reported that we will begin a more formal strategic planning process this summer and continuing into the 2012-2013 school year. We will begin that process in July, and updated Vision, Mission and Goal statements will come out of that process. We intend to be deliberate in our strategic planning and we will take the time needed so that the outcomes can guide our school over the next 3 to 5 years. We will follow the established process for amending our charter once proposals for amendments are approved by the Board.

The financial audit indicated that 68% of your budget or \$8,888,170 was paid to K12 in FY11. Also that there is a 15% service fee paid to K12 for administration and a 7% service fee for technical services. Is this correct? What is the percent for the service fees based on (15% of what and 7% of what)?

The 15% and 7% fees are included in the \$8,888,170. These fees are a percentage of total revenue.

The audit also indicated that the school has \$0 in unrestricted assets. Are all parties (board, administration, business manager) comfortable with this?

Yes. The Board has a contract with K12 that protects the school against having a deficit.

July 24, 2012

## CHARTER SCHOOL DASHBOARD

Date: 6/25/2012

**School Name:** Idaho Virtual Academy

**School Address:** 1965 S Eagle Rd, Ste 190, Meridian, ID 83640

**School Phone:** 208-322-3559

**Current School Year:** 2011/12

**School Mission:** The Idaho Virtual Academy will strive for student mastery of a rigorous, research-based curriculum delivered on- and off-line that puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

### CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
David Malnes	Chairman	Parent of 3 IDVA graduates / church ministry	malnes6@usfamily.net	208-855-2307
Kerry Heninger	Member	Parent of IDVA students / pas President of SW PTAB	Heninger_5@msn.com	208-327-3539
Don Lynn	Member	Parent of 2 ODVA students / insurance agent	Don.M.Lynn.i0yr@Statefarm.com	208-818-2525
Monica Robinson-Eckert	Member	J.D., University of Idaho; Assistant Lecturer, Idaho State University, School of Arts and Sciences.	robinmon@isu.edu	208-233-9024
Nathan Vore	Member	Parent of IDVA students / Finance	rnvore@q.com	208-790-1100

### ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	170	173	NA	197	188
1	184	604		162	580
2	190	604		230	580
3	233	604		203	580
4	203	725		231	660

**July 24, 2012**

<b>5</b>	261	725		228	660
<b>6</b>	271	725		252	660
<b>7</b>	276	1334		303	1133
<b>8</b>	310	1334		327	1133
<b>9</b>	284	1334		266	1133
<b>10</b>	214	1334		198	1133
<b>11</b>	141	1334		144	1133
<b>12</b>	141	1334		79	1133
<b>TOTAL</b>	2878	2836		2820	1133

**Student Attrition Rate:** 27.1%

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?**

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:**

#### STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
<b>Current</b>	106/3.68%	24/0.83%	2681/93.15%	23/0.80%	38/1.32%	0/0%	1827/63.48%	280/9.73%
<b>Previous</b>	68/2.41%	15/0.53%	2358/90%	21/0.74%	29/1.03%	0/0%	1719/60.96%	272/9.65%

#### FACULTY AND STAFF

**Administrator Name(s):** Desi Laughlin, Head of School; Tara Ball, Special Education Mgr; Allen Wenger, Business Mgr; Chase Trapp, Technology Mgr; Kelly Edginton, Director of Academic Services; Heidi Curtis, High School Principal; Kari Granier, K8 Principal; Mike Groshong, Human Resources Mgr; Andrea Hampton, Office Manager

**Administrator's Hire Date:** Laughlin, Spring 2004; Ball, Fall 2002; Wenger, June 2007; Edginton, Aug 2002; Trapp, May 2003; Curtis, Aug 2003; Granier, Aug 2007; Groshong, Jul 2002; Hampton, Oct 2008

**Administrator Email(s):** dlaughlin@k12.com; awenger@k12.com; kedginton@k12.com; ctrapp@k12.com; hcurtis@k12.com; kgranier@k12.com; mgroshong@k12.com; ahampton@idahova.org

**Current Classified Staff (# FTE):** 11

**Classified Attrition Rate:** 9.2%

**Current Faculty (# FTE):** 57.5

**Faculty Attrition Rate:** 9.2%

#### EDUCATIONAL PROGRAM

**Did your school make AYP during the last school year?** Yes

**If no, please specify indicator and status:**

**If no, please describe plan for addressing need:**

**Was your school selected to participate in NAEP this year?** No

#### REPORTING

**Date of last programmatic operations audit?** May 16-17, 2012

**Date submitted to authorizer?** pending submission

**Who performed your most recent programmatic audit?** Idaho Charter School Network

**Date of most recent fiscal audit?** Oct 24, 2011

**Date submitted to authorizer?** one week after the audit



**COMMENTS**

**Please describe any significant changes experienced by your school in the past year:**

We implemented Professional Learning Communities (PLCs) as a major part of professional development this year. We followed the guidelines set out in our School Improvement Plan in the WISE Tool. Teacher feedback on our PLCs has been highly positive. Teachers are using data more than ever to drive instruction. They are learning and growing together.

**Please describe the greatest successes experienced by your school in the past year:**

The PLC groups are definitely at the top of our success list for our school this year. Teachers want to continue and dive deeper into PLCs going forward.

**Please describe any challenges you anticipate during the upcoming year:**

In our efforts to increase student achievement, we will be implementing a more structured assessment schedule for our 3<sup>rd</sup>-10<sup>th</sup> graders. This will require changes to our Academic Intervention program.

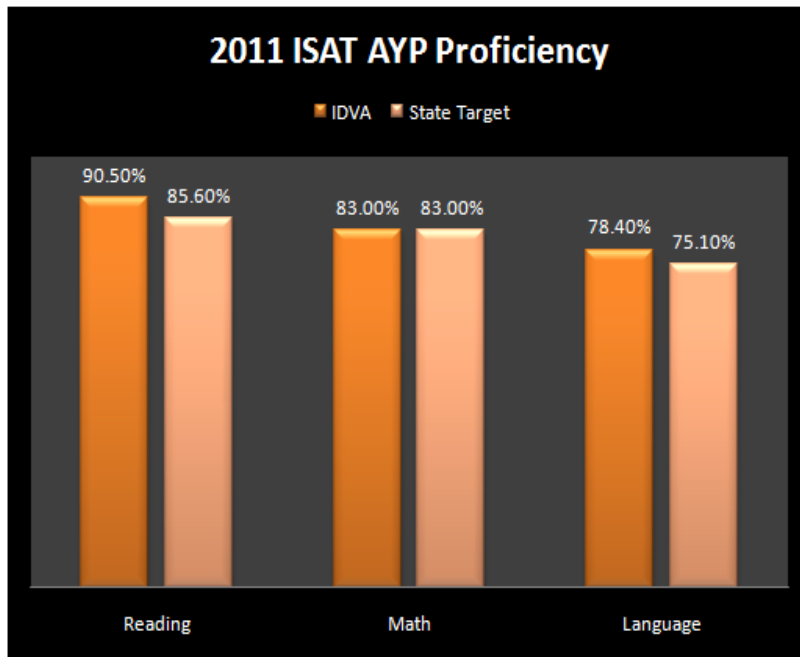
**Please add any additional information of which you would like to make your authorizer aware :**

**REQUIRED ATTACHMENTS**

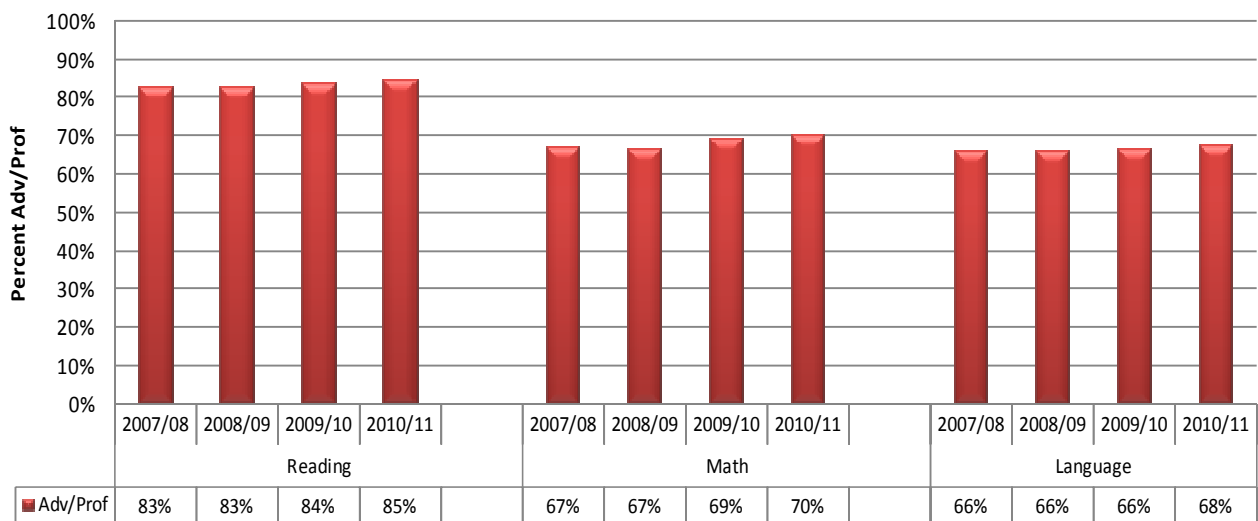
- ☒ Most recent ISAT and IRI results (as applicable)
- ☒ Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- ☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☒ Written response to recommendations from most recent programmatic operations audit.
- ☒ Most recent parent/stakeholder satisfaction survey results
- ☒ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year
- ☒ Exit interview data for most recent school year

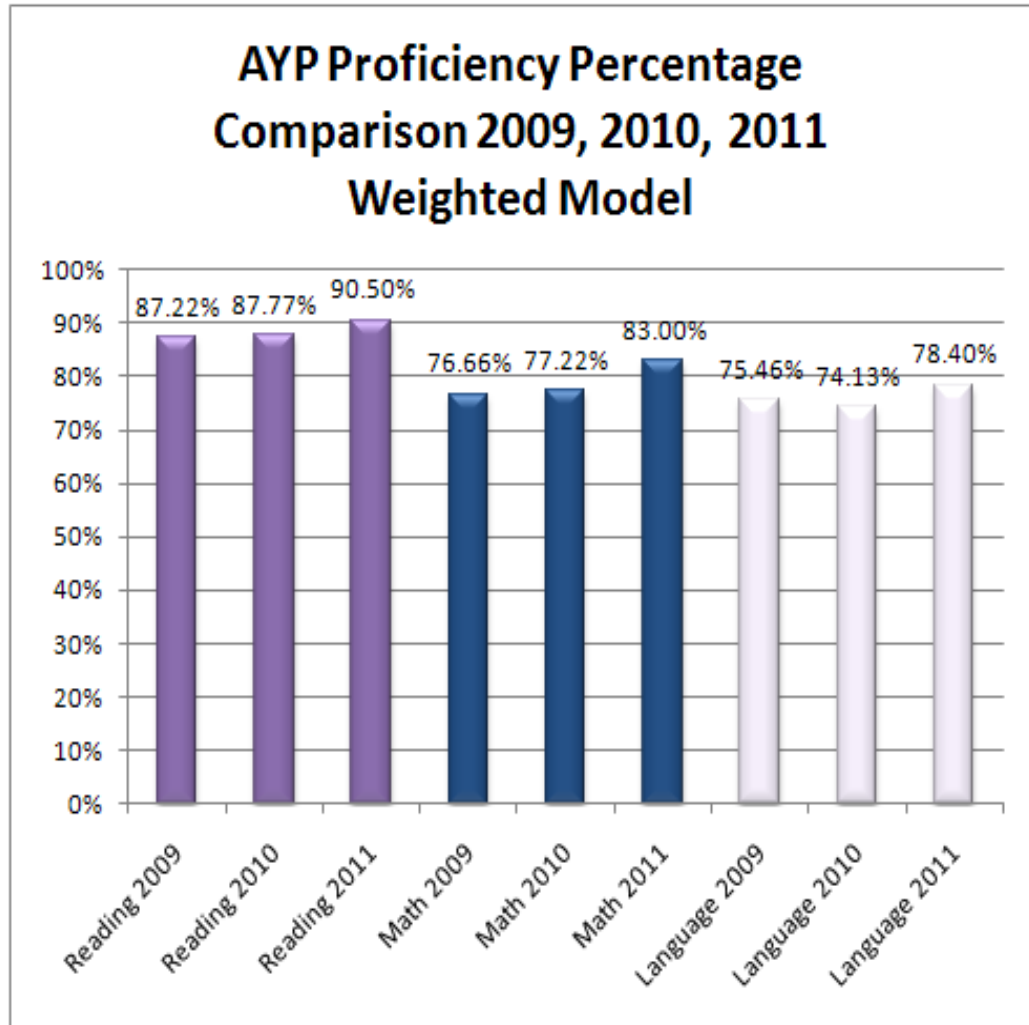
**Idaho Virtual Academy State Test results, Four Year Comparisons, Goals Attainment Report  
(most recent State Report Card), Written Programmatic Audit Responses, Stakeholder  
survey results, and Exit Interview data**

**ISAT 2011**



**ISAT 4 year comparison - Percent Advanced/Proficient**  
(all students tested)





### Idaho Reading Indicator (spring results not yet available)

Proficiency Level	2011/12 Idaho Reading Indicator							
	Kindergarten		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Benchmark (3)	75		75.14		61.76		65.82	
Strategic (2)	20.27		12.99		15.88		19.39	
Intensive (1)	4.73		11.86		22.35		14.8	

## IRI Proficiency Percentages 4 year Comparison 2008/09 through 2011/12

	Fall				Spring			
	2008	2009	2010	2011	2009	2010	2011	2012
Kindergarten	69.47%	69.68%	72.38%	75%	70.14%	76.35%	71.33%	
1st Grade	80.81%	71.12%	69.33%	75.14%	56.74%	54.29%	62.39%	
2nd Grade	57.80%	52.60%	56.84%	61.76%	67.41%	64.03%	58.75%	
3rd Grade	67.35%	62.79%	67.55%	65.82%	72.22%	71.81%	72.34%	

### GOALS ATTAINMENT REPORT

Our State Report Card for 2010/11. We met AYP.

2010/2011 Adequate Yearly Progress Report IDAHO VIRTUAL ACADEMY (0869) - IDAHO VIRTUAL ACADEMY #452					
Was AYP Met?	School Improvement Status		Reading Goal	Math Goal	3rd Indicator Goal
Yes	School Improvement Year 3 *		School Improvement Year 3 *	School Improvement Year 3 *	Met AYP
Targets Missed:					
	ISAT Reading		ISAT Math		3rd Indicator
Grades: 3, 4, 5, 6, 7, 8, 10	% Tested	% Proficient	% Tested	% Proficient	Language Usage
	Goal: 95.0%	Goal: 85.6%	Goal: 95.0%	Goal: 83.0%	Goal: 75.1%
All Students	98.3%	90.7%	98.6%	83%	78.4%
African American	100%	~	100%	~	
Asian	~	~	~	~	
American Indian	100%	~	100%	~	
Hispanic	100%	~	100%	~	
Native Hawaiian/Pacific Islander	~	~	~	~	
White	98.2%	90.8%	98.5%	83.5%	
Limited English Proficiency	~	~	~	~	
Economically Disadvantaged	97.5%	87.5%	97.8%	78.9%	
Students with Disabilities	98.9%	60.2%	98.9%	47.4%	
~ For reporting purposes (participation), Idaho does not report student data for less than 10 students. For accountability purposes (proficiency), Idaho does not report student data for less than 34 students.					

### IDVA Charter Goals Attainment Report (MSES)

February 28, 2012

#### Academic Goals:

1. Students will demonstrate mastery of a curriculum that meets the Idaho Achievement Standards and Idaho Graduation Requirements.

K12 provides the curriculum for IDVA. The K12 curriculum is research based and is comprehensive, with over 21,000 online lessons and 120+ courses for grades K-12. IDVA's Idaho certified teachers have worked closely with K12 to continuously ensure that our curriculum is aligned with Idaho Standards and meets Idaho's graduation requirements.

IDVA participated in a 2 year Instructional Review Process (2009, 2010), where administrators from across the state enrolled in the SDE's Principal Academy of Leadership II project, observed our middle school classes to evaluate the effectiveness of our teaching. One area that was evaluated was the degree to which lessons were aligned to state standards. The review found that IDVA teachers do align the lessons they deliver to Idaho standards to a high degree. In 83.33% of IDVA classes the objective of the lesson was stated, aligned to state standards, and clear to students, as compared with 59.76% of all participating schools. The observers also found that in 91.67% of observed lessons, the teacher facilitated a standards based lesson as compared to 76.87% of participating schools.

IDVA teachers submit lesson plans to their assigned administrator. One component of the lesson plan is to state the objective to which the lesson is aligned. IDVA administrators conduct regular observations using a rubric based upon the Charlotte Danielson model. One area that is assessed during observations is the degree to which the lesson is aligned to state standards.

**2. Students will demonstrate their mastery through a variety of measures including participation in the state testing program, curriculum based assessments, and conferences with their teachers.**

IDVA students participate in all Idaho statewide testing programs including the Idaho Reading Indicator (IRI); ISAT (grades 3-8, 9 and 10); and starting this April 2012, the SAT (11<sup>th</sup> grade). IDVA made AYP in 2011.

Additionally, IDVA students participate in school wide testing in the areas of Reading and Math using the Scantron Performance Series tests. Those assessments are delivered both Fall and Spring.

Students who are identified as in need of intervention through the use of statewide tests, school wide tests, parent and teacher referral are placed into our Tier 2 Intervention program. Students in our Tier 2 Intervention program complete weekly assessments aligned to Idaho grade level standards in the areas of Reading, Math and Language Usage.

The K12 curriculum contains ample curriculum based measures that measure student learning. Quizzes are short, frequent and computer scored. Unit Tests are longer assessments and have elements that are computer scored and teacher graded. The K-8 curriculum is mastery based and set at 80% proficiency.

IDVA students are also required to submit selected assignments to their teachers which are compiled and form portfolio assessments.

Teachers conference with parents on regular schedules and more frequently upon parent requests.

High school teachers maintain daily office hours to facilitate parent and student contact with teachers.

High School Final Exams and End of Course Assessments are prepared by their Idaho Certified teachers and proctored in a face to face setting using criteria established for standardized testing environments.

Teachers at every grade level are expanding their use of authentic learning through project based activities to assist in developing higher level thinking and to assist in assessing student learning.

Report Cards and Progress Reports are sent home at the end of each semester.

**3. Students will demonstrate strong proficiency in language arts.**

On the 2011 ISAT, IDVA students met AYP targets of proficiency and out-performed the state target in both Reading (IDVA; 90.50% State: 85.60%) and Language Usage (IDVA 78.40% State: 75.10%). IDVA students continue to show growth on Language Arts as measured by the ISAT in both Reading and Language Usage (see required attachments).

IDVA students in grades K-3 also meet or exceed state targets in Reading as measured by the IRI and continue to show growth year over year (see required attachments).

Students who are identified for intervention are placed into our Tier 2 program. Depending upon grade level, interventions may include direct instruction on grade level ELA standards, supplementary practice using Study Island, and/or placement in the Mark 12 Reading intervention program.

**4. Students will demonstrate strong proficiency in mathematics.**

On the 2011 ISAT, IDVA students met AYP proficiency and met the state target in math (83%). 4 year comparisons of IDVA student performance in Math (ISAT) indicate that students continue to show growth (see required attachments).

Over 90% of IDVA teachers have completed the Mathematical Thinking for Instruction course. Prior to the state requiring this course for Idaho teachers, IDVA worked with Dr. Jonathon Brendafur to bring this instruction to IDVA. Dr. Brendafur provided in depth Professional Development for IDVA teachers in the Fall of 2007 and then continued to provide monthly PD through our Mathematician in Residence initiative.

Students who are identified for intervention are placed into our Tier 2 program. Students are provided with direct instruction on grade level Math standards, and supplementary practice using Study Island and/or Apangea. Many IDVA students also participate in K12's National Math Lab, which provides direct instruction in skill areas defined by the National Council of Teachers of Mathematics 4 times per week. Instruction is provided by HQT math teachers.

**5. Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines.**

While these curriculum areas are not measured by statewide testing (nor is testing required by NCLB) other than science, IDVA provides in depth instruction in all of the curricular areas.

**History , Geography, Economics and Civics:** The Kindergarten history program takes students on a world tour of the 7 continents and provides an overview of American History through biographies of famous Americans. The History program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. 4<sup>th</sup> grade students also study Idaho History. Older students explore these themes in greater depth: 5<sup>th</sup> and 6<sup>th</sup> grade focuses on American History, 7<sup>th</sup> and 8<sup>th</sup> grades focus on World History and Geography. High school students follow a progression of World History, World Cultures and Geography, U.S. History, U.S. Governments and U.S. and Global Economics. High School students may also take electives in social sciences including, Anthropology, Psychology, Macro economics and Service Learning. They may also take elective courses in Business, Marketing, and Finance.

**Science:** IDVA offers science at every grade level focused on the systematic study of scientific terms and concepts and inquiry using the scientific methodology, utilizing both hands on and virtual experiments. Instruction begins in Kindergarten and extends through 5<sup>th</sup> grade. In 6<sup>th</sup> grade, IDVA students focus on Earth

Science; Life Science is presented in 7<sup>th</sup> grade; and Physical Science is presented in 8<sup>th</sup> grade. High School students have a broad range of core and advanced science classes to choose from including Earth Science, Biology, Chemistry and Physics. High school students may also choose science electives including Environmental Science and Oceanography.

**Art and Music:** Instruction in Art and Music is included in grades K-8. Art lessons follow the timeline introduced in the History lessons and introduce students to great works of art from different cultures and eras. Students explore painting, sculpture and architecture. Students are introduced to the elements of art and engage in creative activities including painting, drawing, and molding with clay. Music teaches basic music concepts and appreciation. Students are trained to use their ears, voices and bodies in the fundamental building blocks of music. High school students are required to earn 4 elective credits in the Humanities to graduate according to Idaho code. Art and Music courses, along with other electives meet this requirement.

**Other Disciplines:** Beginning in grade 3, IDVA students may choose to take World Language courses. K12's World Language courses are designed specifically for children and combine a variety of games, simple narratives, and regular speaking and writing activities. IDVA students have access to Spanish, French, Latin, and Mandarin Chinese. At the high school level, IDVA students may enroll in Spanish, taught by an Idaho certified teacher. IDVA plans to expand our World Language offerings to French and Chinese in 2012-2013.

High school students may also choose from a variety of computer science and technical electives including: Computer Literacy (1 credit required for graduation), Digital Photography and Graphics, Web Design, Game Design, Flash Animation, and Computer Aided Design (CAD).

High School students have access to a wide variety of Concurrent Credit or Dual Enrollment courses through cooperation with statewide colleges and universities including College of Southern Idaho, Northwest Nazarene University, North Idaho College, Idaho State University, Brigham Young University, Boise State, University of Idaho and College of Western Idaho. IDVA also offers several Advanced Placement (AP) courses for students looking for advanced educational opportunities. IDVA expands advanced opportunities each year and will continue to do so in 2012-2013.

IDVA works cooperatively with other public schools across the state and students have the opportunity to dual enroll with IDVA and their local schools. IDLA courses are also available to IDVA students.

## **6. Students will develop critical reasoning and higher order-order thinking skills.**

The Center for Applied Special Technology (CAST), found that technology can enable the development of critical thinking skills when students use technology presentation and communication tools to research, publish, present and share results of their learning. IDVA teachers continue to expand their employment of project based experiences to help students learn and develop higher order thinking skills. IDVA teachers have participated in university led professional development activities utilizing Marzano's *Instruction That Works*. IDVA teachers are expected to include project based learning opportunities in their courses which provide students the opportunity to demonstrate and share learning.

IDVA has begun to look to the SAMR model, developed by Dr. Ruben R. Puentedura, an expert on e-learning and online course design, to guide our virtual instruction and use of educational technologies. SAMR stands for Substitution, Augmentation, Modification and Redesign. What Dr. Puentedura discovered is that student learning and their ability to develop higher level thinking skills greatly increase when teachers employ strategies that move beyond the Substitution level and are most increased when teachers use technologies and employ methodologies at the Redefinition level.

IDVA participated in a 2 year Instructional Review Process where independent observers, administrators from across the state enrolled in the SDE's Principal Academy of Leadership II project, observed and rated the quality of our middle school classes on a standardized rubric. Among the practices the observers looked for and rated was the use of high quality questioning which is correlated to the development of critical thinking and higher order thinking skills in students. The observers found that IDVA teachers were effective in using questioning of ALL students and employed that strategy to a higher than average degree in their instruction.

All middle school students are required to complete a project as part of meeting Middle School Minimum Standards. Middle school students will participate in statewide Academic Fairs in March where students will present their projects to peers, staff, parents and other members of the community.

In January, almost 900 high school students participated in a 3 week J-Term requiring them to select an independent project from 4 strands: Career and College Readiness; Community Service; Academic or Personal Growth or Credit Recovery. Students were required to get prior approval for their project from their home room teachers; conduct research, take action, write a paper and make a presentation using advanced web tools to their peers. Projects were evaluated by a panel of judges using established rubrics. Over 905 of the high school students received passing grades on their projects and earned 1 elective credit. Almost 800 students in grades K-8 participated in J-Term, supplementing their regular school day through participation in teacher led activities aligned to the curriculum designed to help students develop critical reasoning and higher order thinking skills.

#### **7. Students will prepare for a rigorous post-secondary education.**

IDVA has taken advantage of new opportunities passed by the legislature to allow middle school students to take high school courses. In the current school year, most of our 8<sup>th</sup> grade students are enrolled in Algebra 1 and Literacy and Composition I. These are high school level courses, aligned to high school standards, taught by high school teachers using our high school platform and materials. While we have always encouraged advanced students to enroll in high school courses, this is the first year that we encouraged all 8<sup>th</sup> grade students to do so. IDVA lowered class sizes and hand selected teachers for this initiative to ensure that our middle school students had the support needed to be successful. Data from first semester indicates that our 8<sup>th</sup> grade students had a higher pass rate in these high school courses than our 9<sup>th</sup> grade students. We hypothesize that these students will transition into high school more easily and will be better prepared to succeed in high school, whether they choose to stay with IDVA or enroll in another high school. Additionally, this puts our students on a path to enroll in advanced opportunities during the junior and senior years of high school. We also believe that our IDVA students will perform better on the 10<sup>th</sup> grade ISAT and the SAT taken in the junior year as a result of being exposed to and mastering more advanced math and ELA content. We will continue to collect and analyze data to confirm our hypothesis.

IDVA has expanded and continues to expand our offerings of Advanced Placement (AP), Dual Enrollment and Concurrent Credit Courses. In 2011-2012, IDVA offered 8 concurrent credit courses in advanced math, science, English, and history. IDVA also offered 3 AP courses including AP Calculus, AP Language and Composition and AP U.S. History. IDVA will expand those offerings for the 2012-2013 school year.

In addition, many of IDVA's elective course offerings are academic or technical in nature, designed to better prepare our students to meet their post-secondary goals.

IDVA's Board of Directors has determined to conduct surveys of our graduates to help measure how well IDVA is preparing our students for rigorous post-secondary education. We now have 3 graduating classes to survey. IDVA will use this data in evaluating our program and to assist us in developing our next strategic plan.



**8. Students will acquire skills in both art and music as part of their aesthetic development.**

Instruction in Art and Music is included in grades K-8. Art lessons follow the timeline introduced in the History lessons and introduce students to great works of art from different cultures and eras. Students explore painting, sculpture and architecture. Students are introduced to the elements of art and engage in creative activities including painting, drawing, and molding with clay. Music teaches basic music concepts and appreciation. Students are trained to use their ears, voices and bodies in the fundamental building blocks of music. High school students are required to earn 4 elective credits in the Humanities to graduate according to Idaho code. Art and Music courses, along with other electives meet this requirement.

IDVA students participate in the local and national art contests. This year, 3 IDVA students were winners in the annual holiday card contest sponsored by the State Department of Education. Hundreds of IDVA students participate in the K12 sponsored Art Contest.

IDVA encourages students to showcase their talents in art and music through project based learning and through presentation at IDVA events, including graduation. Each graduation ceremony highlights IDVA students and includes performances by students in music, art and dance.

In Eastern Idaho, the parent Booster Club has instituted a Ballroom Dance program. 28 students participate in the program. On February 27<sup>th</sup> IDVA ballroom dancers participated in a competition at BYU in Rexburg. 8 IDVA dancers placed in the competition. The IDVA Ballroom Dance Team has been invited to perform at several East Idaho events.

**Non-Academic Goals:**

**1. Through the curriculum and educational program:**

- **Students will be responsible for the improvement of their school and local community.**
- **Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence.**
- **Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government and civic affairs.**
- **Students will rise to meet high expectations of behavior and performance.**

IDVA students are encouraged to be active participants in their communities. Many IDVA students take the opportunities that our flexible schedule affords them to volunteer in their communities. Many IDVA students participate in local clubs and activities which have a focus on community services such as the Boy Scouts, Girl Scouts and church sponsored youth group. IDVA does not currently measure the level of participation in these activities.

The Student Ambassador program welcomes new students to IDVA; mentors struggling students; published a student newsletter; sponsors dances; hold virtual assemblies and hosts "Teen Hot Spots" around the state for 8<sup>th</sup> grade and high school students.

During J-Term, 50 IDVA high school students chose Community Service Projects ranging from volunteering at a local pre-school program for children with Hearing Impairments, local food banks, animal shelters and hospitals. One student accompanied a group who helped build a school in Central America. Several students completed projects to benefit charities including one student who sewed

pillow cases for children hospitalized with cancer and another who knitted caps for premature babies. Many students reported that they will continue their community service beyond J-Term.

- **Students will learn habits of healthy living.**

These are goals that are central to our philosophy at IDVA. However, these goals are not easily measured by hard data.

In the Fall 2011, IDVA high school teachers participated in a strategic planning workshop where they developed “Core Values” that help shape and define our school. These core values encompass these charter goals and teachers help facilitate the development of core values in our students through their lessons and interactions with students.

The K12 curriculum takes a thematic approach and incorporates Big Ideas into all subjects and levels of curricula. Students are introduced to famous and every day people who have influenced history, literature, science and math. These individuals embody the character traits IDVA aims to develop in our students. Through the curriculum, students are provided examples and are inspired to develop those character traits our school embraces.

**2. Students will be expected to complete a senior project approved by the designated school administrator.**

All IDVA seniors completed their senior projects in 2012 during J-Term. For SY 12/13 and beyond all seniors will take a Senior Project course.

**3. School Clubs and Organizations will be encouraged to participate in a community service project.**

Our high school sponsors a Student Ambassador program. Student Ambassadors apply to the program and students are selected based upon their success at IDVA and their ability and willingness to support and mentor their peers. Student Ambassadors also organize and host community service projects under the supervision of their advisors. IDVA students have participated in food drives, community projects such as raking leaves for seniors and cleaning up the Boise River. Ambassadors also volunteer time at school events such as the K-8 Academic Fairs and Middle School Project Days. Ambassadors are called upon to represent IDVA students at community events, committees, and information sessions delivered to audiences such as prospective students and families, policy makers and community services groups.

Many of our K-8 Teachers organize and host community services projects. The largest of these is “Operation Lemonade”. IDVA students join with virtual academy students across the country on weekend a year and set up lemonade stands to raise money for Alex’s Lemonade Stand Foundation. The foundation raises money for pediatric cancer and was founded by a young girl named Alex Scott who lost her battle with cancer in 2004.

# IDAHO VIRTUAL ACADEMY

2009 - 2010

## NCLB

+ = met goal x = missed goal ~ = not shown due to insufficient sample size

		Total Group	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian/Other Pacific Islander	White	Hispanic or Latino Ethnicity	Economically Disadvantaged	Students with Disabilities	Limited English Proficiency
Reading	% Tested	+	+	+	+	~	+	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	+	x	~
Math	% Tested	+	+	+	+	~	+	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	x	x	~
Language	% Tested	+	+	+	+	~	+	+	+	+	~
	% Prof/Adv	+	~	~	~	~	+	~	x	x	~

**School Improvement Status:** School Improvement Year 3

Please note that changes in the 2009-10 Proficiency targets are due to the new Indexing model of calculation that includes Basic scores as 50% proficient. Previously, Basic scores were counted as 0% proficient. Any comparison of Proficiency data across years should bear this in mind.

	District 2008-2009		District 2009-2010		State 2009-2010	
Reading	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	85.6	95.0	85.6
All Students	99.2	87.2	99.1	88.4	99.5	92.1
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	82.4
Asian	~	~	100.0	~	100.0	92.5
Black/African American	~	~	94.1	~	94.1	82.2
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	91.8
White	99.2	87.5	99.2	88.4	99.2	93.8
Hispanic or Latino Ethnicity	100.0	77.5	97.5	~	97.5	84.7

	District 2008-2009		District 2009-2010		State 2009-2010	
Reading	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	85.6	95.0	85.6
Economically Disadvantaged	99.3	84.5	99.2	85.6	99.2	88.2
Students with Disabilities	98.8	58.4	100.0	52.7	100.0	63.7
Limited English Proficiency	~	~	~	~	~	69.2
	District 2008-2009		District 2009-2010		State 2009-2010	
Math	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	70.0	95.0	83.0	95.0	83.0
All Students	99.1	76.9	99.3	80.2	99.5	88.2
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	73.6
Asian	~	~	100.0	~	100.0	91.7
Black/African American	~	~	100.0	~	100.0	74.2
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	87.7
White	99.2	77.4	99.4	80.4	99.4	90.2
Hispanic or Latino Ethnicity	97.9	64.1	97.5	~	97.5	79.5
Economically Disadvantaged	99.2	71.9	99.1	75.7	99.1	83.2
Students with Disabilities	97.5	37.7	99.4	35.9	99.4	56.6
Limited English Proficiency	~	~	~	~	~	65.3
	District 2008-2009		District 2009-2010		State 2009-2010	
Language	% Tested	% Prof/Adv	% Tested	% Prof/Adv	% Tested	% Prof/Adv
Target	95.0	78.0	95.0	75.1	95.0	75.1
All Students	99.1	75.6	99.1	75.1	99.5	84.2
American Indian/Alaskan Native	100.0	~	100.0	~	100.0	68.6
Asian	~	~	100.0	~	100.0	87.5
Black/African American	~	~	94.1	~	94.1	71.5
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	85.2
White	99.2	76.6	99.1	75.4	99.1	86.7
Hispanic or Latino Ethnicity	97.9	66.7	100.0	~	100.0	72.5
Economically Disadvantaged	99.2	70.7	98.8	69.9	98.8	77.5
Students with Disabilities	96.9	43.6	99.4	31.6	99.4	49.6
Limited English Proficiency	~	~	~	~	~	52.8

## NCLB Status

**\* AYP status may change based on ISAT-Alt results.**

IDAHO VIRTUAL ACADEMY <a href="#">Show / Hide Schools</a>	2009-2010 AYP Result School Improvement Status	
	Did Not Meet Goal	School Improvement Year 3
IDAHO VIRTUAL ACADEMY	Did Not Meet Goal	School Improvement Year 3

## Assessment

Grade 3

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.08	31.86	10.29	11.76	98.55	49.07	33.80	7.87	9.26	99.08
American Indian/Alaskan Native	66.67	33.33	0	0	100.00	0	0	100.00	0	100.00
Asian	0	100.00	0	0	100.00	0	100.00	0	0	100.00
Black/African American	0	100.00	0	0	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	50.00	0	50.00	100.00	~	~	~	~	~
White	50.92	29.45	8.59	11.04	98.79	49.76	33.33	7.73	9.18	99.04
Hispanic or Latino Ethnicity	33.33	16.67	33.33	16.67	100.00	25.00	50.00	0	25.00	100.00
Economically Disadvantaged	32.74	38.05	14.16	15.04	99.12	44.03	38.06	8.21	9.70	98.53
Non Economically Disadvantaged	62.64	24.18	5.49	7.69	97.85	57.32	26.83	7.32	8.54	100.00
Students with Disabilities	16.00	20.00	16.00	48.00	100.00	11.76	29.41	17.65	41.18	100.00
Students without Disabilities	50.28	33.52	9.50	6.70	98.35	52.26	34.17	7.04	6.53	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	46.08	31.86	10.29	11.76	98.55	49.07	33.80	7.87	9.26	99.08
Migrant	~	~	~	~	~	~	~	~	~	~
Male	44.90	30.61	10.20	14.29	98.00	43.69	34.95	9.71	11.65	100.00
Female	47.17	33.02	10.38	9.43	99.07	53.98	32.74	6.19	7.08	98.26
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	45.63	28.16	16.50	9.71	99.52	50.23	29.30	12.56	7.91	98.62
American Indian/Alaskan Native	33.33	33.33	33.33	0	100.00	0	0	100.00	0	100.00
Asian	0	50.00	50.00	0	100.00	100.00	0	0	0	100.00
Black/African American	0	100.00	0	0	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	~	~	~	~	~
White	50.30	26.06	15.15	8.48	100.00	51.46	28.64	11.65	8.25	98.56
Hispanic or Latino Ethnicity	16.67	50.00	33.33	0	100.00	0	50.00	50.00	0	100.00
Economically Disadvantaged	36.84	29.82	19.30	14.04	100.00	48.87	26.32	15.04	9.77	97.79

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	56.52	26.09	13.04	4.35	98.92	52.44	34.15	8.54	4.88	100.00
Students with Disabilities	12.00	12.00	28.00	48.00	100.00	12.50	6.25	31.25	50.00	94.12
Students without Disabilities	50.28	30.39	14.92	4.42	99.45	53.27	31.16	11.06	4.52	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	45.63	28.16	16.50	9.71	99.52	50.23	29.30	12.56	7.91	98.62
Migrant	~	~	~	~	~	~	~	~	~	~
Male	45.45	24.24	18.18	12.12	99.00	50.00	25.49	16.67	7.84	99.03
Female	45.79	31.78	14.95	7.48	100.00	50.44	32.74	8.85	7.96	98.26
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	28.92	30.39	19.12	21.57	98.55	30.70	29.77	17.21	22.33	98.62
American Indian/Alaskan Native	0	33.33	66.67	0	100.00	0	0	0	100.00	100.00
Asian	0	0	50.00	50.00	100.00	100.00	0	0	0	100.00
Black/African American	0	50.00	0	50.00	100.00	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	~	~	~	~	~
White	32.12	30.91	16.97	20.00	100.00	31.07	30.10	16.99	21.84	98.56
Hispanic or Latino Ethnicity	0	40.00	60.00	0	83.33	0	25.00	25.00	50.00	100.00
Economically Disadvantaged	19.64	32.14	20.54	27.68	98.25	30.08	25.56	20.30	24.06	97.79
Non Economically Disadvantaged	40.22	28.26	17.39	14.13	98.92	31.71	36.59	12.20	19.51	100.00
Students with Disabilities	8.00	20.00	24.00	48.00	100.00	0	12.50	12.50	75.00	94.12
Students without Disabilities	31.84	31.84	18.44	17.88	98.35	33.17	31.16	17.59	18.09	99.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	28.92	30.39	19.12	21.57	98.55	30.70	29.77	17.21	22.33	98.62
Migrant	~	~	~	~	~	~	~	~	~	~
Male	25.51	30.61	19.39	24.49	98.00	23.53	32.35	16.67	27.45	99.03
Female	32.08	30.19	18.87	18.87	99.07	37.17	27.43	17.70	17.70	98.26
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

**Grade 4**

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.80	43.52	10.19	12.50	99.54	47.17	33.96	8.96	9.91	98.15
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	0	33.33	100.00	33.33	33.33	33.33	0	100.00
Black/African American	~	~	~	~	~	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	100.00	0	100.00	50.00	50.00	0	0	100.00
White	36.26	43.96	7.14	12.64	99.45	49.48	32.47	7.22	10.82	97.98
Hispanic or Latino Ethnicity	12.50	50.00	12.50	25.00	100.00	14.29	28.57	57.14	0	100.00
Economically Disadvantaged	28.46	43.08	13.85	14.62	99.24	35.20	40.80	12.00	12.00	98.43

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	41.86	44.19	4.65	9.30	100.00	64.37	24.14	4.60	6.90	97.75
Students with Disabilities	11.54	23.08	19.23	46.15	96.30	18.18	22.73	13.64	45.45	100.00
Students without Disabilities	36.84	46.32	8.95	7.89	100.00	50.53	35.26	8.42	5.79	97.94
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	33.80	43.52	10.19	12.50	99.54	47.17	33.96	8.96	9.91	98.15
Migrant	~	~	~	~	~	~	~	~	~	~
Male	31.78	44.86	7.48	15.89	99.07	48.18	35.45	6.36	10.00	97.35
Female	35.78	42.20	12.84	9.17	100.00	46.08	32.35	11.76	9.80	99.03
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	28.84	42.33	14.42	14.42	99.08	34.42	43.72	13.02	8.84	99.54
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	33.33	0	100.00	33.33	33.33	33.33	0	100.00
Black/African American	~	~	~	~	~	33.33	66.67	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
White	30.77	41.76	15.38	12.09	99.45	36.04	42.64	13.20	8.12	99.49
Hispanic or Latino Ethnicity	28.57	28.57	14.29	28.57	87.50	0	57.14	14.29	28.57	100.00
Economically Disadvantaged	24.03	41.86	14.73	19.38	98.47	26.19	42.86	18.25	12.70	99.21
Non Economically Disadvantaged	36.05	43.02	13.95	6.98	100.00	46.07	44.94	5.62	3.37	100.00
Students with Disabilities	11.54	26.92	19.23	42.31	96.30	13.64	18.18	31.82	36.36	100.00
Students without Disabilities	31.22	44.44	13.76	10.58	99.47	36.79	46.63	10.88	5.70	99.48
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	28.84	42.33	14.42	14.42	99.08	34.42	43.72	13.02	8.84	99.54
Migrant	~	~	~	~	~	~	~	~	~	~
Male	28.04	42.06	14.02	15.89	99.07	36.61	45.54	9.82	8.04	99.12
Female	29.63	42.59	14.81	12.96	99.08	32.04	41.75	16.50	9.71	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
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	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	41.20	30.09	10.65	18.06	99.54	46.73	28.04	10.28	14.95	99.07
American Indian/Alaskan Native	~	~	~	~	~	0	100.00	0	0	100.00
Asian	33.33	33.33	33.33	0	100.00	66.67	0	0	33.33	100.00
Black/African American	~	~	~	~	~	0	33.33	33.33	33.33	100.00
Native Hawaiian/Other Pacific Islander	0	0	0	100.00	100.00	50.00	0	50.00	0	100.00
White	44.51	29.67	10.44	15.38	99.45	48.47	27.55	10.20	13.78	98.99
Hispanic or Latino Ethnicity	12.50	37.50	12.50	37.50	100.00	14.29	42.86	0	42.86	100.00
Economically Disadvantaged	33.08	32.31	12.31	22.31	99.24	35.20	31.20	13.60	20.00	98.43
Non Economically Disadvantaged	53.49	26.74	8.14	11.63	100.00	62.92	23.60	5.62	7.87	100.00
Students with Disabilities	15.38	19.23	26.92	38.46	96.30	13.64	13.64	18.18	54.55	100.00
Students without Disabilities	44.74	31.58	8.42	15.26	100.00	50.52	29.69	9.38	10.42	98.97
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	41.20	30.09	10.65	18.06	99.54	46.73	28.04	10.28	14.95	99.07
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.38	32.71	10.28	19.63	99.07	45.05	34.23	6.31	14.41	98.23
Female	44.95	27.52	11.01	16.51	100.00	48.54	21.36	14.56	15.53	100.00
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

**Grade 5**

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.86	38.92	7.88	10.34	99.51	47.62	34.20	6.93	11.26	98.30
American Indian/Alaskan Native	100.00	0	0	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	50.00	25.00	0	25.00	100.00
Black/African American	0	100.00	0	0	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	40.70	40.12	8.72	10.47	99.42	47.27	34.55	6.82	11.36	98.65
Hispanic or Latino Ethnicity	20.00	40.00	0	40.00	100.00	75.00	25.00	0	0	80.00
Economically Disadvantaged	35.00	44.17	9.17	11.67	99.17	37.23	37.96	8.76	16.06	97.86
Non Economically Disadvantaged	54.22	31.33	6.02	8.43	100.00	62.77	28.72	4.26	4.26	98.95
Students with Disabilities	13.64	50.00	4.55	31.82	100.00	0	25.00	16.67	58.33	100.00
Students without Disabilities	46.41	37.57	8.29	7.73	99.45	53.14	35.27	5.80	5.80	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	42.86	38.92	7.88	10.34	99.51	47.62	34.20	6.93	11.26	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	40.87	38.26	9.57	11.30	100.00	45.76	31.36	6.78	16.10	97.52
Female	45.45	39.77	5.68	9.09	98.88	49.56	37.17	7.08	6.19	99.12
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	20.20	37.93	22.17	19.70	99.51	25.11	42.42	20.78	11.69	98.30
American Indian/Alaskan Native	0	100.00	0	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	50.00	25.00	0	25.00	100.00
Black/African American	0	0	100.00	0	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	20.35	35.47	22.09	22.09	99.42	25.00	43.18	20.00	11.82	98.65
Hispanic or Latino Ethnicity	0	40.00	20.00	40.00	100.00	0	50.00	50.00	0	80.00
Economically Disadvantaged	14.17	38.33	22.50	25.00	99.17	16.06	41.61	27.01	15.33	97.86
Non Economically Disadvantaged	28.92	37.35	21.69	12.05	100.00	38.30	43.62	11.70	6.38	98.95
Students with Disabilities	0	13.64	22.73	63.64	100.00	0	8.33	37.50	54.17	100.00
Students without Disabilities	22.65	40.88	22.10	14.36	99.45	28.02	46.38	18.84	6.76	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	20.20	37.93	22.17	19.70	99.51	25.11	42.42	20.78	11.69	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	21.74	35.65	20.00	22.61	100.00	33.05	33.05	18.64	15.25	97.52
Female	18.18	40.91	25.00	15.91	98.88	16.81	52.21	23.01	7.96	99.12
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	31.53	34.98	17.73	15.76	99.51	31.17	35.50	14.29	19.05	98.30
American Indian/Alaskan Native	0	0	100.00	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	25.00	50.00	25.00	0	100.00
Black/African American	0	0	100.00	0	100.00	50.00	50.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	30.81	34.88	17.44	16.86	99.42	31.96	34.25	14.16	19.63	98.21
Hispanic or Latino Ethnicity	0	60.00	20.00	20.00	100.00	0	80.00	0	20.00	100.00
Economically Disadvantaged	25.00	35.83	19.17	20.00	99.17	21.32	35.29	17.65	25.74	97.14
Non Economically Disadvantaged	40.96	33.73	15.66	9.64	100.00	45.26	35.79	9.47	9.47	100.00
Students with Disabilities	9.09	13.64	22.73	54.55	100.00	0	8.33	33.33	58.33	100.00

<b>Language</b>	<b>2008-2009</b>					<b>2009-2010</b>				
	<b>% Adv</b>	<b>% Prof</b>	<b>% Basic</b>	<b>% BB</b>	<b>% Tested</b>	<b>% Adv</b>	<b>% Prof</b>	<b>% Basic</b>	<b>% BB</b>	<b>% Tested</b>
Students without Disabilities	34.25	37.57	17.13	11.05	99.45	34.78	38.65	12.08	14.49	98.10
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	31.53	34.98	17.73	15.76	99.51	31.17	35.50	14.29	19.05	98.30
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.57	33.04	17.39	20.00	100.00	29.91	31.62	13.68	24.79	96.69
Female	34.09	37.50	18.18	10.23	98.88	32.46	39.47	14.91	13.16	100.00
Non Tested 1st Year LEP Students	0									

<b>Science</b>	<b>2008-2009</b>					<b>2009-2010</b>				
	<b>% Adv</b>	<b>% Prof</b>	<b>% Basic</b>	<b>% BB</b>	<b>% Tested</b>	<b>% Adv</b>	<b>% Prof</b>	<b>% Basic</b>	<b>% BB</b>	<b>% Tested</b>
All Students	26.37	31.34	30.35	11.94	98.53	25.64	33.76	23.93	16.67	98.32
American Indian/Alaskan Native	0	0	100.00	0	100.00	~	~	~	~	~
Asian	100.00	0	0	0	100.00	75.00	0	0	25.00	100.00
Black/African American	0	0	0	100.00	100.00	50.00	50.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	25.88	31.76	31.18	11.18	98.27	25.11	34.53	23.32	17.04	98.67
Hispanic or Latino Ethnicity	0	40.00	40.00	20.00	100.00	0	25.00	75.00	0	80.00
Economically Disadvantaged	23.53	31.09	30.25	15.13	98.35	17.99	35.25	25.90	20.86	97.89
Non Economically Disadvantaged	30.49	31.71	30.49	7.32	98.80	36.84	31.58	21.05	10.53	98.96
Students with Disabilities	4.55	13.64	45.45	36.36	100.00	0	12.50	37.50	50.00	96.00
Students without Disabilities	29.05	33.52	28.49	8.94	98.35	28.57	36.19	22.38	12.86	98.59
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	26.37	31.34	30.35	11.94	98.53	25.64	33.76	23.93	16.67	98.32
Migrant	~	~	~	~	~	~	~	~	~	~
Male	28.32	30.09	26.55	15.04	98.26	29.41	29.41	21.01	20.17	98.35
Female	23.86	32.95	35.23	7.95	98.88	21.74	38.26	26.96	13.04	98.29
Non Tested 1st Year LEP Students	0									

**Grade 6**

<b>Reading</b>	<b>2008-2009</b>	<b>2009-2010</b>
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	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	35.62	45.06	8.58	10.73	99.57	51.52	33.33	6.93	8.23	99.57
American Indian/Alaskan Native	~	~	~	~	~	0	0	0	100.00	100.00
Asian	~	~	~	~	~	100.00	0	0	0	100.00
Black/African American	0	100.00	0	0	100.00	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	37.82	43.52	9.33	9.33	99.48	53.39	32.58	6.79	7.24	99.55
Hispanic or Latino Ethnicity	12.50	37.50	12.50	37.50	100.00	0	60.00	20.00	20.00	100.00
Economically Disadvantaged	29.46	48.84	7.75	13.95	100.00	48.44	34.38	8.59	8.59	100.00
Non Economically Disadvantaged	43.27	40.38	9.62	6.73	99.05	55.34	32.04	4.85	7.77	99.04
Students with Disabilities	7.41	33.33	22.22	37.04	100.00	22.73	27.27	9.09	40.91	100.00
Students without Disabilities	39.32	46.60	6.80	7.28	99.52	54.55	33.97	6.70	4.78	99.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	35.62	45.06	8.58	10.73	99.57	51.52	33.33	6.93	8.23	99.57
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.72	39.47	11.40	11.40	99.13	47.15	34.96	7.32	10.57	99.19
Female	33.61	50.42	5.88	10.08	100.00	56.48	31.48	6.48	5.56	100.00
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	27.47	36.91	22.32	13.30	99.57	37.93	33.62	18.53	9.91	100.00
American Indian/Alaskan Native	~	~	~	~	~	0	0	50.00	50.00	100.00
Asian	~	~	~	~	~	100.00	0	0	0	100.00
Black/African American	0	0	100.00	0	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	28.50	37.82	21.76	11.92	99.48	39.19	33.78	18.02	9.01	100.00
Hispanic or Latino Ethnicity	12.50	12.50	37.50	37.50	100.00	0	40.00	20.00	40.00	100.00
Economically Disadvantaged	18.60	40.31	25.58	15.50	100.00	34.38	35.94	17.19	12.50	100.00
Non Economically Disadvantaged	38.46	32.69	18.27	10.58	99.05	42.31	30.77	20.19	6.73	100.00
Students with Disabilities	7.69	7.69	26.92	57.69	96.30	4.55	22.73	31.82	40.91	100.00

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	29.95	40.58	21.74	7.73	100.00	41.43	34.76	17.14	6.67	100.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	27.47	36.91	22.32	13.30	99.57	37.93	33.62	18.53	9.91	100.00
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.82	39.47	16.67	14.04	99.13	34.68	31.45	20.97	12.90	100.00
Female	25.21	34.45	27.73	12.61	100.00	41.67	36.11	15.74	6.48	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	25.22	36.09	23.04	15.65	98.29	36.96	35.65	11.74	15.65	99.14
American Indian/Alaskan Native	~	~	~	~	~	0	0	0	100.00	100.00
Asian	~	~	~	~	~	0	100.00	0	0	100.00
Black/African American	100.00	0	0	0	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	0	0	100.00	0	100.00	~	~	~	~	~
White	25.26	36.84	22.63	15.26	97.94	38.64	35.00	11.36	15.00	99.10
Hispanic or Latino Ethnicity	12.50	25.00	25.00	37.50	100.00	0	60.00	20.00	20.00	100.00
Economically Disadvantaged	16.28	38.76	22.48	22.48	100.00	29.92	38.58	15.75	15.75	99.22
Non Economically Disadvantaged	36.63	32.67	23.76	6.93	96.19	45.63	32.04	6.80	15.53	99.04
Students with Disabilities	4.00	16.00	40.00	40.00	92.59	4.55	27.27	18.18	50.00	100.00
Students without Disabilities	27.80	38.54	20.98	12.68	99.03	40.38	36.54	11.06	12.02	99.05
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	25.22	36.09	23.04	15.65	98.29	36.96	35.65	11.74	15.65	99.14
Migrant	~	~	~	~	~	~	~	~	~	~
Male	21.43	33.93	29.46	15.18	97.39	28.46	37.40	11.38	22.76	99.19
Female	28.81	38.14	16.95	16.10	99.16	46.73	33.64	12.15	7.48	99.07
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

**Grade 7**

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.08	38.33	9.17	10.42	99.17	49.33	37.00	9.33	4.33	99.67
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	0	75.00	25.00	0	100.00
Asian	100.00	0	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	33.33	33.33	0	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	43.22	36.18	9.05	11.56	99.50	50.88	36.75	8.48	3.89	99.65
Hispanic or Latino Ethnicity	28.57	71.43	0	0	100.00	33.33	33.33	33.33	0	100.00
Economically Disadvantaged	33.33	43.26	9.93	13.48	99.30	37.80	43.90	11.59	6.71	100.00

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Non Economically Disadvantaged	54.55	31.31	8.08	6.06	99.00	63.24	28.68	6.62	1.47	99.27
Students with Disabilities	10.53	52.63	0	36.84	100.00	7.14	39.29	28.57	25.00	100.00
Students without Disabilities	44.80	37.10	9.95	8.14	99.10	53.68	36.76	7.35	2.21	99.63
Limited English Proficiency	100.00	0	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	42.08	38.33	9.17	10.42	99.17	49.33	37.00	9.33	4.33	99.67
Migrant	~	~	~	~	~	~	~	~	~	~
Male	39.84	35.77	9.76	14.63	99.19	41.22	37.84	14.19	6.76	100.00
Female	44.44	41.03	8.55	5.98	99.15	57.24	36.18	4.61	1.97	99.35
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	24.37	38.24	22.27	15.13	98.35	28.09	39.13	18.73	14.05	99.34
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	0	25.00	0	75.00	100.00
Asian	100.00	0	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	66.67	33.33	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	21.83	40.10	21.83	16.24	98.50	29.43	37.94	19.15	13.48	99.30
Hispanic or Latino Ethnicity	28.57	42.86	14.29	14.29	100.00	16.67	50.00	16.67	16.67	100.00
Economically Disadvantaged	17.86	35.71	30.00	16.43	98.59	19.63	41.72	20.86	17.79	99.39
Non Economically Disadvantaged	33.67	41.84	11.22	13.27	98.00	38.24	36.03	16.18	9.56	99.27
Students with Disabilities	0	33.33	16.67	50.00	94.74	3.57	7.14	39.29	50.00	100.00
Students without Disabilities	26.36	38.64	22.73	12.27	98.65	30.63	42.44	16.61	10.33	99.27
Limited English Proficiency	0	100.00	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	24.37	38.24	22.27	15.13	98.35	28.09	39.13	18.73	14.05	99.34
Migrant	~	~	~	~	~	~	~	~	~	~
Male	26.02	36.59	21.95	15.45	99.19	28.38	39.19	18.24	14.19	100.00
Female	22.61	40.00	22.61	14.78	97.46	27.81	39.07	19.21	13.91	98.69
Non Tested 1st Year LEP Students	0									



Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	16.67	42.50	26.25	14.58	99.17	16.33	50.00	19.67	14.00	99.67
American Indian/Alaskan Native	0	40.00	40.00	20.00	100.00	0	50.00	0	50.00	100.00
Asian	0	100.00	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	66.67	0	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	17.59	42.21	25.63	14.57	99.50	16.61	50.53	20.14	12.72	99.65
Hispanic or Latino Ethnicity	14.29	42.86	28.57	14.29	100.00	16.67	33.33	33.33	16.67	100.00
Economically Disadvantaged	9.22	43.26	33.33	14.18	99.30	10.98	49.39	21.95	17.68	100.00
Non Economically Disadvantaged	27.27	41.41	16.16	15.15	99.00	22.79	50.74	16.91	9.56	99.27
Students with Disabilities	5.26	15.79	36.84	42.11	100.00	0	10.71	35.71	53.57	100.00
Students without Disabilities	17.65	44.80	25.34	12.22	99.10	18.01	54.04	18.01	9.93	99.63
Limited English Proficiency	0	100.00	0	0	100.00	~	~	~	~	~
Non Limited English Proficiency	16.67	42.50	26.25	14.58	99.17	16.33	50.00	19.67	14.00	99.67
Migrant	~	~	~	~	~	~	~	~	~	~
Male	13.82	39.84	24.39	21.95	99.19	14.19	43.24	22.97	19.59	100.00
Female	19.66	45.30	28.21	6.84	99.15	18.42	56.58	16.45	8.55	99.35
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	22.18	19.67	26.78	31.38	98.76	33.44	17.39	22.07	27.09	99.01
American Indian/Alaskan Native	20.00	0	40.00	40.00	100.00	0	0	50.00	50.00	100.00
Asian	0	100.00	0	0	100.00	~	~	~	~	~
Black/African American	~	~	~	~	~	0	33.33	33.33	33.33	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	0	100.00	100.00
White	23.23	19.19	26.77	30.81	99.00	34.75	17.73	21.63	25.89	98.95
Hispanic or Latino Ethnicity	0	42.86	0	57.14	100.00	16.67	16.67	16.67	50.00	100.00
Economically Disadvantaged	15.60	18.44	26.95	39.01	99.30	25.31	16.67	21.60	36.42	98.78
Non Economically Disadvantaged	31.63	21.43	26.53	20.41	98.00	43.07	18.25	22.63	16.06	99.28

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students with Disabilities	5.26	10.53	31.58	52.63	100.00	0	7.41	25.93	66.67	96.43
Students without Disabilities	23.64	20.45	26.36	29.55	98.65	36.76	18.38	21.69	23.16	99.27
Limited English Proficiency	0	0	100.00	0	100.00	~	~	~	~	~
Non Limited English Proficiency	22.18	19.67	26.78	31.38	98.76	33.44	17.39	22.07	27.09	99.01
Migrant	~	~	~	~	~	~	~	~	~	~
Male	23.58	20.33	24.39	31.71	99.19	33.33	14.97	22.45	29.25	98.66
Female	20.69	18.97	29.31	31.03	98.31	33.55	19.74	21.71	25.00	99.35
Non Tested 1st Year LEP Students	0									

### Grade 8

Reading	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	48.65	42.23	6.42	2.70	99.66	50.17	34.02	11.68	4.12	98.64
American Indian/Alaskan Native	20.00	60.00	20.00	0	100.00	50.00	50.00	0	0	100.00
Asian	~	~	~	~	~	50.00	0	0	50.00	100.00
Black/African American	75.00	25.00	0	0	100.00	25.00	75.00	0	0	80.00
Native Hawaiian/Other Pacific Islander	100.00	0	0	0	100.00	~	~	~	~	~
White	50.61	41.70	5.26	2.43	99.60	51.12	33.21	11.57	4.10	98.89
Hispanic or Latino Ethnicity	22.22	44.44	22.22	11.11	100.00	42.86	28.57	28.57	0	100.00
Economically Disadvantaged	39.26	50.92	7.36	2.45	99.39	45.00	37.78	12.22	5.00	98.90
Non Economically Disadvantaged	60.15	31.58	5.26	3.01	100.00	58.56	27.93	10.81	2.70	98.23
Students with Disabilities	28.00	36.00	12.00	24.00	96.15	6.90	48.28	27.59	17.24	100.00
Students without Disabilities	50.55	42.80	5.90	0.74	100.00	54.96	32.44	9.92	2.67	98.50
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	48.65	42.23	6.42	2.70	99.66	50.17	34.02	11.68	4.12	98.64
Migrant	~	~	~	~	~	~	~	~	~	~
Male	44.97	43.62	7.38	4.03	99.33	45.63	34.38	13.75	6.25	98.77
Female	52.38	40.82	5.44	1.36	100.00	55.73	33.59	9.16	1.53	98.50
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	25.08	36.95	27.12	10.85	99.33	18.49	41.78	26.71	13.01	98.98
American Indian/Alaskan Native	20.00	20.00	20.00	40.00	100.00	16.67	66.67	16.67	0	100.00
Asian	~	~	~	~	~	0	50.00	0	50.00	100.00
Black/African American	50.00	0	50.00	0	100.00	0	20.00	40.00	40.00	100.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	26.02	36.99	28.05	8.94	99.19	19.40	41.42	26.12	13.06	98.89
Hispanic or Latino Ethnicity	11.11	33.33	33.33	22.22	100.00	14.29	57.14	28.57	0	100.00
Economically Disadvantaged	17.18	33.13	35.58	14.11	99.39	15.64	40.22	29.61	14.53	98.35
Non Economically Disadvantaged	34.85	41.67	16.67	6.82	99.25	23.01	44.25	22.12	10.62	100.00
Students with Disabilities	24.00	12.00	28.00	36.00	96.15	0	17.24	41.38	41.38	100.00
Students without Disabilities	25.19	39.26	27.04	8.52	99.63	20.53	44.49	25.10	9.89	98.87
Limited English Proficiency	~	~	~	~	~	0	0	0	100.00	100.00
Non Limited English Proficiency	25.08	36.95	27.12	10.85	99.33	18.49	41.78	26.71	13.01	98.98
Migrant	~	~	~	~	~	~	~	~	~	~
Male	29.05	33.78	25.68	11.49	98.67	20.00	38.13	28.75	13.13	98.77
Female	21.09	40.14	28.57	10.20	100.00	16.67	46.21	24.24	12.88	99.25
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	16.61	48.14	22.03	13.22	99.33	11.64	45.89	23.29	19.18	98.98
American Indian/Alaskan Native	20.00	20.00	20.00	40.00	100.00	0	66.67	16.67	16.67	100.00
Asian	~	~	~	~	~	0	50.00	0	50.00	100.00
Black/African American	50.00	25.00	25.00	0	100.00	0	50.00	50.00	0	80.00
Native Hawaiian/Other Pacific Islander	0	100.00	0	0	100.00	~	~	~	~	~
White	16.67	50.41	21.14	11.79	99.19	12.64	45.35	23.05	18.96	99.26
Hispanic or Latino Ethnicity	0	44.44	44.44	11.11	100.00	0	42.86	42.86	14.29	100.00
Economically Disadvantaged	12.35	44.44	26.54	16.67	98.78	10.00	41.67	25.00	23.33	98.90
Non Economically Disadvantaged	21.80	52.63	16.54	9.02	100.00	14.29	52.68	20.54	12.50	99.12
Students with Disabilities	12.50	16.67	29.17	41.67	92.31	0	10.34	41.38	48.28	100.00

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	16.97	50.92	21.40	10.70	100.00	12.93	49.81	21.29	15.97	98.87
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	16.61	48.14	22.03	13.22	99.33	11.64	45.89	23.29	19.18	98.98
Migrant	~	~	~	~	~	~	~	~	~	~
Male	10.81	44.59	25.68	18.92	98.67	9.94	38.51	26.09	25.47	99.38
Female	22.45	51.70	18.37	7.48	100.00	13.74	54.96	19.85	11.45	98.50
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	~	~	~	~	~	~	~	~	~	~
American Indian/Alaskan Native	~	~	~	~	~	~	~	~	~	~
Asian	~	~	~	~	~	~	~	~	~	~
Black/African American	~	~	~	~	~	~	~	~	~	~
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	~	~	~	~	~
White	~	~	~	~	~	~	~	~	~	~
Hispanic or Latino Ethnicity	~	~	~	~	~	~	~	~	~	~
Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Non Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
Students with Disabilities	~	~	~	~	~	~	~	~	~	~
Students without Disabilities	~	~	~	~	~	~	~	~	~	~
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Migrant	~	~	~	~	~	~	~	~	~	~
Male	~	~	~	~	~	~	~	~	~	~
Female	~	~	~	~	~	~	~	~	~	~
Non Tested 1st Year LEP Students	0									

**Grade 10**

Reading	2008-2009	2009-2010
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	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	44.14	43.24	8.11	4.50	97.37	42.00	44.00	10.00	4.00	99.34
American Indian/Alaskan Native	0	100.00	0	0	100.00	50.00	0	50.00	0	100.00
Asian	50.00	0	50.00	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	100.00	0	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	100.00	0	0	0	100.00
White	45.05	42.86	7.69	4.40	96.81	40.58	44.93	10.14	4.35	99.28
Hispanic or Latino Ethnicity	25.00	75.00	0	0	100.00	33.33	66.67	0	0	100.00
Economically Disadvantaged	31.48	50.00	11.11	7.41	98.18	34.52	46.43	15.48	3.57	98.82
Non Economically Disadvantaged	56.14	36.84	5.26	1.75	96.61	51.52	40.91	3.03	4.55	100.00
Students with Disabilities	14.29	50.00	21.43	14.29	100.00	6.25	25.00	37.50	31.25	100.00
Students without Disabilities	48.45	42.27	6.19	3.09	97.00	46.27	46.27	6.72	0.75	99.26
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	44.14	43.24	8.11	4.50	97.37	42.00	44.00	10.00	4.00	99.34
Migrant	~	~	~	~	~	~	~	~	~	~
Male	37.50	44.64	10.71	7.14	94.92	30.56	50.00	13.89	5.56	100.00
Female	50.91	41.82	5.45	1.82	100.00	52.56	38.46	6.41	2.56	98.73
Non Tested 1st Year LEP Students	0									

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	29.46	39.29	14.29	16.96	98.25	21.19	41.72	22.52	14.57	100.00
American Indian/Alaskan Native	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
Asian	50.00	0	0	50.00	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	50.00	0	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	0	100.00	0	100.00
White	31.52	41.30	14.13	13.04	97.87	22.30	42.45	20.14	15.11	100.00
Hispanic or Latino Ethnicity	0	50.00	25.00	25.00	100.00	0	33.33	66.67	0	100.00
Economically Disadvantaged	22.22	40.74	12.96	24.07	98.18	18.82	38.82	25.88	16.47	100.00
Non Economically Disadvantaged	36.21	37.93	15.52	10.34	98.31	24.24	45.45	18.18	12.12	100.00
Students with Disabilities	7.14	14.29	7.14	71.43	100.00	0	12.50	12.50	75.00	100.00

Math	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
Students without Disabilities	32.65	42.86	15.31	9.18	98.00	23.70	45.19	23.70	7.41	100.00
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	29.46	39.29	14.29	16.96	98.25	21.19	41.72	22.52	14.57	100.00
Migrant	~	~	~	~	~	~	~	~	~	~
Male	26.32	40.35	7.02	26.32	96.61	20.83	40.28	22.22	16.67	100.00
Female	32.73	38.18	21.82	7.27	100.00	21.52	43.04	22.78	12.66	100.00
Non Tested 1st Year LEP Students	0									

Language	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	18.58	61.06	12.39	7.96	99.12	14.09	56.38	17.45	12.08	98.68
American Indian/Alaskan Native	0	0	0	100.00	100.00	0	50.00	0	50.00	100.00
Asian	50.00	50.00	0	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	0	100.00	0	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	17.20	64.52	11.83	6.45	98.94	15.33	54.74	18.25	11.68	98.56
Hispanic or Latino Ethnicity	25.00	25.00	50.00	0	100.00	0	66.67	16.67	16.67	100.00
Economically Disadvantaged	14.55	63.64	10.91	10.91	100.00	12.05	53.01	19.28	15.66	97.65
Non Economically Disadvantaged	22.41	58.62	13.79	5.17	98.31	16.67	60.61	15.15	7.58	100.00
Students with Disabilities	7.14	28.57	35.71	28.57	100.00	6.25	6.25	31.25	56.25	100.00
Students without Disabilities	20.20	65.66	9.09	5.05	99.00	15.04	62.41	15.79	6.77	98.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	18.58	61.06	12.39	7.96	99.12	14.09	56.38	17.45	12.08	98.68
Migrant	~	~	~	~	~	~	~	~	~	~
Male	12.07	62.07	13.79	12.07	98.31	8.33	50.00	23.61	18.06	100.00
Female	25.45	60.00	10.91	3.64	100.00	19.48	62.34	11.69	6.49	97.47
Non Tested 1st Year LEP Students	0									

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	31.25	47.32	13.39	8.04	97.39	22.15	45.64	10.74	21.48	98.68

Science	2008-2009					2009-2010				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
American Indian/Alaskan Native	0	0	100.00	0	100.00	0	50.00	0	50.00	100.00
Asian	50.00	0	50.00	0	100.00	~	~	~	~	~
Black/African American	0	0	0	100.00	100.00	0	50.00	50.00	0	100.00
Native Hawaiian/Other Pacific Islander	~	~	~	~	~	0	100.00	0	0	100.00
White	31.18	49.46	13.98	5.38	97.89	24.09	43.07	10.95	21.90	98.56
Hispanic or Latino Ethnicity	25.00	50.00	0	25.00	100.00	0	83.33	0	16.67	100.00
Economically Disadvantaged	25.93	46.30	14.81	12.96	98.18	15.66	40.96	14.46	28.92	97.65
Non Economically Disadvantaged	36.21	48.28	12.07	3.45	96.67	30.30	51.52	6.06	12.12	100.00
Students with Disabilities	14.29	35.71	28.57	21.43	100.00	6.25	12.50	6.25	75.00	100.00
Students without Disabilities	33.67	48.98	11.22	6.12	97.03	24.06	49.62	11.28	15.04	98.52
Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
Non Limited English Proficiency	31.25	47.32	13.39	8.04	97.39	22.15	45.64	10.74	21.48	98.68
Migrant	~	~	~	~	~	~	~	~	~	~
Male	32.76	46.55	12.07	8.62	96.67	18.06	45.83	9.72	26.39	100.00
Female	29.63	48.15	14.81	7.41	98.18	25.97	45.45	11.69	16.88	97.47
Non Tested 1st Year LEP Students	0									

## Teacher Quality

Data is current as of 2008-2009

### Professional Qualifications of Public Elementary and Secondary School Teachers

BA degree	BA +12 credits	BA +24 credits	MA degree	MA +12 credits	MA +24 credits	PhD degree or MA + 36 credits	Total
9.50	16.00	11.35	8.50	8.00	5.00	2.67	61.02

### Public Elementary and Secondary School Teachers With Emergency/Provisional Certification

0.00%

### Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers

In High Poverty Schools	In Low Poverty Schools	Total
0.00%	0.00%	5.83%

## Graduation

No data available

\* = *not shown due to insufficient sample size*

## Idaho Charter School Network (ISCN) Programmatic Audit 2011 Recommendations and Written Response

### Governance

#### Commendations

- Board works well together have clear understanding of their roles.
- The board is clear about the mission and committed to the success of students.
- Board has a process in place to review new policies.
- Supportive and effective working relationship between the board and K12, Inc.
- Positive financial audit and regular review by the board.
- Strong administrative team and infrastructure for operations.
- Utilize legal consultation as needed.
- Process for making budget adjustments last year was open to all stakeholders. Efficiencies were identified in travel and other operations.
- Outstanding document prep for visit.

#### Recommendations and Written Responses

- Annual board self evaluation and reflection is highly recommended.
  - Please see the Board of Directors Self-Assessment form that the IDVA Directors will use, as applicable, for their annual self-assessment. This will take place at the Annual Meeting of the Directors in July of each year. The Self-Assessment form follows the last written response on this document.
- Process for new board member orientation and training and the development of a board handbook recommended.
  - A Chairman's manual was developed and given to the Chairman in the spring of this year. At the Annual meeting, the first part of the meeting will be entirely devoted to Board training by the Board Counsel. This will be an annual practice.
- Encourage the board to continue to evaluate the financial sustainability of the school without significant deficit credit from K12. Also, an evaluation of the relationship with clear indicators would be recommended.
  - There has always been a continuous evaluative procedure by the Directors regarding this matter. The Board attempts to write its budget to maintain the financial sustainability of the school by lowering its deficit credit to its curriculum provider, K12, Inc. The Board maintains a separate and independent relationship with K12 and thus far the relationship is working to the educational benefit of Idaho's students.

### Academic Program

#### Commendations



- Hybrid program meeting the needs of some of the most challenged students.
- OLS Platform supports student organization and participation.
- Collaborative relationships between parents, teachers and students.
- Data indicates students are making progress.
- Students indicate they are making significant progress in writing.
- Highly engaged teachers observed on Elluminate using multiple strategies.
- Students feel very connected with their teachers.
- Danielson framework is deployed for teacher evaluation aligned to school model.
- Even young students were impressively adept at the Elluminate tools and teachers used them effectively.

#### Recommendations and Written Responses

- Continue to explore the need of the hybrid students; they are spending the whole days, may have array of unmet needs.
  - We are revising the Alternative School (Treasure Valley Hybrid Program, TVHP) schedule in order to offer more direct instruction and academic intervention to our students. We will provide more support to 8<sup>th</sup> and 9<sup>th</sup> graders, as well, in line with our focus on 8<sup>th</sup>/9<sup>th</sup> Academy.
- Hybrid program as outlined in brochure is still developing but students are very positive about learning lab atmosphere. Identify indicators for meeting outcomes and track closely.
  - See written response above.
- Continue implementing the high school professional development plan.
  - Our high school professional development program will mirror our school improvement plan in many ways. Professional learning communities built on student needs will meet multiple times each month to study data and use that data to affect student outcomes. As a high school staff we are working on making learning in the virtual setting meaningful. There are so many places out there in the electronic media where kids can find answers to multiple choice unit exams. We have to provide them other alternatives to show what they know and new ways to make the learning relevant. We will work to develop project based assessments for some of our units within our courses. This is something new for us this year, but as a school who uses technology as its curriculum delivery platform, we should be able to give kids the freedom to creatively show their knowledge.
- Explore use of webcams for increased feedback on student understanding and engagement.
  - The Special Education department has implemented the use of webcams while providing direct, synchronous specially designed instruction to students. The webcams have been used both by the teacher only and by the teacher/student synchronously. We have found this to be an effective tool to increase student engagement, especially at the younger student age, and for the student with a higher level of support need. We will continue to implement and increase the use of the webcams.

#### Stakeholder Support, Involvement, and Satisfaction

##### Commendations

- Generally high positive parent satisfaction surveys.
- Parent engagement is high among parents who participated in focus group; opportunities for parent coops and booster club to engage families.
- Parents make up most of the board and are key decision makers.
- Hybrid students very pleased with the opportunity for support and positive environment.

#### Recommendations and Written Responses

- Consider ways to increase return rate on surveys and focus groups. Difficult to generalize stakeholder satisfaction.
  - In accordance with this recommendation and the new State legislation requiring that parent input be included in teacher evaluations, we plan on conducting parent surveys before the end of first semester.
- Review the process of enrollment so that parents are satisfied throughout that process.

- We have added a local high school Placement Coordinator to our staff. Our PC has been trained by our Enrollment Manager (Director of Academic Services) and High School Counselors and works closely with the High School Principal and Enrollment Manager. She lives in Idaho and understands the needs of our students and families.
- High school students indicate that they would like more opportunities for connecting.
  - The HS principal is going to tour the state this fall having class meetings. At those meetings, she is going to form regional committees utilizing the student ambassadors as leaders to develop relationships and activities across the state. Also, this year, we have a grant from the Albertson's foundation to have a state wide college tour for some of our Juniors and Seniors. This tour will also foster some relationships in regions and across the state, plus connect kids to Idaho colleges and universities.
- Parents unclear about what services were available at the central offices.
  - We have included a Central Office page with our IDVA Annual Report document. We will send this information to families as the school year begins and can send individual specific pages, such as our Central Office page, to people, as well.
- Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys. Explore additional ways to increase return rate of survey.
  - See written response to first bullet. K12 has, traditionally, surveyed parents and high school students and will continue to do so at year end. We will develop local surveys for the parent input portion of teacher evaluations and conduct those surveys before the end of 1<sup>st</sup> semester.
- Consider surveying high school students and compare with parents of high school students.
  - K12 conducted a high school student end of year survey this year. We have not yet received results but will compare those with the parent survey results. K12 has conducted high school student surveys some years in the past, as well, but not every year.

## **Continuous Improvement**

### **Commendations**

- Gathering a good deal of survey data from all stakeholders and evidence that this guides improvement efforts.
- Very responsive to expressed needs.
- Creative teachers and leaders who are quick to innovate.

### **Recommendations and Written Responses**

- Continue opportunities for reflection and feedback as well as data informed decision making.
  - We will continue with these opportunities. Data drives our program and will continue to do so.
- Engage in evaluation at all levels – board, director and teachers.
  - Regarding the board - See written response to bullet one in Governance section. Administrators are evaluated on a yearly basis and will continue to participate in this process. Teachers are evaluated based on our State approved Danielson evaluation rubric which will be updated to include the requirements under the new State legislation.
- Continue to survey parents and students. Consider ways to increase participation.
  - See written responses to first and last recommendations in Stakeholders section.

## BOARD OF TRUSTEES SELF-ASSESSMENT

THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			
9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			

3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the superintendent.			
<b>BOARD/STAFF RELATIONS</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
<b>BOARD/COMMUNITY RELATIONS</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			
E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
<b>BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. The district has a planned program to orient newly-elected board members:			
A. The nature of their duties and responsibilities.			

B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			
A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
<b>PLANNING</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
<b>POLICY</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			
B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			

<b>BUDGET/FINANCE</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
<b>INSTRUCTIONAL PROGRAM</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Needs to Improve</b>
1. The board formulates educational goals based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for each student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

## 2010/11 Stakeholder Surveys

### Teacher End of Year Needs Assessment (June 2011)

1. I am a(n) \_\_\_\_\_ teacher.

answered question

47

skipped question

0

Response  
Count

Elementary

Middle School

High School

General  
Education 41.0% (16)

33.3% (13)

25.6% (10)

39

Special  
Education 27.3% (3)

27.3% (3)

45.5% (5)

11

2. We covered many topics during Professional Development meetings this year. Some of our PD meetings were all staff, face to face. Some were regional and/or departmental face to face. Others were via Elluminate or phone conference. Thinking of all of your PD experiences this year, please comment on which topics, if any, were helpful or not helpful to you in our school goal of increasing student achievement and why they were or weren't helpful.

answered question

39

skipped question

8

Response  
Count

39

3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.

answered question

40

skipped question

7

Response  
Percent Response  
Count

Scantron  
Performance  
Series Fall to  
Spring  
growth  
Spring to  
Spring ISAT  
growth  
Pre to Post  
Test growth  
of your Tier 2  
Intervention  
students  
Pass rate  
growth for all  
of your  
students(High  
School)  
Pass rate  
growth for  
specific

35.0% 14

57.5% 23

45.0% 18

20.0% 8

10.0% 4

**3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.**

classes (High School)		
Percent of students meeting Middle School Minimum Standards (year to year)	27.5%	11
	Other (please specify)	15

**4. Under SB 1110 – Pay for Performance: Bonuses to certificated employees for student growth and achievement. What do you think is a fair growth measure to use for this?**

answered question	40
skipped question	7
	<b>ResponsePercent    ResponseCount</b>

Scantron Performance Series Fall to Spring growth	32.5%	13
<b>Spring to Spring ISAT growth</b>	52.5%	21
Pre to Post Test growth of your Tier 2 Intervention students	47.5%	19
Pass rate growth for all of your students(High School)	22.5%	9
Pass rate growth for specific classes (High School)	7.5%	3
Percent of students meeting Middle School Minimum Standards (year to year)	30.0%	12



**3. Under SB 1108 – Labor & Entitlements: At least 50% of teacher and administrator evaluations based on growth in student achievement. What do you think is a fair growth measure to use for this? Select one or more.**

Other (please specify) **17**

**5. We also discussed our School Improvement Plan during the State Tour. Considering this plan and your experience with IDVA, what kinds of Professional Development do you think would be beneficial for our school as a whole?**

answered question **43**  
skipped question **4**

	Response Percent	Response Count
Data analysis	25.6%	11
Common Core Standards	72.1%	31
Relationship building	37.2%	16
Illuminate instruction methods	53.5%	23

Other (please specify) **8**

**6. What was the best thing about your 2010/11 school year with IDVA?**

answered question **40**  
skipped question **7**

Response  
Count

40

**7. What was the most difficult thing about your 2010/11 school year with IDVA?**

answered question **39**  
skipped question **8**

Response  
Count

39

**8. If you could change one thing about your job, what would it be?**

answered question **38**  
skipped question **9**

Response  
Count

38

**9. If you have other feedback, please, comment here.**

answered question **16**  
skipped question **31**

Response  
Count

16

## K-5 Parent /Learning Coach Survey 2010-2011

1. My homeroom teacher is:

answered question

119

skipped question

8

Please choose from the drop down menu

	Joan Baillie	Paige Smith	Amy Brown	Sarah Klur	Jennifer Dorris	Anne Farrell	Krista Bigelow	Jen Gibson	Ruth Leiby	Braund Maynard	Heather McKenna	Kimberly Nelson	Keely Roehrs	Margaret Skimhorst	Deanne Smith	Weandy Stodley	Kellie Strozas	Karli Thompson	Melanie Vaughan	Erin Edwards	Response Count
My homeroom teacher:	2.56% (15)	12.6% (9)	7.6% (4)	3.4% (6)	5.0% (3)	2.5% (8)	6.7% (8)	6.7% (8)	12.6% (15)	4.2% (5)	3.4% (4)	5.0% (6)	0.0% (0)	4.2% (5)	4.2% (5)	3.4% (4)	1.7% (2)	9.2% (11)	0.0% (0)	5.0% (6)	119

2. This is our family's \_\_\_\_ year at IDVA.

answered question

126

skipped question

1

Res Res

1. My homeroom teacher is:

	pon se Perc ent	pon se Cou nt
1st	40.5%	51
2nd	21.4%	27
3rd	12.7%	16
4th	8.7%	11
5th	4.8%	6
6th	4.8%	6
7th	7.1%	9

3. Overall, I am \_\_\_\_\_ with my IDVA teacher.

answered question  
skipped question

126  
1

Response  
Percent

Response  
Count

Highly  
Satisfied  
Satisfied  
Neutral  
Dissatisfied  
Highly  
Dissatisfied

74.6%  
18.3%  
5.6%  
1.6%  
0.0%

94  
23  
7  
2  
0

4. My teacher is usually available when I need him/her.

answered question  
skipped question

125  
2

Response  
Percent

Response  
Count

Yes  
No

98.4%  
1.6%

123  
2

5. My teacher has worked to develop a good relationship with me.

answered question  
skipped question

125  
2

Response  
Percent

Response  
Count

Yes  
No

98.4%  
2.4%

123  
3

6. My teacher has worked to develop a good relationship with my child(ren).

answered question  
skipped question

125  
2

Response  
Percent

Response  
Count

Yes  
No

98.4%  
2.4%

123  
3

7. Typically, my teacher responds within \_\_\_\_\_ to my phone calls or emails sent during regular business hours. (Choose the one that is most true.)

answered question 125  
skipped question 2

ResponseResponse  
Percent Count

< 2 hours	35.2%	44
2-4 hours	32.8%	41
4-6 hours	12.8%	16
6-8 hours	2.4%	3
24 hours	13.6%	17
more than 24 hours	5.6%	7

8. My teacher provides accurate answers to my specific questions.

answered question 125  
skipped question 2

ResponseResponse  
Percent Count

Yes	98.4%	123
No	2.4%	3

9. My teacher keeps me apprised of my student's(s') academic progress (ie: communicates with me about OLS progress, State Test scores, Scantron scores, work samples, etc.)

answered question 125  
skipped question 2

ResponseResponse  
Percent Count

Yes	94.4%	118
No	5.6%	7

10. The feedback my teacher gives on work samples is given in a timely manner.

answered question 126  
skipped question 1

ResponseResponse  
Percent Count

Yes	77.8%	98
No	3.2%	4
We have not submitted work samples yet.	19.0%	24

11. My teachers works with me an offers additional academic support and/or opportunities for my student based on test scores, interaction with my child, and input from me?

answered question 124  
skipped question 3

<b>11. My teachers works with me an offers additional academic support and/or opportunities for my student based on test scores, interaction with my child, and input from me?</b>		<b>Response Percent</b>	<b>Response Count</b>
Yes		91.1%	113
No		8.9%	11
<b>12. My teacher exhibits a wide range of knowledge about the curriculum.</b>			
	answered question		124
	skipped question		3
		<b>Response Percent</b>	<b>Response Count</b>
Yes		96.0%	119
No		5.6%	7
<b>13. My teacher exhibits a wide range of knowledge about teaching.</b>			
	answered question		123
	skipped question		4
		<b>Response Percent</b>	<b>Response Count</b>
Yes		98.4%	121
No		2.4%	3
<b>14. My teacher considers any academic, social or developmental issues my child(ren) may have when discussing progress with me.</b>			
	answered question		122
	skipped question		5
		<b>Response Percent</b>	<b>Response Count</b>
Yes		97.5%	119
No		3.3%	4
<b>15. My teacher keeps me informed through weekly newsletters and other forms of communication.</b>			
	answered question		125
	skipped question		2
		<b>Response Percent</b>	<b>Response Count</b>
Yes		98.4%	123
No		1.6%	2
<b>16. My teacher helps me prioritize when I am feeling overwhelmed.</b>			
	answered question		126
	skipped question		1
		<b>Response Percent</b>	<b>Response Count</b>
Yes		61.1%	77
No		2.4%	3
NA		39.7%	50
<b>17. My teacher processes changes in placement and promotions in a timely manner and communicates with me about these changes.</b>			
	answered question		126
	skipped question		1
		<b>Response Percent</b>	<b>Response Count</b>
Yes		74.6%	94
No		4.0%	5
NA		21.4%	27

18. Tell us a little bit about conferences with your teacher.

answered question 126  
skipped question 1

My teacher's primary method for conferencing with us is via

phone	lluminate	phone and lluminate	face to face	Response Count
Conferences: 23.2% (29)	13.6% (17)	54.4% (68)	8.8% (11)	125

These conferences scheduled

more than once a month	less than once a month	Upon Request	Standard conference times: 3 times per year	Response Count
Conferences: 11.4% (14)	8.1% (10)	19.5% (24)	61.0% (75)	123

What do your teacher and student talk about and/or do during conferences? What do your teacher and you talk about and/or do during conferences? Are conferences productive and helpful to you as a parent/Learning Coach? Any other feedback about conferences?

19. Any additional comments or feedback about your teacher?

answered question 58  
skipped question 69

Response  
Count

58

20. Do you have a student who participated in the Gem Ascent/Tier 2/ERI Tutoring Program this year?

answered question 126  
skipped question 1

	Response Percent	Response Count
Yes	18.3%	23
No	81.7%	103

21. My Gem Ascent/Tier 2 Teacher is/was:

answered question 20  
skipped question 107

Please choose from the drop down menu

	Joa n Baill ie	Paig e Barb er	Jenni fer Dorri s	Carrie Freem an	Jenn ie Gibs on	Samie Hartn ey	Rut h Lei b	Heathe r McKe nna	Kimb er Nelso n	Kell y Rou sh	Margaret Skimmyh orn	Dee Ann Smi th	Wend y Stoodl ey	Kellie Stroo zas	Respo nse Count
My Gem Ascent/ Tier 2 Teacher is/was:	15.0 % (3)	5.0% (1)	25.0% (5)	0.0% (0)	10.0 % (2)	0.0% (0)	0.0 % (0)	5.0% (1)	0.0% (0)	5.0 % (1)	10.0% (2)	5.0 % (1)	5.0% (1)	15.0% (3)	20

22. Overall we are \_\_\_\_\_ with the Gem Ascent/Tier 2 Tutoring Program.

answered question 20  
skipped question 107

Resp  
onse

21. My Gem Ascent/Tier 2 Teacher is/was:

	Perce nt	Coun t
<b>Highly Satisfied</b>	80.0%	16
Satisfied	10.0%	2
Neutral	5.0%	1
Dissatisfi ed	5.0%	1
Highly Dissatisfi ed	0.0%	0

23. The level, material, and pace of the class were:  
answered question  
skipped question

	20 107	Response Percent	Response Count
<b>Just Right</b>		90.0%	18
Too Hard		0.0%	0
Too Easy		10.0%	2

24. My student enjoyed attending classes.  
answered question  
skipped question

	21 106	Response Percent	Response Count
<b>Strongly agree</b>		57.1%	12
Agree		33.3%	7
Neutral		4.8%	1
Disagree		4.8%	1
Strongly disagree		0.0%	0

25. By participating in this class my student will be more successful in their daily work and state testing.  
answered question  
skipped question

	20 107	Response Percent	Response Count
Strongly agree		40.0%	8
<b>Agree</b>		55.0%	11
Neutral		0.0%	0
Disagree		5.0%	1
Strongly Disagree		0.0%	0

26. The number of Gem Ascent classes per week contributed to my student's increase in learning.  
answered question  
skipped question

19  
108  
ResponseResponse

25. By participating in this class my student will be more successful in their daily work and state testing.

	Percent	Count
Disagree - need more classes per week	0.0%	0
Disagree - need fewer classes per week	5.3%	1
Agree - the number of classes per week is good	94.7%	18

27. Do you have any additional feedback about your Gem Ascent/Tier 2 teacher or the tutoring program as a whole?

answered question	12
skipped question	115
	Response Count
	12

28. Did you work with more than one Gem Ascent/Tier 2 Teacher this year?

answered question	22
skipped question	105
	Response
	Percent
Yes	27.3%
No	72.7%
	Count
	6
	16

29. My Gem Ascent/Tier 2 Teacher is/was:

answered question	5
skipped question	122

Please choose from the drop down menu

	Joa n Baill ie	Paig e Barb er	Jenni fer Dorri s	Carrie Freem an	Jenn ie Gibs on	Samie Hartn ey	Rut h Lei b	Heathe r McKe nna	Kimb er Nelso n	Kell y Rou sh	Margaret Skimmyh orn	Dee Ann Smi th	Wend y Stoodl ey	Kellie Stroo zas	Respo nse Count
My Gem Ascent/Tier 2 Teacher is/was:	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (2)	0.0% (0)	0.0% (0)	20.0% (1)	40.0% (2)	0.0% (0)	5

30. Overall we are \_\_\_\_\_ with the Gem Ascent/Tier 2 Tutoring Program.



29. My Gem Ascent/Tier 2 Teacher is/was:  
answered question  
skipped question

5  
122  
Resp  
onse  
Perce  
nt  
nt  
t

Highly  
Satisfied  
  
Satisfied  
  
Neutral  
Dissatisfi  
ed  
Highly  
Dissatisfi  
ed

60.0  
%  
3  
  
40.0  
%  
2  
  
0.0%  
0  
  
0.0%  
0  
  
0.0%  
0

31. The level, material, and pace of the class were:  
answered question  
skipped question

5  
122  
Response  
Percent  
Response  
Count

Just  
Right  
Too  
Hard  
Too  
Easy

80.0%  
4  
  
0.0%  
0  
  
20.0%  
1

32. My student enjoyed attending classes.  
answered question  
skipped question

5  
122  
Response  
Percent  
Response  
Count

Strongly  
agree  
Agree  
Neutral  
Disagree  
Strongly  
disagree

40.0%  
2  
  
60.0%  
3  
  
0.0%  
0  
  
0.0%  
0  
  
0.0%  
0

33. My student learned new skills in this class.  
answered question  
skipped question

5  
122  
Response  
Percent  
Response  
Count

Strongly  
agree  
Agree  
Neutral  
Disagree  
Strongly  
Disagree

40.0%  
2  
  
60.0%  
3  
  
0.0%  
0  
  
0.0%  
0  
  
0.0%  
0

34. The number of Gem Ascent classes per week contributed to my student's increase in learning.

answered question  
skipped question

5

122

Response  
Percent    Response  
Count

Disagree

- need

more

classes

per

week

Disagree

- need

fewer

classes

per

week

Agree -

the

number

of

classes

per

week is

good

0.0%    0

0.0%    0

100.0%    5

35. Do you have any additional feedback about your Gem Ascent/Tier 2 teacher or the tutoring program as a whole?

answered question

2

skipped question

125

Response  
Count

2

36. If you would like an IDVA Administrator to contact you directly please list your name, email, phone number, and a short summary of your concerns below, and someone will contact you as soon as possible.

answered question

6

skipped question

121

Response  
Count

6

## Middle School Parent Survey 2010-2011

1. My student enrolled  
answered question  
skipped question

72  
0

ResponseResponse  
Percent Count

Less than  
one school  
year.  
Mid-Year  
Enrollment  
season

69.4% 50

30.6% 22

2. My student's Homeroom teacher is \_\_\_\_\_.  
answered question  
skipped question

72  
0

ResponseResponse  
Percent Count

Shar  
Wikoff  
Amber  
Hatrock  
Carrie  
Stuart  
Melanie  
Vaughn  
Lisa Frost  
Darcy  
Williams  
Andrea  
Wells  
Jennifer  
Zollinger  
Becky

12.5% 9

5.6% 4

9.7% 7

5.6% 4

1.4% 1

1.4% 1

4.2% 3

9.7% 7

5.6% 4

1. My student enrolled

Mitchell		
Carrie		
Chizum	11.1%	8
Casey		
Byington	4.2%	3
Mary		
Ramsey	15.3%	11
Esther		
Scott	6.9%	5
Jenny		
Whelan	4.2%	3
Susan		
Welker	2.8%	2

3. My child's homeroom teacher is usually available when I need him/her.

answered question 72  
skipped question 0

ResponseResponse  
Percent Count

Strongly agree	61.1%	44
Agree	38.9%	28
Disagree	0.0%	0
Strongly Disagree	0.0%	0

4. When I email my homeroom teacher, I usually get a response within \_\_\_\_\_ hours (holidays and weekends exempted).

answered question 71  
skipped question 1

ResponseResponse  
Percent Count

2-4	45.1%	32
4-6	32.4%	23
6-8	5.6%	4
8-12	11.3%	8
over 24 hours	5.6%	4

5. My homeroom teacher worked to make a positive relationship with my student and me.

answered question 72  
skipped question 0

ResponseResponse  
Percent Count

Strongly agree	56.9%	41
Agree	37.5%	27
Disagree	4.2%	3
Strongly Disagree	1.4%	1

6. Overall, I am \_\_\_\_\_ with my IDVA homeroom teacher.

answered question 72  
skipped question 0

ResponseResponse

**5. My homeroom teacher worked to make a positive relationship with my student and me.**

	Percent	Count
highly satisfied	59.7%	43
satisfied	34.7%	25
neutral	4.2%	3
dissatisfied	1.4%	1
highly dissatisfied	0.0%	0

**7. If I had some advice for this teacher, it would be**

answered question	25
skipped question	47
	<b>Response Count</b>
	25

**8. If I had a compliment for this teacher, it would be**

answered question	39
skipped question	33
	<b>Response Count</b>
	39

**9. My student's math teacher is \_\_\_\_\_.**

	answered question	69
	skipped question	3
	<b>Response</b>	<b>Response</b>
	<b>Percent</b>	<b>Count</b>
Carrie Chizum	20.3%	14
Mary Ramsey	21.7%	15
Carrie Stuart	18.8%	13
Shar Wikoff	20.3%	14
Esther Scott	11.6%	8
My Special Education Teacher	2.9%	2
Dual Enrolled for Math, no IDVA teacher	1.4%	1
VHS Teacher	2.9%	2

**10. The teacher gives feedback on assignments in a timely manner.**

answered question	68
skipped question	4
	<b>Response</b>
	<b>Percent</b>
	<b>Count</b>

9. My student's math teacher is \_\_\_\_\_.

Strongly agree	47.1%	32
Agree	50.0%	34
Disagree	0.0%	0
Strongly Disagree	2.9%	2

11. My teacher exhibits a wide range of knowledge about the curriculum that he/she is teaching.

answered question 68  
skipped question 4

	Response Percent	Response Count
Strongly agree	60.3%	41
Agree	38.2%	26
Disagree	1.5%	1
Strongly Disagree	0.0%	0

12. My teacher has worked to develop a good relationship with my student.

answered question 67  
skipped question 5

	Response Percent	Response Count
Strongly agree	49.3%	33
Agree	43.3%	29
Disagree	6.0%	4
Strongly Disagree	1.5%	1

13. My teacher is usually available when I need him/her.

answered question 67  
skipped question 5

	Response Percent	Response Count
Strongly agree	47.8%	32
Agree	47.8%	32
Disagree	3.0%	2
Strongly Disagree	1.5%	1

14. My teacher was engaging during class and encouraged student participation.

answered question 68  
skipped question 4

	Response Percent	Response Count
Strongly agree	66.2%	45
Agree	30.9%	21
Disagree	1.5%	1
Strongly Disagree	1.5%	1

15. My teacher worked to create a safe and enjoyable online teaching environment for learning.

15. My teacher worked to create a safe and enjoyable online teaching environment for learning.

answered question  
skipped question

68  
4

Response  
Percent  
Response  
Count

Strongly  
agree  
Agree  
Disagree  
Strongly  
Disagree

57.4% 39  
41.2% 28  
1.5% 1  
0.0% 0

16. If I had a compliment for this teacher, it would be \_\_\_\_\_.

answered  
question  
skipped  
question

36  
36

Response  
Count

36

17. If I had some advice for this teacher, it would be \_\_\_\_\_.

answered  
question

23

skipped question

Response  
Count

23

18. Overall, I am \_\_\_\_\_ with my student's math teacher.

answered question  
skipped question

68  
4

Response  
Percent  
Response  
Count

highly  
satisfied  
satisfied  
neutral  
dissatisfied  
highly  
dissatisfied

61.8% 42  
30.9% 21  
5.9% 4  
1.5% 1  
0.0% 0

19. My child's language usage teacher is \_\_\_\_\_.

answered question  
skipped question

68  
4

Response  
Percent  
Response  
Count

Amber  
Hatrock  
Jennifer  
Zollinger  
Andrea  
Wells  
Darcy  
Williams  
Lisa Frost

19.1% 13  
13.2% 9  
16.2% 11  
1.5% 1  
10.3% 7

19. My child's language usage teacher is \_\_\_\_\_.

Jenny Whelan	22.1%	15
Susan Welker	16.2%	11
Melanie Vaughan	1.5%	1
My Special Education teacher	0.0%	0
None-I'm dual enrolled	0.0%	0
VHS Teacher	0.0%	0

20. My teacher gives feedback on assignments in a timely manner.

	answered question	68	
	skipped question	4	
		Response Percent	Response Count
Strongly agree		51.5%	35
Agree		36.8%	25
Disagree		8.8%	6
Strongly Disagree		2.9%	2

21. My teacher exhibits a wide range of knowledge about the curriculum he/she is teaching.

	answered question	67	
	skipped question	5	
		Response Percent	Response Count
Strongly agree		53.7%	36
Agree		46.3%	31
Disagree		0.0%	0
Strongly Disagree		0.0%	0

22. My teacher has worked to develop a good relationship with my student.

	answered question	68	
	skipped question	4	
		Response Percent	Response Count
Strongly agree		60.3%	41
Agree		30.9%	21
Disagree		7.4%	5
Strongly Disagree		1.5%	1

23. My teacher is usually available when I need him/her.

	answered question	67
	skipped question	5



23. My teacher is usually available when I need him/her.

	Response Percent	Response Count
Strongly agree	44.8%	30
Agree	49.3%	33
Disagree	4.5%	3
Strongly Disagree	1.5%	1

24. My teacher was engaging during class, and encouraged student participation.

	answered question	66
	skipped question	6
	Response Percent	Response Count
Strongly agree	66.7%	44
Agree	28.8%	19
Disagree	4.5%	3
Strongly Disagree	0.0%	0

25. My teacher worked to create a safe and enjoyable online teaching environment for learning.

	answered question	67
	skipped question	5
	Response Percent	Response Count
Strongly agree	62.7%	42
Agree	32.8%	22
Disagree	4.5%	3
Strongly Disagree	0.0%	0

26. If I had a compliment for this teacher, it would be \_\_\_\_\_.

answered question	36
skipped question	36
	Response Count
	36

27. If I had some advice for this teacher, it would be \_\_\_\_\_.

answered question	26
skipped question	46
	Response Count
	26

28. Overall, I am \_\_\_\_\_ with my student's language usage teacher.

	answered question	67
	skipped question	5
	Response Percent	Response Count
highly	61.2%	41

27. If I had some advice for this teacher, it would be \_\_\_\_\_.

satisfied	23.9%	16
satisfied	10.4%	7
neutral	4.5%	3
dissatisfied	0.0%	0
highly		
dissatisfied		

29. My student attends class \_\_\_\_\_.

answered question	67
skipped question	5
<b>Response Percent</b>	<b>Response Count</b>

multiple times	83.6%	56
per week		
about once a	10.4%	7
week		
every once in	3.0%	2
awhile		
never	0.0%	0
never---my child		
has an honor	3.0%	2
card		
never---my child		
is Dual Enrolled	0.0%	0
for live class		
courses.		
never---my child		
has courses not	0.0%	0
offered for live		
class.		

30. Rate the effectiveness of the following initiatives taken this year in IDVA middle school:

	answered question					68
	skipped question					4
	Highly Effective	Effective	Neutral	Not effective at all	No opinion/No experience with this	Response Count
Intro to Online Learnings	22.4% (15)	41.8% (28)	19.4% (13)	10.4% (7)	6.0% (4)	67
Couse and Sessions						
Elluminate Classes	44.1% (30)	44.1% (30)	8.8% (6)	1.5% (1)	1.5% (1)	68
Monthly assignments on	30.9% (21)	47.1% (32)	11.8% (8)	8.8% (6)	1.5% (1)	68
Study Island						
Accessability to	48.5% (33)	45.6% (31)	4.4% (3)	0.0% (0)	1.5% (1)	68
recorded sessions						
Assemblies/Special	13.2% (9)	30.9% (21)	33.8% (23)	4.4% (3)	17.6% (12)	68
Events						
ISAT Preparation	40.3% (27)	41.8% (28)	11.9% (8)	4.5% (3)	1.5% (1)	67
Sessions						
Communication--	38.2% (26)	52.9% (36)	8.8% (6)	0.0% (0)	0.0% (0)	68
weekly newsletters						
Communication--Kmail	45.6% (31)	38.2% (26)	11.8% (8)	4.4% (3)	0.0% (0)	68
8th grade transition to	14.9% (10)	16.4% (11)	11.9% (8)	0.0% (0)	56.7% (38)	67
High School						

**29. My student attends class \_\_\_\_\_.**

Test Scheduling	45.5% (30)	48.5% (32)	3.0% (2)	0.0% (0)	3.0% (2)	66
Student Led	16.9% (11)	15.4% (10)	20.0% (13)	3.1% (2)	44.6% (29)	65
Conferences	7.6% (5)	19.7% (13)	13.6% (9)	0.0% (0)	59.1% (39)	66
Clubs	17.9% (12)	25.4% (17)	28.4% (19)	3.0% (2)	25.4% (17)	67

**31. Overall, my student enjoys attending classes.**

answered question **68**

skipped question **4**

**ResponseResponse**  
**Percent Count**

**Yes** 88.2% 60

No 10.3% 7

No  
experience  
with 1.5% 1

this/no  
opinion

**32. The classes have increased my student's confidence with and understanding of difficult curriculum.**

answered question **67**

skipped question **5**

**ResponseResponse**  
**Percent Count**

Strongly agree 32.8% 22

**Agree** 59.7% 40

Disagree 4.5% 3

Strongly Disagree 3.0% 2

Disagree

**33. The length of assignments is appropriate for a middle school student.**

answered question **68**

skipped question **4**

**ResponseResponse**  
**Percent Count**

Strongly agree 33.8% 23

**Agree** 52.9% 36

Disagree 10.3% 7

Strongly Disagree 2.9% 2

Disagree

**34. Both my student and I appreciate the feedback given by the teachers on monthly assignments.**

answered question **67**

skipped question **5**

**ResponseResponse**  
**Percent Count**

Strongly agree 41.8% 28

**Agree** 52.2% 35

Disagree 6.0% 4

Strongly disagree 0.0% 0

disagree

**35. My child benefits from having another adult to be accountable to.**

35. My child benefits from having another adult to be accountable to.

answered question  
skipped question

66  
6

Response  
Percent  
Response  
Count

Strongly  
Agree  
Agree  
Disagree  
Strongly  
Disagree

57.6% 38  
34.8% 23  
6.1% 4  
1.5% 1

36. Overall, I am \_\_\_\_\_ with my experience this year at IDVA middle school.

answered question  
skipped question

68  
4

Response  
Percent  
Response  
Count

highly  
satisfied  
satisfied  
neutral  
unsatisfied  
highly  
unsatisfied

57.4% 39  
35.3% 24  
2.9% 2  
4.4% 3  
0.0% 0

37. Please feel free to use this space to give us feedback about anything that you feel we have left out of this survey.

answered question  
skipped question

25  
47

Response  
Count

25

38. If you would like to be contacted by IDVA K-8 principal, Kari Granier(kgranier@k12.com), please put your name and phone number in the text box.

answered question  
skipped question

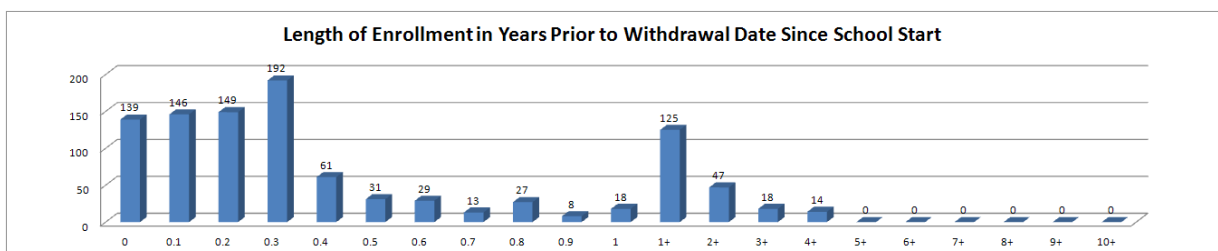
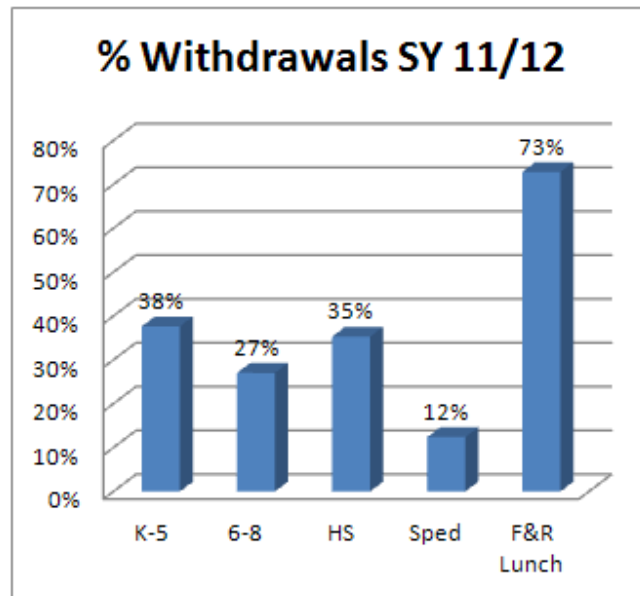
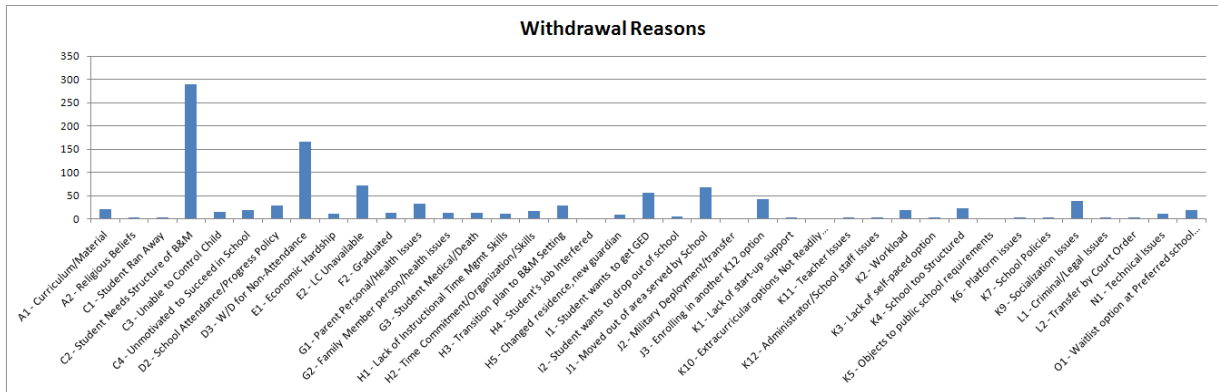
6  
66

Response  
Count

6

(NOTE: Open ended responses were collected and are available upon request, as well. Please email Kelly Edginton at [kedginton@k12.com](mailto:kedginton@k12.com) or call 208-407-8534 if you would like to view those responses.)

### Exit Interview Data for SY 2011/12



July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>REVENUE</b>					
Salary Apportionment	\$7,374,378.00	\$6,199,484.00	\$6,860,160.00	84.07%	
Benefit Apportionment	\$433,574.00	\$506,123.00	\$506,123.00	116.73%	
Entitlement	\$3,006,703.00	\$2,576,577.00	\$2,806,518.00	85.69%	Include note detailing enrollment on which proposed budget is based, as well as actual enrollment
State Transportation	\$1,437,705.00	\$893,602.00	\$998,299.00	62.15%	
Lottery				#DIV/0!	
Other State Funds (Specify)		\$104,196.00	\$104,196.00	#DIV/0!	technology, reading initiative, remediation
Special Ed - Regular	\$450,000.00	\$384,210.00	\$450,000.00	85.38%	
Special Ed - ARRA				#DIV/0!	
Title I	\$575,000.00	\$572,539.00	\$640,000.00	99.57%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement				#DIV/0!	
Title IIA	\$100,000.00	\$83,478.00	\$85,000.00	83.48%	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)				#DIV/0!	
Fundraising				#DIV/0!	
Interest Earned	\$11,000.00	\$3,379.00	\$5,000.00	30.72%	
Other (Specify)	\$400,000.00	\$261,387.00	\$280,000.00	65.35%	Ed Jobs Funds
Other (Specify)				#DIV/0!	
<b>TOTAL REVENUE</b>	<b>\$13,788,360.00</b>	<b>\$11,584,975.00</b>	<b>\$12,735,296.00</b>	<b>84.02%</b>	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$2,682,373.00	\$2,452,347.00	\$2,675,000.00	91.42%	
Special Education	\$328,244.00	\$258,528.00	\$328,244.00	78.76%	
Instructional Aides				#DIV/0!	
Classified/Office	\$60,000.00	\$46,541.00	\$52,000.00	77.57%	
Administration	\$250,000.00	\$226,353.00	\$250,000.00	90.54%	
Maintenance				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Salaries</b>	<b>\$3,320,617.00</b>	<b>\$2,983,769.00</b>	<b>\$3,305,244.00</b>	<b>89.86%</b>	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$842,578.00	\$749,934.00	\$820,000.00	89.00%	
Other (Specify)				#DIV/0!	
<b>Total Benefits</b>	<b>\$842,578.00</b>	<b>\$749,934.00</b>	<b>\$820,000.00</b>	<b>89.00%</b>	
<b>300 Purchased Services</b>					
Management Services	\$1,069,604.00	\$1,787,756.00	\$1,000,000.00	167.14%	
Staff Dev/Title IIA	\$82,000.00	\$83,478.00	\$85,000.00	101.80%	
Legal Pub/Advertising	\$15,000.00	\$18,934.00	\$20,000.00	126.23%	
Legal Services	\$20,000.00	\$49,893.00	\$55,000.00	249.47%	
Special Education	\$20,000.00	\$23,079.00	\$25,000.00	115.40%	
Liability & Property Ins	\$45,000.00	\$40,734.00	\$45,000.00	90.52%	
Substitute Teachers	\$0.00	\$0.00	\$0.00	#DIV/0!	
Board Expenses	\$5,000.00	\$3,983.00	\$4,500.00	79.66%	
Computer Services	\$972,815.00	\$834,286.00	\$900,000.00	85.76%	
Transportation	\$1,151,767.00	\$1,251,024.00	\$1,300,000.00	108.62%	Includes computer and ISP costs for students
Travel	\$40,000.00	\$46,501.00	\$48,000.00	116.25%	
Other (Specify)	\$114,000.00	\$76,564.00	\$90,000.00	67.16%	Tutors
Other (Specify)				#DIV/0!	
<b>Total Services</b>	<b>\$3,535,186.00</b>	<b>\$4,216,232.00</b>	<b>\$3,572,500.00</b>	<b>119.26%</b>	
<b>Facilities</b>					
Building Lease	\$181,200.00	\$182,677.00	\$200,000.00	27.53%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$55,000.00	\$49,942.00	\$55,000.00	0.00%	

July 24, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Site Preparation				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Facilities	\$236,200.00	\$232,619.00	\$255,000.00	98.48%
<b>400 Supplies and Maintenance</b>				
Textbooks	\$3,481,095.00	\$4,655,886.00	\$2,900,000.00	133.75%
School Supplies	\$2,372,684.00	\$3,552,127.00	\$1,882,552.00	149.71%
Power School				#DIV/0!
Custodial Supplies				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Supplies	\$5,853,779.00	\$8,208,013.00	\$4,782,552.00	140.22%
<b>500 Capital Objects</b>				
Furniture				#DIV/0!
Technical AV Equipment				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Other (Specify)				#DIV/0!
Total Capital Objects	\$0.00	\$0.00	\$0.00	#DIV/0!
<b>Debt Service</b>				
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!
<b>Grant Purchases</b>				
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Specify				#DIV/0!
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!
Reserve Fund				#DIV/0!
Building Fund				#DIV/0!
<b>Total Expenses</b>	\$13,788,360.00	\$16,390,567.00	\$12,735,296.00	118.87%
Carryover from Previous FY	\$0.00	\$0.00	\$0.00	#DIV/0!
<b>Reserve/(Deficit)</b>	\$0.00	(\$4,805,592.00)	\$0.00	#DIV/0!

July 24, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	
<b>REVENUE</b>			
Local Revenue	\$15,000.00		
<b>State Revenue</b>			
Entitlement	\$2,750,000.00		
<b>Wages</b>			
Administration			
Teachers	\$7,250,000.00		
Classified			
Medicaid			
Benefit	\$500,000.00		
Transportation	\$1,000,000.00		
<b>Federal Revenue</b>			
Title I	\$600,000.00		
Special Ed	\$500,000.00		
Title II	\$100,000.00		
Startup Grant			
Other Sources (Specify)			
Other Sources (Specify)			
Other Sources (Specify)			
Total Revenue before holdback	\$12,715,000.00		
<b>PROPOSED HOLDBACK</b>		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.	
Teacher Salaries			
Classified Salaries			
Admin Salaries			
Benefits			
Entitlement			
Transportation			
Total Holdback	\$0.00		
Total Revenue after holdback	\$12,715,000.00		
<b>EXPENDITURES</b>			
<b>100 Salaries</b>			
Teachers	\$2,800,000.00		
Admin	\$250,000.00		
Classified	\$50,000.00		
Special education	\$350,000.00		
Other (Specify)			
Other (Specify)			
Total Salaries	\$3,450,000.00		
<b>200 Benefits</b>			
Benefit Dollars			
PERSI/Payroll taxes	\$875,000.00		
Other (Specify)			
Total Benefits	\$875,000.00		
<b>300 Purchased Services</b>			
Transportation	\$180,000.00		
Special Education	\$250,000.00		
Proctor costs	\$15,000.00		
Legal	\$25,000.00		
Insurance	\$45,000.00		
Copier Lease	\$10,000.00		
Printer Lease	\$10,000.00		
Facility Lease	\$190,000.00		
Utilities	\$210,000.00		
Professional Development	\$50,000.00		
Technology	\$1,000,000.00		
Management Services	\$3,235,500.00		



July 24, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Legal Publications/Advertising	\$40,000.00		
Substitute Teachers			
Board Expenses	\$5,000.00		
Other (Specify)	\$25,000.00	Tuition assistance	
Other (Specify)			
Total Purchased Services	\$5,290,500.00		
<b>Supplies &amp; Materials</b>			
Teacher/Classroom	\$70,000.00		
Office	\$17,500.00		
Janitorial	\$12,000.00		
Textbooks	\$3,000,000.00		
Other (Specify)			
Other (Specify)			
Total Supplies & Materials	\$3,099,500.00		
<b>Grant Expenditures</b>			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
<b>Capital Outlay</b>			
Total Capital Outlay	\$0.00		
<b>Debt Retirement</b>			
Total Debt Retirement	\$0.00		
<b>Insurance &amp; Judgements</b>			
Total Insurance & Judgements	\$0.00		
<b>Transfers</b>			
Total Transfers	\$0.00		
<b>Contingency Reserve</b>	\$0.00		
<b>Building Fund</b>	\$0.00		
Total Expenditures	\$12,715,000.00		
Carryover from Previous FY	\$0.00	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$0.00		

**July 24, 2012**

Idaho Virtual Academy  
June 19, 2012 Board Meeting  
General Fund YTD Financial Report

The Financial Reports for May 2012 are presented for board approval.  
The cash flow forecast is good at this time

Allen L Wenger, K12 Inc. Business Manager for Idaho Virtual Academy.

July 24, 2012

Fund 100-12

## Idaho Virtual Academy

### Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
<b>Revenues</b>						
100-415100-000-12	Interest Earned	\$11,000.00	\$57.10	\$3,378.54	\$7,621.46	30.71%
100-424000-000-12	Gifted & Talented	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-431100-000-12	State Support	\$12,372,360.00	\$891,496.00	\$10,356,296.00	\$2,016,064.00	83.71%
100-431115-000-12	IRI Testing	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-443000-000-12	Teacher Supplies / Remediation / Text Books	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-445900-000-12	Ed Jobs	\$400,000.00	\$24,022.20	\$261,387.24	\$138,612.76	65.35%
100-499000-000-12	Misc. Income - Prior Year	\$0.00	(\$78,389.13)	(\$78,389.13)	\$78,389.13	0.00%
100-419900-000-12	Miscellaneous Income	\$0.00	(\$9,201.28)	\$2,075.39	(\$2,075.39)	0.00%
<b>Total Revenues</b>		<b>\$12,783,360.00</b>	<b>\$827,984.89</b>	<b>\$10,544,748.04</b>	<b>\$2,238,611.96</b>	<b>82.49%</b>
<b>Expenses</b>						
100-512100-105-12	Elementary Certified Salaries	\$699,253.00	\$58,837.70	\$529,206.76	(\$170,046.24)	75.68%
100-512100-107-12	Middle School Certified Salaries	\$349,724.00	\$28,167.13	\$301,485.85	(\$48,238.15)	86.21%
100-512100-260-12	Elementary Certified Salaries - <u>Ed Jobs</u>	\$200,000.00	\$0.00	\$113,941.57	(\$86,058.43)	56.97%
100-512210-120-12	Elementary Benefits	\$171,758.00	\$6,485.76	\$86,898.84	(\$84,859.16)	50.59%
100-512210-127-12	Middle School Benefits	\$105,660.00	\$6,923.23	\$47,710.24	(\$57,949.76)	45.15%
100-512312-130-12	Remediation	\$0.00	\$0.00	\$30,628.00	\$30,628.00	0.00%
100-512350-135-12	Telephone	\$40,248.00	\$3,585.10	\$32,538.88	(\$7,709.12)	80.85%
100-512355-180-12	Elementary Teacher Internet Service Provider	\$26,138.00	\$2,151.10	\$23,339.07	(\$2,798.93)	89.29%
100-512356-250-12	Elementary ISP students - Reimburseable Transportation	\$150,000.00	\$14,525.00	\$147,775.00	(\$2,225.00)	98.52%
100-512380-130-12	Mileage for Face-to-Face Student Contact - Reim Transport	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

# July 24, 2012

Fund 100-12

100-512381-130-12	Elementary Teacher Development Travel	\$0.00	\$33.00	\$580.12	\$580.12	0.00%
100-512391-210-12	Elementary Student K12 OLS Fees	\$2,941,891.00	\$235,723.50	\$2,894,706.49	(\$47,184.51)	98.40%
100-512391-211-12	K12 Supplies & Materials for Students - Credits	(\$2,474,318.00)	\$0.00	\$0.00	\$2,474,318.00	0.00%
100-512392-142-12	Elementary Teacher K12 OLS Fees	\$160,235.00	\$0.00	\$111,945.00	(\$48,290.00)	69.86%
100-512400-218-12	K12 Supplies & Materials for Students	\$2,372,684.00	\$80,210.50	\$2,041,746.50	(\$330,937.50)	86.05%
100-512410-155-12	Elementary Teacher Office Supplies	\$3,000.00	\$314.78	\$7,391.83	\$4,391.83	246.39%
100-512410-157-12	Middle School Teacher Office Supplies	\$2,000.00	\$74.00	\$498.52	(\$1,501.48)	24.93%
100-515100-105-12	Secondary Certified Salaries	\$491,000.00	\$33,071.22	\$463,427.33	(\$27,572.67)	94.38%
100-515100-260-12	Secondary Certified Salaries - <u>Ed Jobs</u>	\$100,000.00	\$24,022.20	\$98,474.05	(\$1,525.95)	98.47%
100-515210-120-12	Secondary Teacher Benefits	\$205,600.00	\$14,502.21	\$216,930.65	\$11,330.65	105.51%
100-515350-135-12	Secondary Telephone	\$20,000.00	\$1,829.43	\$16,419.59	(\$3,580.41)	82.10%
100-515355-180-12	ISP for Secondary Teachers	\$15,000.00	\$1,354.94	\$11,833.77	(\$3,166.23)	78.89%
100-515356-250-12	ISP for Secondary Students - Reimbursable Transportation	\$30,000.00	\$0.00	\$18,000.00	(\$12,000.00)	60.00%
100-515380-130-12	Mileage for face-to-face visits - Reimbursable Transport	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-515381-400-12	Other Travel for Secondary Teachers	\$0.00	\$176.50	\$320.00	\$320.00	0.00%
100-515391-210-12	Secondary Student K12 OLS Fees	\$1,000,000.00	\$170,123.50	\$1,587,775.50	\$587,775.50	158.78%
100-515392-142-12	Secondary Teacher K12 OLS Fees	\$50,000.00	\$0.00	\$61,460.00	\$11,460.00	122.92%
100-515400-218-12	Supplies & Materials Secondary Students	\$500,000.00	\$117.50	\$770,678.50	\$270,678.50	154.14%
100-515401-140-12	Remediation	\$0.00	\$0.00	\$2,348.00	\$2,348.00	0.00%
100-515410-155-12	Secondary Teacher Office Supplies	\$5,028.00	\$287.98	\$3,027.48	(\$2,000.52)	60.21%
100-517100-105-12	Alternate Program Certified Salaries	\$109,000.00	\$0.00	\$40,021.20	(\$68,978.80)	36.72%
100-517100-260-12	Alternate Program Certified Salaries - <u>Ed Jobs</u>	\$15,000.00	\$0.00	\$6,393.92	(\$8,606.08)	42.63%
100-517210-120-12	Alternate Program Teacher Benefits	\$33,000.00	\$0.00	\$21,277.09	(\$11,722.91)	64.48%
100-517000-805-12	Alternate Program Rent	\$69,000.00	\$9,208.50	\$83,230.50	\$14,230.50	120.62%
100-517381-250-12	Bus Passes	\$0.00	\$0.00	\$100.00	\$100.00	0.00%
100-517410-885-12	Alternate Program Building Maintenance	\$20,000.00	\$645.90	\$16,644.09	(\$3,355.91)	83.22%
100-517400-218-12	Supplies & Materials Alternate Program	\$25,000.00	\$0.00	\$786.66	(\$24,213.34)	3.15%
100-521100-105-12	Exceptional Child Salaries	\$244,000.00	\$11,161.67	\$148,687.26	(\$95,312.74)	60.94%
100-521100-260-12	Exceptional Child Salaries - <u>Ed Jobs</u>	\$75,000.00	\$0.00	\$39,368.75	(\$35,631.25)	52.49%
100-521210-120-12	Exceptional Child Benefits	\$84,200.00	\$3,973.30	\$47,412.59	(\$36,787.41)	56.31%
100-521310-521-12	Therapy Services	\$194,641.00	\$72,494.29	\$517,056.65	\$322,415.65	265.65%
100-521350-135-12	Spec Ed Teacher Telephone	\$9,000.00	\$39.76	\$899.32	(\$8,100.68)	9.99%
100-521355-180-12	Special Education Teacher ISP	\$17,000.00	\$0.00	\$873.31	(\$16,126.69)	5.14%
100-521380-130-12	Mileage Face-To-Face Visits - Reimbursable Transportation	\$0.00	\$270.95	\$2,916.47	\$2,916.47	0.00%
100-521381-130-12	Special Ed Travel	\$0.00	\$0.00	\$284.20	\$284.20	0.00%
100-521401-135-12	Purchased Services	\$0.00	\$0.00	\$5,824.64	\$5,824.64	0.00%
100-521401-140-12	Spec Ed Teacher Supplies	\$10,000.00	\$0.00	\$1,172.43	(\$8,827.57)	11.72%
100-521681-315-12	Exceptional Child Transportation	\$23,398.00	\$1,169.97	\$5,804.74	(\$17,593.26)	24.81%

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100-524300-155-12	GT Purchase Services	\$2,949.00	\$0.00	\$0.00	(\$2,949.00)	0.00%
100-532381-130-12	Student Activities	\$50,000.00	\$294.20	\$35,168.59	(\$14,831.41)	70.34%
100-611100-400-12	Attendance, Guidance, & Health Salaries	\$60,000.00	\$6,333.34	\$43,331.74	(\$16,668.26)	72.22%
100-611100-260-12	Attendance, Guidance, & Health Salaries - <u>Ed Jobs</u>	\$10,000.00	\$0.00	\$3,208.95	(\$6,791.05)	32.09%
100-611210-400-12	Benefits	\$25,000.00	\$2,289.53	\$18,752.13	(\$6,247.87)	75.01%
100-611350-135-12	Counselor Telephone	\$5,000.00	\$452.13	\$4,424.93	(\$575.07)	88.50%
100-611355-180-12	Counselor ISP	\$4,000.00	\$299.95	\$2,999.50	(\$1,000.50)	74.99%
100-611381-130-12	Counselor Travel	\$0.00	\$0.00	\$63.75	\$63.75	0.00%
100-611410-155-12	Counselor Supplies	\$0.00	\$0.00	\$142.67	\$142.67	0.00%
100-621321-805-12	Testing Lab Rental	\$10,000.00	\$5,616.78	\$13,468.78	\$3,468.78	134.69%
100-621350-170-12	Testing shipping	\$4,742.00	\$2,514.99	\$5,982.66	\$1,240.66	126.16%
100-631381-630-12	Board Travel	\$4,000.00	\$0.00	\$3,557.59	(\$442.41)	88.94%
100-631390-630-12	Board Dues & Fees	\$1,000.00	\$0.00	\$425.00	(\$575.00)	42.50%
100-632115-665-12	Non-Certified Salaries	\$256,000.00	\$19,696.59	\$226,353.59	(\$29,646.41)	88.42%
100-632210-670-12	Classified Benefits	\$20,000.00	\$1,309.12	\$12,810.47	(\$7,189.53)	64.05%
100-632310-615-12	Attorney Fees	\$20,000.00	\$9,190.50	\$49,892.75	\$29,892.75	249.46%
100-632350-640-12	District Administration Telephone	\$10,000.00	\$617.41	\$3,617.57	(\$6,382.43)	36.18%
100-632384-635-12	District Administration Travel	\$25,000.00	\$575.95	\$15,933.75	(\$9,066.25)	63.74%
100-632390-605-12	District Administration Fees	\$2,084,604.00	\$143,822.70	\$1,787,756.49	(\$296,847.51)	85.76%
100-632410-850-12	District Adm Supplies	\$5,000.00	\$468.24	\$1,920.50	(\$3,079.50)	38.41%
100-641100-400-12	9th Grade School Adm Salaries Instructional Coordinator	\$0.00	\$3,454.90	\$9,519.60	\$9,519.60	0.00%
100-641200-400-12	School Adm Benefits	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-641350-640-12	School Adm Telephone	\$5,000.00	\$632.98	\$6,194.89	\$1,194.89	123.90%
100-641355-640-12	School Adm ISP	\$5,000.00	\$419.93	\$4,199.30	(\$800.70)	83.99%
100-641384-400-12	School Adm Travel	\$10,000.00	\$2,899.60	\$12,187.49	\$2,187.49	121.87%
100-641410-850-12	School Adm Supplies	\$4,000.00	\$0.00	\$203.24	(\$3,796.76)	5.08%
100-651310-625-12	Professional Services	\$10,000.00	\$0.00	\$9,540.00	(\$460.00)	95.40%
100-651323-830-12	Business Operations Equipment Lease	\$30,000.00	\$329.78	\$14,734.27	(\$15,265.73)	49.11%
100-651350-828-12	Business Operations Telephone	\$14,000.00	\$316.61	\$4,846.56	(\$9,153.44)	34.62%
100-651355-826-12	Business Operations ISP	\$2,000.00	\$119.98	\$1,199.80	(\$800.20)	59.99%
100-651381-635-12	Business Operations Travel	\$5,000.00	\$953.50	\$11,780.91	\$6,780.91	235.62%
100-651390-850-12	Business Operations Dues & Fees	\$15,000.00	\$1,398.04	\$138,934.06	\$123,934.06	926.23%
100-651410-850-12	Business Operations Supplies	\$30,000.00	\$2,420.48	\$22,768.38	(\$7,231.62)	75.89%
100-651490-850-12	Business Operations Postage	\$13,343.00	\$1,602.74	\$9,751.88	(\$3,591.12)	73.09%
100-651700-860-12	Business Operations Liability Insurance	\$45,000.00	\$3,703.08	\$40,733.88	(\$4,266.12)	90.52%
100-656350-705-12	Adm Technology Service Program	\$972,815.00	\$67,117.26	\$834,286.38	(\$138,528.62)	85.76%
100-656384-705-12	Travel Technology Program	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100-664410-885-12	Building Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

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100-681350-230-12	Student Leased Computers	\$931,767.00	\$62,260.92	\$1,151,024.09	\$219,257.09	123.53%
	<b>Total Expenses</b>	<b>\$12,783,360.00</b>	<b>\$1,122,591.85</b>	<b>\$15,061,557.50</b>	<b>\$2,278,197.50</b>	<b>117.82%</b>
	<b>NET SURPLUS/(DEFICIT)</b>	<b>\$0.00</b>	<b>(\$294,606.96)</b>	<b>(\$4,516,809.46)</b>	<b>\$4,516,809.46</b>	<b>0.00%</b>

**July 24, 2012**

Fund 245-12

**Idaho Virtual Academy**

**Budget Report**

**For Period Ending May 31, 2012**

		<b>Annual Budget</b>	<b>Current Activity</b>	<b>YTD Activity</b>	<b>Variance</b>	<b>% YTD</b>
<b>Revenues</b>						
245-431900-000-12	State Support Technology	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
	<b>Total Revenues</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>
<b>Expenses</b>						
245-623500-230-12	Equipment	\$70,000.00	\$25,882.32	\$155,946.98	\$85,946.98	222.78%
	<b>Total Expenses</b>	<b>\$70,000.00</b>	<b>\$25,882.32</b>	<b>\$155,946.98</b>	<b>\$85,946.98</b>	<b>222.78%</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>(\$70,000.00)</b>	<b>(\$25,882.32)</b>	<b>(\$155,946.98)</b>	<b>\$85,946.98</b>	<b>0.00%</b>

July 24, 2012

Fund 251-12

Idaho Virtual Academy

Budget Report

For Period Ending May 31, 2012

		Annual Budget	Current Activity	YTD Activity	Variance	% YTD
<b>Revenues</b>						
251-445100-000-12	Federal Funds Title I Receipts	\$575,000.00	\$71,226.55	\$572,538.72	\$2,461.28	99.57%
	<b>Total Revenues</b>	<b>\$575,000.00</b>	<b>\$71,226.55</b>	<b>\$572,538.72</b>	<b>\$2,461.28</b>	<b>99.57%</b>
<b>Expenses</b>						
251-512100-105-12	Elementary Certified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
251-512110-105-12	Title I Schoolwide Salaries	\$308,396.00	\$41,323.16	\$350,820.80	\$42,424.80	113.76%
251-512000-120-12	Benefits	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
251-512220-120-12	Title I Schoolwide Benefits	\$95,604.00	\$14,049.87	\$119,279.06	\$23,675.06	124.76%
251-512300-251-12	Title I Supplies & Services	\$0.00	\$0.00	\$5,955.88	\$5,955.88	0.00%
251-512381-130-12	Title I Teacher Development Travel	\$57,000.00	\$2,227.31	\$19,918.84	(\$37,081.16)	34.95%
251-512401-135-12	Title I Purchased Services	\$114,000.00	\$13,626.21	\$76,564.14	(\$37,435.86)	67.16%
	<b>Total Expenses</b>	<b>\$575,000.00</b>	<b>\$71,226.55</b>	<b>\$572,538.72</b>	<b>(\$2,461.28)</b>	<b>99.57%</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$0.00)</b>	<b>0.00%</b>



**July 24, 2012**

Fund 257-12

**Idaho Virtual Academy**

**Budget Report**

**For Period Ending May 31, 2012**

		<b>Annual Budget</b>	<b>Current Activity</b>	<b>YTD Activity</b>	<b>Variance</b>	<b>% YTD</b>
<b>Revenues</b>						
257-445200-000-12	Title VI-B Revenue	\$450,000.00	\$58,427.56	\$384,209.95	\$65,790.05	85.38%
	<b>Total Revenues</b>	<b>\$450,000.00</b>	<b>\$58,427.56</b>	<b>\$384,209.95</b>	<b>\$65,790.05</b>	<b>85.38%</b>
<b>Expenses</b>						
257-521100-105-12	Exceptional Child Salaries	\$328,244.00	\$43,162.93	\$258,527.52	(\$69,716.48)	78.76%
257-521210-105-12	Exceptional Child Benefits	\$101,756.00	\$13,159.99	\$102,603.70	\$847.70	100.83%
257-521401-135-12	Purchased Services	\$20,000.00	\$2,104.64	\$23,078.73	\$3,078.73	115.39%
	<b>Total Expenses</b>	<b>\$450,000.00</b>	<b>\$58,427.56</b>	<b>\$384,209.95</b>	<b>(\$65,790.05)</b>	<b>85.38%</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>

**July 24, 2012**

Fund 271-12

**Idaho Virtual Academy**

**Budget Report**

**For Period Ending May 31, 2012**

		<b>Annual Budget</b>	<b>Current Activity</b>	<b>YTD Activity</b>	<b>Variance</b>	<b>% YTD</b>
<b>Revenues</b>						
271-445100-000-12	Federal Funds Title Receipts	\$100,000.00	\$1,179.00	\$83,478.00	\$16,522.00	83.48%
	<b>Total Revenues</b>	<b>\$100,000.00</b>	<b>\$1,179.00</b>	<b>\$83,478.00</b>	<b>\$16,522.00</b>	<b>83.48%</b>
<b>Expenses</b>						
271-612390-260-12	Tuition Reimbursements	\$25,000.00	\$1,179.00	\$6,478.00	(\$18,522.00)	25.91%
271-621100-260-12	Title Salaries	\$75,000.00	\$0.00	\$77,000.00	\$2,000.00	102.67%
	<b>Total Expenses</b>	<b>\$100,000.00</b>	<b>\$1,179.00</b>	<b>\$83,478.00</b>	<b>(\$16,522.00)</b>	<b>83.48%</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>

**July 24, 2012**

Fund 425-12

**Idaho Virtual Academy**

**Budget Report**

**For Period Ending May 31, 2012**

		<b>Annual Budget</b>	<b>Current Activity</b>	<b>YTD Activity</b>	<b>Variance</b>	<b>% YTD</b>
<b>Revenues</b>						
425-431900-000-12	Other State Support	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
	<b>Total Revenues</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>
<b>Expenses</b>						
425-592000-805-12	Rent	\$112,200.00	\$9,483.50	\$99,446.87	(\$12,753.13)	88.63%
425-664410-885-12	Building Maintenance	\$35,000.00	\$3,092.29	\$33,297.76	(\$1,702.24)	95.14%
	<b>Total Expenses</b>	<b>\$147,200.00</b>	<b>\$12,575.79</b>	<b>\$132,744.63</b>	<b>(\$14,455.37)</b>	<b>90.18%</b>
	<b>NET SURPLUS/(DEFICIT)</b>	<b>(\$147,200.00)</b>	<b>(\$12,575.79)</b>	<b>(\$132,744.63)</b>	<b>(\$14,455.37)</b>	<b>0.00%</b>

**SUBJECT**

Taylor's Crossing Public Charter School Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209

**BACKGROUND**

Taylor's Crossing Public Charter School (TCPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Idaho Falls since 2006, TCPCS serves students in grades K-12 using the Harbor Method.

**DISCUSSION**

TCPCS will provide an annual update regarding the status of the school. Staff has reviewed the attached materials and makes the following observations:

1. The 2011-2012 school year presented many cultural and financial challenges to the school, including a decrease in secondary enrollment, strained teacher and administration relationships, financial challenges, and stakeholder concern.
2. Last December, a new leadership team took control of the school and appears to have made significant strides in bringing the school back on track.
3. Enrollment has increased, especially in the secondary program. Currently, 411 students are enrolled in grades K-12. An additional 240 names are on the waiting list. Student attrition is low at 5.67%. The school does plan to decrease enrollment in grades K-3 by reducing class caps from 32 to 30. The amendment will be proposed at a later date.
4. School culture has dramatically improved. Policies and procedures have been put into place to ensure charter compliance and achievement of goals. Additionally, steps are being taken to revise and update the charter to reflect actual practice and alignment with the mission and vision of the school.
5. Preliminary 2012 ISAT results indicate that AYP was met with overall school improvement in all subjects. 2011 ISAT scores revealed that TCPCS students performed above state and district levels in numerous grades and subject areas.
6. The school reports meeting all MSES in the approved charter.
7. Since fall 2011, the financial outlook of the school has improved dramatically. At that time, TCPCS projected year-end deficit; now the school anticipates an operating income of approximately \$9,500 and has retained its reserve of

\$363,500. This was achieved primarily through increasing secondary enrollment, elimination of one administrative position, in addition to other cost-cutting and revenue-generating initiatives.

Additionally, TCPCS's transportation contract has been renegotiated for next year, resulting in a more cost effective plan. FY13 projections anticipate an operating year-end income of about \$6,000 and a substantial reserve.

8. Stakeholder survey results show dissatisfaction in the areas of science, art, and Spanish. Furthermore, behavioral expectations, communication, service learning, and extra-curricular activities do not meet the expectations of stakeholders.

**IMPACT**

Information item only.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**COMMISSION ACTION**

Any action would be at the discretion of the PCSC.

Taylor's Crossing Charter School Site Visit Report

January 6, 2012

Interview with Board Members:

Two board members participated in the interview. They express the mission of the school as using the Harbor Method philosophy of teaching to achieve academic excellence and develop character and leadership attributes. According to the board members, the mission is being fulfilled. Board members are exploring options that will allow for students to surpass current achievement levels in the future.

Board function is self-reported as being good. Members work well together, have diverse backgrounds, and respect each other. Likewise, the board works well with the administration. The board understands their role is policymaking and vision; the administration understands this vision. A shared leadership model is in place wherein all parties fulfill their specific roles. There has been a seamless transition to the new administration. A committee approach is being explored to aid in communication and managing workloads.

The board considers the administrator to be highly effective, stating that Jared Emfield understands his role and the goals of the school. He has made impressive strides, communicates well with staff, has the ability to collaborate, and has built a strong rapport with the staff. Mr. Emfield has surpassed board expectations. Mr. Meyer was previously brought in to help restore the financial stability of the school. Currently efforts are focused on stabilizing the culture.

According to the board, TCPSC's financial situation is tenuous but improving significantly. They have been able to secure the reserve requirements set forth by the bank. Building and other reserves are at a minimum level. The school is working to increase reserves through fundraising.

Currently, there are no facility issues that are of concern to the board. They do plan to implement annual facility reviews to keep appraisals of possible future concerns.

New board member training has consisted of providing new members with a copy of the charter and a manual. The manual is being updated and committees are being established from which new members could be drawn. Current board members have the necessary training to understand baseline operating principles but there is an ongoing need for additional training.

School strengths are described as being the curriculum, learning environment, and staff. Weaknesses include moving too fast in some directions without giving staff and stakeholders time to catch up and other issues that are being addressed through a refocus of what the school wants to accomplish.

The PFA is a very active group acting on behalf of the school. Marketing plans involve the Halloween carnival, Valentine extravaganza, partnering with businesses for student internships, and efforts to better reach out to the community.

New legislation has affected the school dramatically. The board believes that Students Come First contributed to last year's challenges. The board sees new legislative requirements as a huge challenge, especially due to the uncertainty of funding. Other concerns relate to PCSC reporting and making the process simpler.

Interview with Administrator:

Mr. Emfield is the new administrator who has recently taken over due to Mr. Meyer's retirement on Dec. 31, 2011. Mr. Emfield feels that the mission of the school is not being entirely fulfilled and indicated the mission statement is being looked at to determine whether revision is needed. He likes the direction things are going but feels the school needs to better adhere to the Harbor philosophy.

The relationship between the board and administration is described as good. Mr. Emfield feels like the board has been possibly grooming him for this position and thus had previously established a relationship with him. Chemistry among all staff and board members has been much improved with resolution of the contract issue. He is hopeful the board is in agreement with a need for renewed commitment to the Harbor philosophy.

In Mr. Emfield's opinion, the board functions well. It has undergone an overhaul which has resulted in a board that is laid back in style but aggressive in managing the school effectively. They are not contentious but stand their ground when appropriate.

No major facility issues exist. The school has a very nice large gym that is underutilized. The intent in building the gym was to use it as a community center. They could use an additional high school classroom and a room for special education.

Currently Mr. Emfield is exceedingly busy. The school is replacing two administrators with one, which results in about a 60 hour work week. Mr. Emfield does not feel overwhelmed at this point and hopes that by next school year the workload is more reasonable. Former administrator Drew Meyer is providing some assistance as a contracted consultant.

Administrative effectiveness is progressing. Mr. Emfield knows what needs to happen and is taking it one step at a time. He is in the process of developing a timeline for addressing issues that will be given to the board. He describes the budget as much improved but is looking for ways to tighten it.

Academic strengths of the school include meeting AYP every year, evident rigor, reduced use of the alternate ISAT assessment, and a good staff. Weaknesses include lack of writing in middle school Language Arts. The high school bar may be set too high as it is two years above the state requirements, and about only one third of ninth grade students return to the school. It is believed the high school requirements are a contributing factor. The policy is being looked at for revision.

All teachers are properly certified and highly qualified. Annual teacher evaluations both formal and informal are conducted. The pay for performance plan needs ironed out and is currently not in place. Administration was unclear about whether or not the middle level credit system is in place. Special education procedures are in place and services are being appropriately provided. A formal evaluation of

the special education department is being conducted in January. A part time special education teacher has been employed fulltime.

Curriculum changes occurred in the 7<sup>th</sup> and 8<sup>th</sup> grade math programs. Saxon math was replaced by McDougal. The school may consider returning to Saxon. Math course requirements are being examined and may be revised to move the bar down one year. Thomas Jefferson curriculum is being used in some high school courses. A committee is being established to explore common core standards and how to implement them.

Data acquisition is based on ISAT scores, beginning of year diagnostic assessments, the RTI model, AIMSWEB, and STAR testing. Administration is working toward making the data more accessible to teachers and providing ISAT strand scores.

Parent involvement has decreased in past months due to the split caused by contract issues. The school is at a point where they can now go back to the community. A public relations plan is in place and staff as well as the board is working more closely with the parent organization. The administrator is making himself more accessible to parents. Marketing plans are in the process of being developed. TCPCS would like to partner with the K-8 charter schools in the area to act as feeder schools. The school is establishing its identity in order to market appropriately.

The administrator is concerned about technology implementation required by the new legislation. Getting on top of funding cuts and how to get some of the funding back through merit pay and other programs is a top priority along with training needed to implement the requirements.

Interview with Business Manager:

Jamie Toop feels she has adequate training. She worked under the previous business manager to gain the knowledge and skills needed. Her workload is busy at times, but manageable. The first interim budget has been completed and was given to the board at the end of December. Another one will be completed in January. A total of four interim budgets are completed throughout the year.

The current budget is based on 398 enrollment, and current ADA is 388. Enrollment has increased so Ms. Toop believes entitlement revenue should be fairly accurate. Due to increases in revenue from unexpected REAP and lottery money, there has been a drastic change in the budget since October. Anticipated year end estimates changed from an operating loss of \$120,000 to \$8,400 operating income. Transportation revenue has decreased by about \$20,000 based on information received from the state department. Salaries decreased by \$35,000 due to Mr. Meyer's retirement and Mr. Emfield becoming administrator. Legal costs have increased as a result of the contract issue and public information requests. Legal fees associated with a parent complaint will be covered by insurance. Special education salaries have increased by \$63,000 to include both Title I and Special education. Special education services are increasing by \$8,000 because of extra revenue received for Title I that is being used to provide a parent effectiveness training. The special education program showed a deficit of about \$20,000.



Last year's carryover was \$354,000. The school anticipates about \$28,000 carryover this year. They are trying to renegotiate the contract for computer services. The bank required building reserve is now \$28,000 per year. The bank also wants a \$22,000 cash flow. However, due to the large carryover amount shown by the school last year, the bank is waiving this requirement which was the contingency fund.

**Other information:**

Mr. Emfield has a good working relationship with Becky Stallcop. She has provided guidance and advice regarding the Harbor philosophy. However, she has indicated that she will no longer be closely working with school due to her unwillingness to do so without a management agreement with the school.

The state department of education found the school compliant in regard to a significant parent complaint and the case was closed. The attorney brought up a procedural complaint which is currently be examined. Mr. Emfield believes the complaint may be taken to the federal level.

Grade 1 cap is 28 but 30 students are enrolled due to holding back two students after the lottery occurred. The school should allow natural attrition to remedy this situation. Seats should not be refilled if students leave the school until class size is in accordance with the cap requirement. Additionally, the next grade level should not exceed the cap the following year due to this situation.

Elementary reading ISAT as well as middle and high school math scores appear to be below both the state and local district performance levels. The school reports they are examining the math scores and the effect the new curriculum may have. Reading scores will have to be explored as the new administration was unaware of the situation.

**Possible Charter Violations:**

- Liberty Charter School is an open campus for any TCPCS teacher wishing to spend time in a Harbor classroom for additional observation.
- TCPCS we will create a piano lab within the first two years of the inception of TCPCS where students (grades K – 3) will learn the basics of playing the keyboard. In addition, the music curriculum for older students will focus on American Jazz History and the development of fundamental musician skills, while also exposing students to local musical heritage and culture.
- Effectiveness Goals? Many are very difficult to measure and are not clearly defined. Individual interpretation is needed to determine compliance.

**Program Strengths:**

- Dedicated staff, administration, and board
- AYP met
- New curriculum implementation
- RTI model has been implemented
- Commitment to returning to the Harbor philosophy

- Rigorous curriculum
- Teacher and administration evaluations completed
- Board and administration have a good working relationship
- Many issues have been recently resolved
- Administrator accessible
- Active PFA organization

**Program Concerns:**

- Low elementary reading scores
- Low middle and high school math scores
- Unclear whether effectiveness goals are being met
- Charter violations as noted above
- Lack of middle school writing instruction
- High ninth grade attrition
- Better use of data to drive decision making
- Unclear whether meeting pay for performance and middle school credit system requirements

**Possible Amendments:**

- Effectiveness goals
- Possible violations as noted above
- Mission and vision statements

**Recommendations:**

- Update charter so all approved amendments and correct language is in the revised document
- Revise effectiveness goals so they are true measureable student education standards that are specific, measureable, ambitious, attainable, time-specific , and reflect the mission of the school
- Propose possible charter amendments as soon as possible
- Align curriculum to common core standards and begin implementation
- Continue to acquire data and use it to determine program effectiveness and drive decision making.
- Continue to build the culture of the school and be true to the harbor concept
- Find ways to improve reading and math performance
- Improve middle school writing instruction
- Explore ninth grade attrition and find ways to retain these students – perhaps look at an advisory model or explore other ways to help with the transition to high school
- Examine budget to determine areas where expenses may be too high

**July 24, 2012**

Materials requested:

- Updated charter
- Parent complaint summary of state department findings

July 24, 2012

## CHARTER SCHOOL DASHBOARD

Date: 07-24-12

**School Name:** Taylor's Crossing Public Charter School

**School Address:** 1445 North Wood River Road, Idaho Falls, ID 83401

**School Phone:** (208)552-0397

**Current School Year:** 2011/2012

**School Mission:** "By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue."

### CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Aaron Clegg	Chairman	Program Manager	aclegg@tceagles.com	(208)524-3414
David Adams	Vice Chairman	Operations Manager	dadams@tceagles.com	(208)552-0876
Justin Judy	Treasurer	Business Owner	jjudy@tceagles.com	(208)552-3039
Laila Kammerman	Secretary	Business Owner, Teacher	lkammerman@tceagles.com	(208)745-1351
Erica Radford	Member	Respiratory Therapist	eradford@tceagles.com	(208)542-0119
Jean Shippen	Member	Certified Nurse	jshippen@tceagles.com	(208)523-3171

### ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	30	28.66 - 96.86%	38	31	30.28
1	30	29.41 - 96.93%	29	30	28.96
2	30	28.97 - 96.55%	30	30	29.28
3	30	29.13 - 97.10%	22	30	29.01
4	34	32.74 - 96.77%	20	34	32.98
5	34	32.91 - 96.92%	17	34	33.10
6	34	33.38 - 98.17%	15	34	33.21
7	35	34.00 - 97.25%	27	35	33.98
8	35	33.38 - 95.88%	24	34	32.91
9	35	31.45 - 95.05%	10	35	34.02
10	35	30.73 - 95.97%	4	33	31.54
11	25	23.77 - 96.17%	4	25	28.83
12	24	22.57 - 94.59%	0	26	24.42
TOTAL	411	391.10 - 96.20%	240	411	397.52

**July 24, 2012**

**Student Attrition Rate:** 25 (or 5.67%) of the 441 students enrolled in our school this year withdrew. 56 new students were enrolled this year.

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?** yes.

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:** TCPSC will be proposing an amendment to the school charter that will decrease class sizes in grades K-3 from 32 to 30 students. The school had been operating under the assumption that those class sizes were already 30, so this change should not affect actual enrollment.

#### STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	22 - 5.4%	1 - .2%	383- 93.2%	1 - .2%	3 - .7%	0 - 0%	176- 42.8%	31 - 7.5%
Previous	30 - 7.3%	1 - .3%	377- 91.7%	1 - .025%	0 - 0%	0 - 0%	192- 46.7%	39 - 9.5%

#### FACULTY AND STAFF

**Administrator Name(s):** Jared Emfield

**Administrator's Hire Date:** 01-02-12

**Administrator Email(s):** jemfield@tceagles.com

**Current Classified Staff (# FTE):** 14.71%

**Classified Attrition Rate:** 4.1%

**Current Faculty (# FTE):** 18.17%

**Faculty Attrition Rate:** 8.4%

#### EDUCATIONAL PROGRAM

**Did your school make AYP during the last school year?** Yes

**If no, please specify indicator and status:** n/a

**If no, please describe plan for addressing need:** n/a

**Was your school selected to participate in NAEP this year?** No

#### REPORTING

**Date of last programmatic operations audit?** December 1-2, 2011

**Date submitted to authorizer?** June 19, 2012

**Who performed your most recent programmatic audit?** Idaho Charter School Network

**Date of most recent fiscal audit?** August, 2011

**Date submitted to authorizer?** November 2, 2011

#### COMMENTS

**Please describe any significant changes experienced by your school in the past year:**

As a result of a high level of discord at the end of the previous school year, TCPSC began 2011-2012 facing some serious cultural and financial challenges. Enrollment in the secondary grades decreased by more than 10%, resulting in a significant loss of funding and teacher/administration relationships were seriously strained. Community members regularly expressed concerns about the school's direction and well being. By December of 2011, TCPSC was on course to end the year with a nearly \$100,000 deficit.

Midway through the year, TCPSC experienced a complete turnover in leadership, including a new superintendent, financial services director, human resources director, food services director, and special services director. Each member of this "interim team" stepped in mid-way through the year, often with significant challenges already facing them.

**Please describe the greatest successes experienced by your school in the past year:**

Despite facing serious challenges and "jumping in" mid-year, this new/interim team has moved the school forward and made dramatic progress in many areas.

The school is projected to finish the year with an excess of over \$30,000.

School enrollment has increased. This increase includes a 12% growth in secondary enrollment.

Initial ISAT data appears to represent the best performance TCPCS has experienced to-date.

School culture has improved dramatically. Teachers, students, and community members express confidence in the school's direction and well being.

From physical appearance to student behavior, our high school is almost unrecognizable from a year ago. Taylor's Crossing High School has turned the corner when it comes to becoming the college-prep school that our founders and community envisioned.

Policies and procedures have been adopted and revised to bring TCPCS into better compliance with our charter and stated goals. Examples include the adoption of a teacher evaluation plan, development of a written school discipline philosophy, and the completion of a 6-year accreditation report, and programmatic audit report.

In short, in the middle of the year, a group of highly motivated individuals who love our school stepped into a very challenging situation and accomplished amazing things.

**Please describe any challenges you anticipate during the upcoming year:**

TCPCS must continue to remain on firm financial footing while still providing the best possible services to students.

There have been significant changes in public policy and legislation that will take effect over the next few years. TCPCS will have to work very hard to not only stay in compliance, but to excel in this changing landscape.

One of the biggest keys to the future success of our school will be a full, exceptional high school. We have made great strides this year, but will need to continue to tighten things up in the high school until the performance and behavior of our students speak for themselves.

**Please add any additional information of which you would like to make your authorizer aware :**

Our leadership team has a clear vision of where we are going, and is already gearing up for the coming year.

**REQUIRED ATTACHMENTS**

- ☒ Most recent ISAT and IRI results (as applicable)
- ☒ Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- ☒ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☒ Written response to recommendations from most recent programmatic operations audit.
- ☒ Most recent parent/stakeholder satisfaction survey results

**July 24, 2012**

- ☒ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year
- ☒ Exit interview data for most recent school year

**IRI Results 2012**  
Taylor's Crossing Public Charter School

Grade	Target Goal	Spring Passing Pcnt	Pass Goal	Fall Passing Pcnt	Fall To Spring Delta	Fall To Spring Goal Met	Fall Score3	Spring Score3	Overall Goal Met
K	60.00%	100.00%	Y	56.67%	43.33%	Y	17	29	Y
1	70.00%	70.97%	Y	73.33%	-2.37%	N	22	22	Y
2	80.00%	80.00%	Y	73.33%	6.67%	Y	22	24	Y
3	85.00%	73.33%	N	66.67%	6.67%	Y	20	22	Y





**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 3**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>207	>203	>206															
P	192-207	190-203	196-206															
B	187-191	181-189	188-195															
BB	<187	<181	<188															
All Students				30	3.3	6.7	46.7	43.3	30	0	3.3	33.3	63.3	30	10.0	16.7	26.7	46.7
Male				14	7.1	7.1	42.9	42.9	14	0	7.1	21.4	71.4	14	14.3	14.3	21.4	50.0
Female				16	0	6.3	50.0	43.8	16	0	0	43.8	56.3	16	6.3	18.8	31.3	43.8
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				28	3.6	7.1	46.4	42.9	28	0	3.6	35.7	60.7	28	10.7	17.9	28.6	42.9
Hispanic or Latino Ethnicity				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				17	5.9	0	35.3	58.8	17	0	5.9	23.5	70.6	17	5.9	5.9	23.5	64.7
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 4**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>213	>215	>215															
P	198-213	201-215	203-215															
B	193-197	193-200	195-202															
BB	<193	<193	<195															
All Students				31	6.5	6.5	38.7	48.4	31	3.2	0	45.2	51.6	31	0	9.7	29.0	61.3
Male				14	7.1	7.1	35.7	50.0	14	0	0	50.0	50.0	14	0	14.3	28.6	57.1
Female				17	5.9	5.9	41.2	47.1	17	5.9	0	41.2	52.9	17	0	5.9	29.4	64.7
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				31	6.5	6.5	38.7	48.4	31	3.2	0	45.2	51.6	31	0	9.7	29.0	61.3
Hispanic or Latino Ethnicity				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				10	20.0	10.0	40.0	30.0	10	10.0	0	60.0	30.0	10	0	20.0	40.0	40.0
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*



July 24, 2012  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 5**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>218	>223	>221															
P	204-218	211-223	209-221															
B	197-203	202-210	201-208															
BB	<197	<202	<201															
All Students				32	0	3.1	25.0	71.9	32	0	6.3	21.9	71.9	32	3.1	6.3	31.3	59.4
Male				17	0	0	23.5	76.5	17	0	5.9	0	94.1	17	5.9	0	23.5	70.6
Female				15	0	6.7	26.7	66.7	15	0	6.7	46.7	46.7	15	0	13.3	40.0	46.7
American Indian / Alaskan Native				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				29	0	3.4	24.1	72.4	29	0	6.9	20.7	72.4	29	3.4	6.9	31.0	58.6
Hispanic or Latino Ethnicity				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				16	0	6.3	31.3	62.5	16	0	12.5	18.8	68.8	16	6.3	12.5	18.8	62.5
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				3	*	*	*	*	3	*	*	*	*	3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 5**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

		Science				
Proficiency Level Ranges		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>215					
P	206-215					
B	194-205					
BB	<194					
All Students		32	0	12.5	34.4	53.1
Male		17	0	5.9	23.5	70.6
Female		15	0	20.0	46.7	33.3
American Indian / Alaskan Native		1	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		29	0	13.8	34.5	51.7
Hispanic or Latino Ethnicity		2	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		16	0	25.0	18.8	56.3
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 6**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>222	>230	>226															
P	208-222	218-230	214-226															
B	201-207	209-217	206-213															
BB	<201	<209	<206															
All Students				34	8.8	5.9	32.4	52.9	34	5.9	5.9	29.4	58.8	34	2.9	8.8	50.0	38.2
Male				24	8.3	4.2	37.5	50.0	24	8.3	4.2	29.2	58.3	24	4.2	8.3	50.0	37.5
Female				10	10.0	10.0	20.0	60.0	10	0	10.0	30.0	60.0	10	0	10.0	50.0	40.0
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				31	9.7	6.5	25.8	58.1	31	6.5	3.2	25.8	64.5	31	3.2	9.7	45.2	41.9
Hispanic or Latino Ethnicity				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				18	11.1	5.6	44.4	38.9	18	5.6	11.1	38.9	44.4	18	0	11.1	61.1	27.8
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*



July 24, 2012  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 7**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
	Reading	Mathematics	Language Usage															
A	>226	>236	>231															
P	212-226	223-236	218-231															
B	204-211	215-222	209-217															
BB	<204	<215	<209															
All Students				34	2.9	2.9	44.1	50.0	34	2.9	11.8	29.4	55.9	34	2.9	5.9	50.0	41.2
Male				18	0	5.6	44.4	50.0	18	0	5.6	27.8	66.7	18	0	0	66.7	33.3
Female				16	6.3	0	43.8	50.0	16	6.3	18.8	31.3	43.8	16	6.3	12.5	31.3	50.0
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				33	3.0	3.0	42.4	51.5	33	3.0	12.1	27.3	57.6	33	3.0	6.1	48.5	42.4
Hispanic or Latino Ethnicity				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				11	0	0	63.6	36.4	11	0	27.3	18.2	54.5	11	0	18.2	45.5	36.4
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				3	*	*	*	*	3	*	*	*	*	3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 7**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

		Science				
Proficiency Level Ranges		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>218					
P	213-218					
B	206-212					
BB	<206					
All Students		34	11.8	17.6	29.4	41.2
Male		18	5.6	11.1	44.4	38.9
Female		16	18.8	25.0	12.5	43.8
American Indian / Alaskan Native		0	*	*	*	*
Asian		0	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		33	12.1	15.2	30.3	42.4
Hispanic or Latino Ethnicity		1	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		11	18.2	27.3	18.2	36.4
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		3	*	*	*	*



**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 8**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>228	>242	>235															
P	214-228	229-242	221-235															
B	207-213	220-228	213-220															
BB	<207	<220	<213															
All Students				32	6.3	3.1	15.6	75.0	32	15.6	6.3	31.3	46.9	32	6.3	9.4	53.1	31.3
Male				15	6.7	0	20.0	73.3	15	13.3	6.7	40.0	40.0	15	0	13.3	60.0	26.7
Female				17	5.9	5.9	11.8	76.5	17	17.6	5.9	23.5	52.9	17	11.8	5.9	47.1	35.3
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				31	6.5	3.2	12.9	77.4	31	16.1	6.5	29.0	48.4	31	6.5	9.7	51.6	32.3
Hispanic or Latino Ethnicity				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				8	*	*	*	*	8	*	*	*	*	8	*	*	*	*
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				3	*	*	*	*	3	*	*	*	*	3	*	*	*	*





**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

**GRADE 10**

DISTRICT: **TAYLORS CROSSING CHARTER DISTRICT 461**  
 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

PAGE: 1

Proficiency Level Ranges				Reading					Mathematics					Language Usage				
A = Advanced, P = Proficient, B = Basic, BB = Below Basic				Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)	Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
Reading	Mathematics	Language Usage																
A	>234	>250	>241															
P	220-234	238-250	226-241															
B	211-219	230-237	218-225															
BB	<211	<230	<218															
All Students				31	0	3.2	41.9	54.8	31	6.5	22.6	35.5	35.5	31	3.2	12.9	58.1	25.8
Male				12	0	0	50.0	50.0	12	0	25.0	16.7	58.3	12	0	25.0	41.7	33.3
Female				19	0	5.3	36.8	57.9	19	10.5	21.1	47.4	21.1	19	5.3	5.3	68.4	21.1
American Indian / Alaskan Native				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Asian				1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Black / African American				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian / Other Pacific Islander				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White				27	0	3.7	37.0	59.3	27	3.7	22.2	37.0	37.0	27	3.7	7.4	59.3	29.6
Hispanic or Latino Ethnicity				3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Two or More Races				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Economically Disadvantaged				9	*	*	*	*	9	*	*	*	*	9	*	*	*	*
LEP				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Migrant				0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Special Education				2	*	*	*	*	2	*	*	*	*	2	*	*	*	*



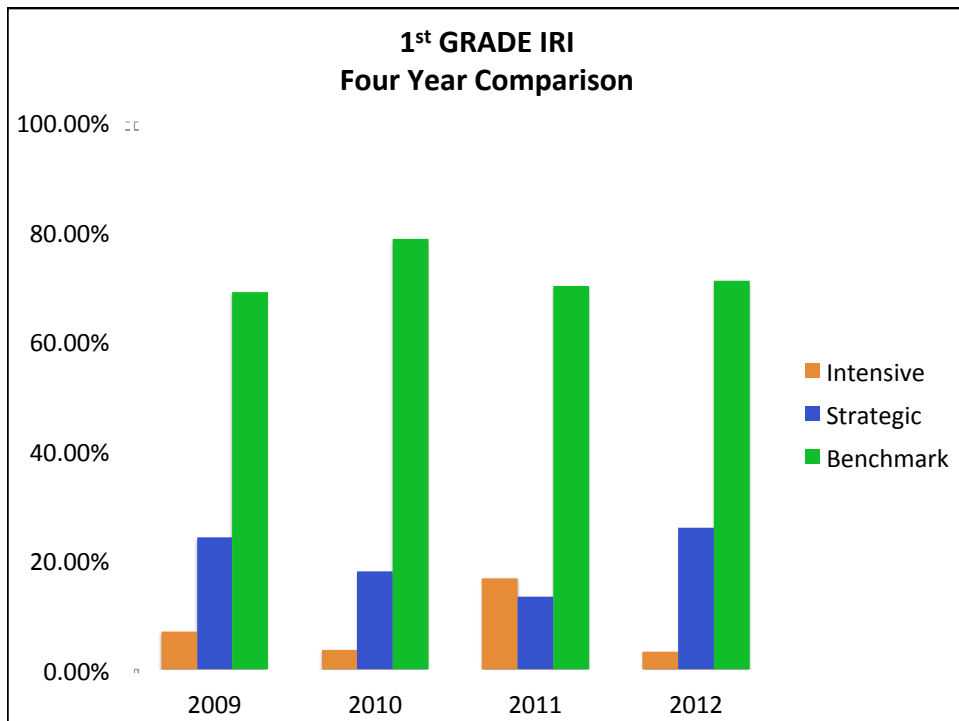
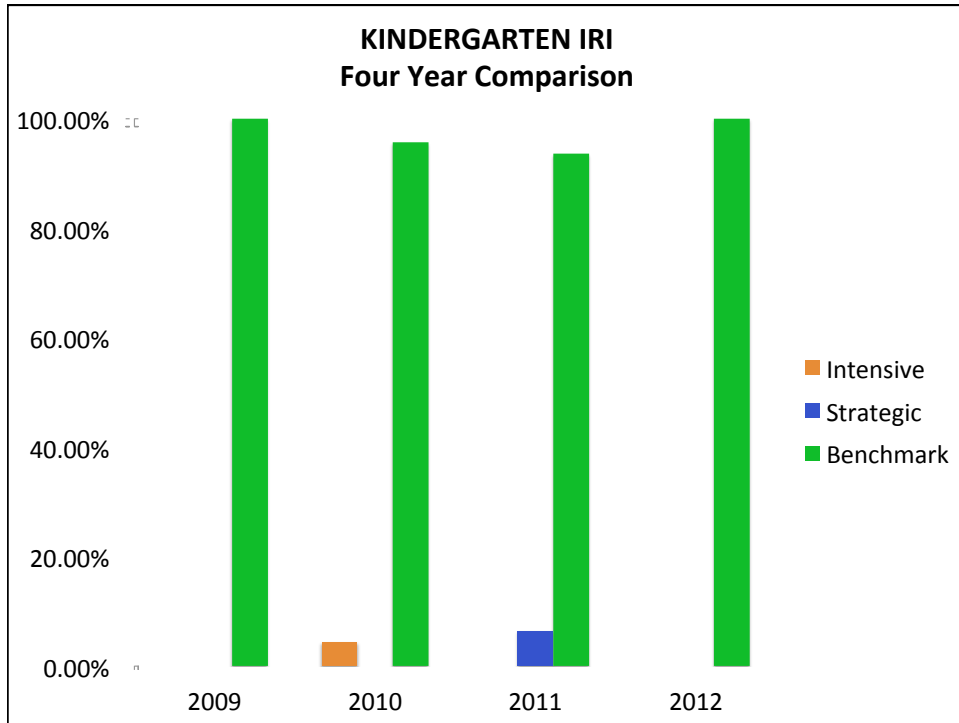
**July 24, 2012**  
**IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)**  
**NCLB SCHOOL PROFICIENCY LEVEL SUMMARY**  
**SPRING 2012**

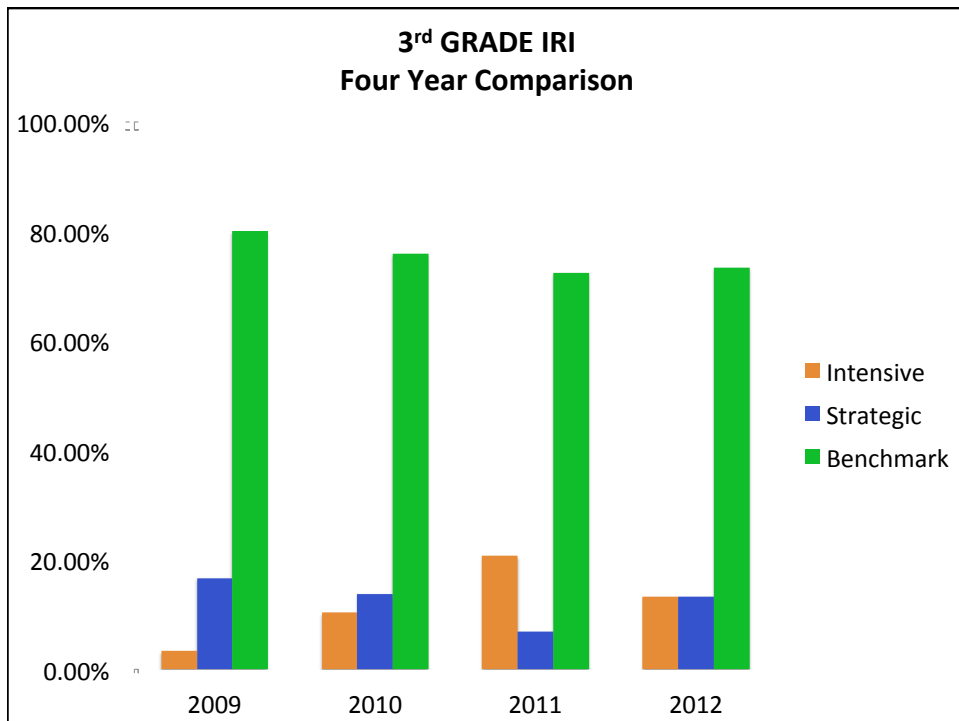
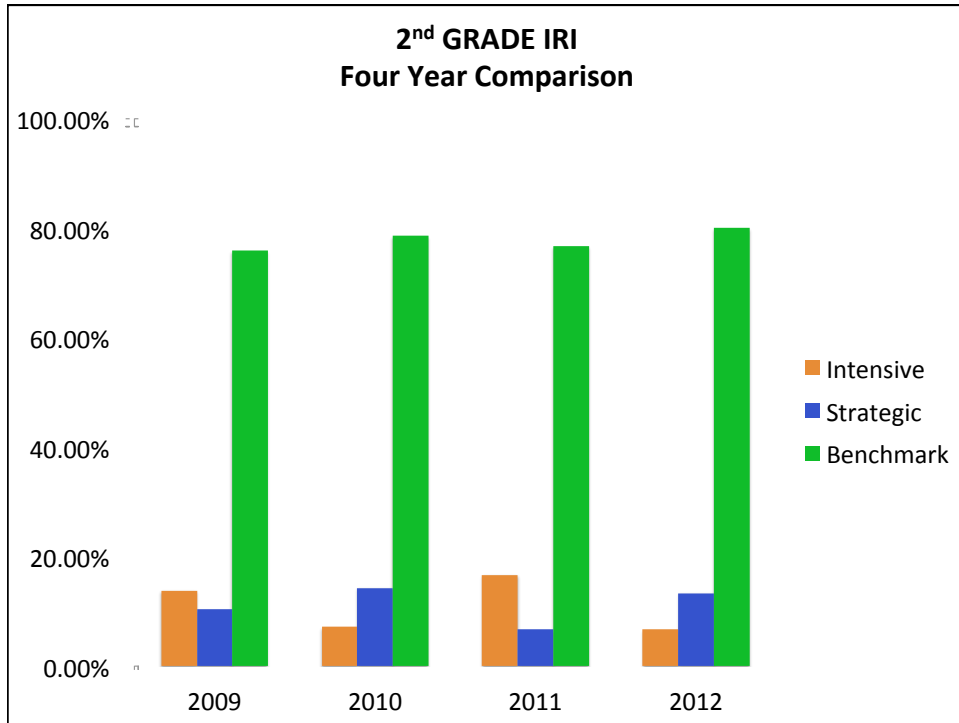
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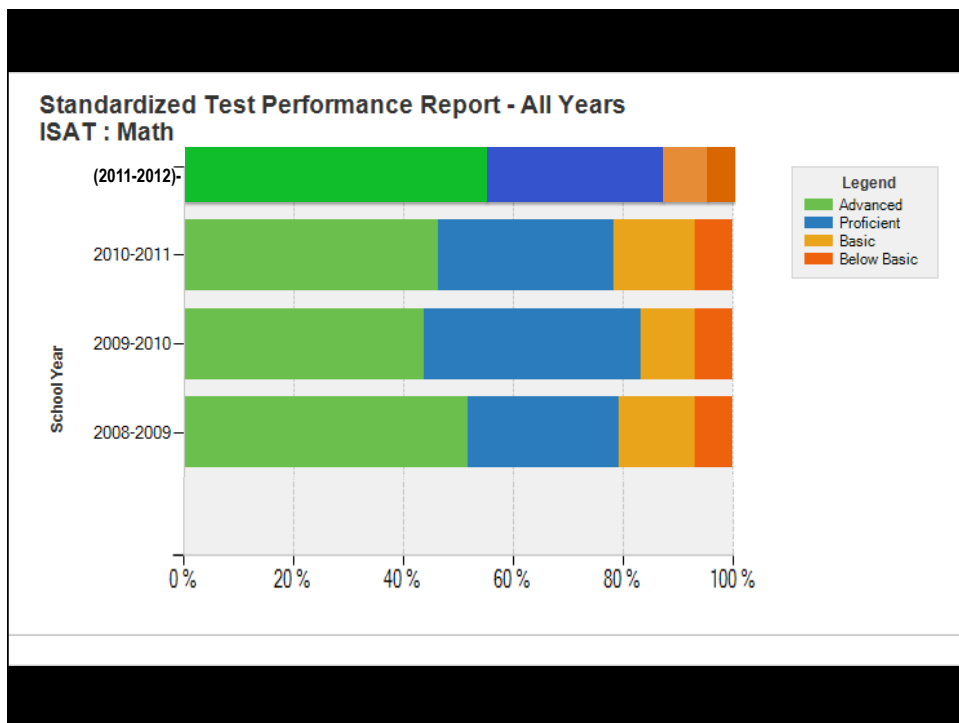
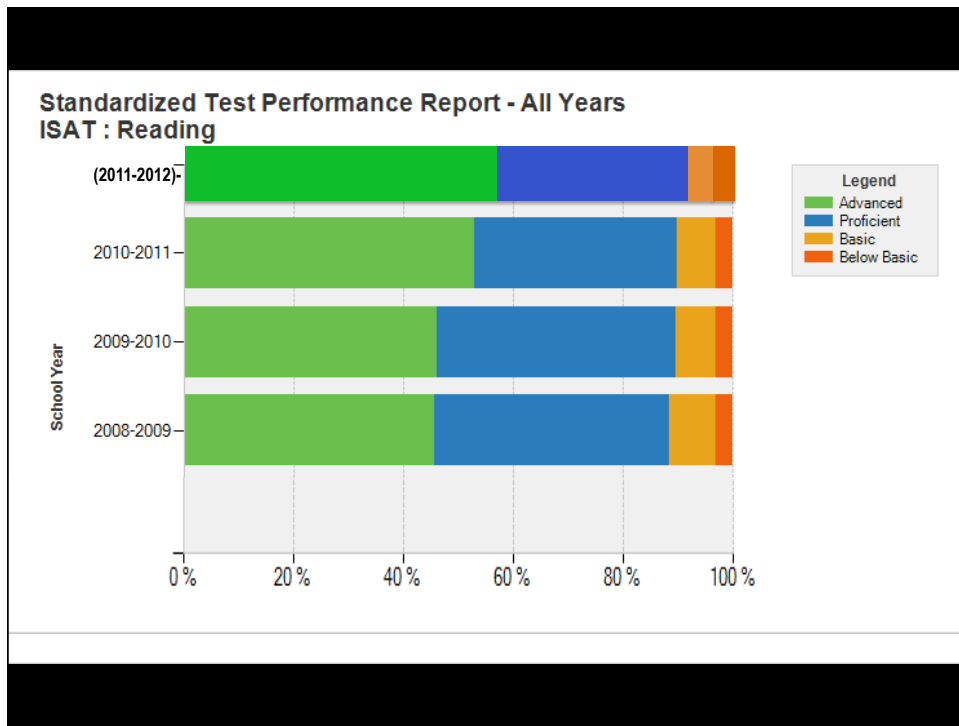
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 SCHOOL: **TAYLORS CROSSING CHARTER SCHOOL 0642**

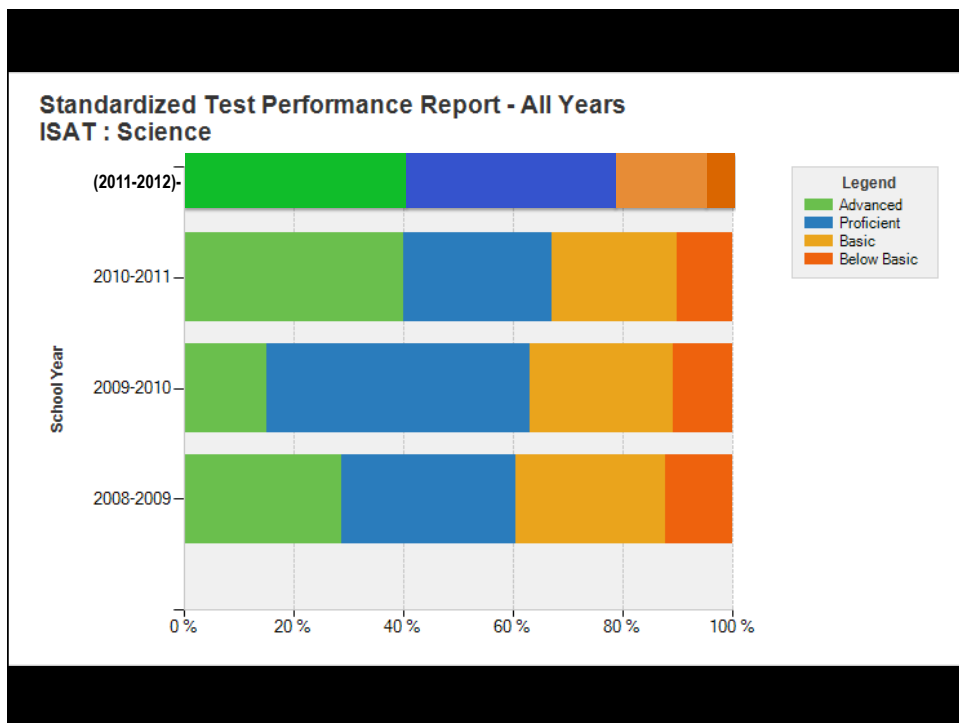
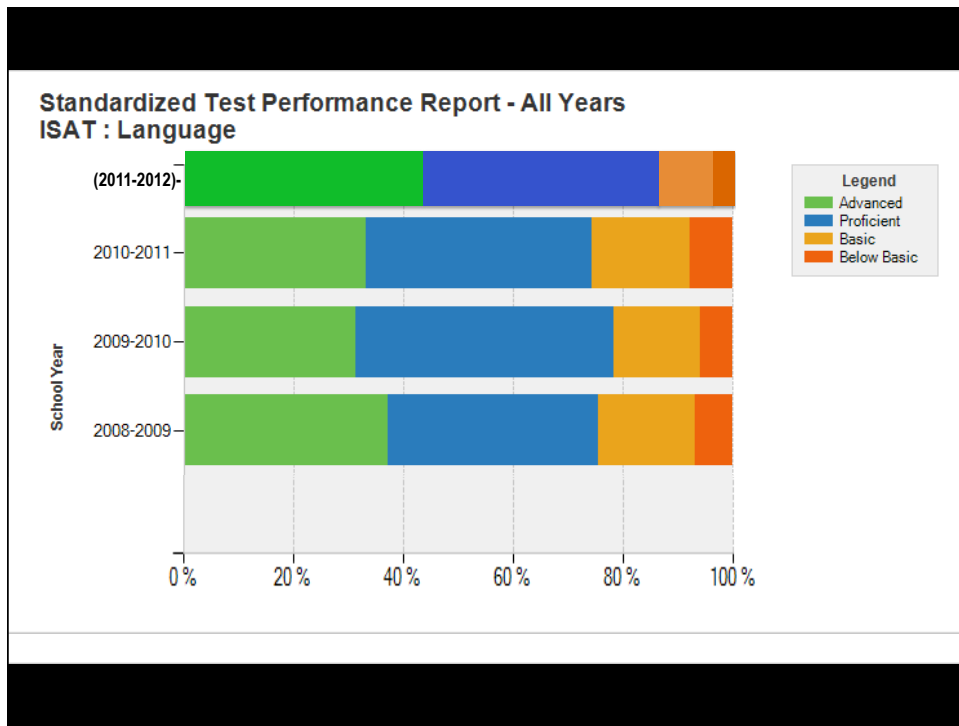
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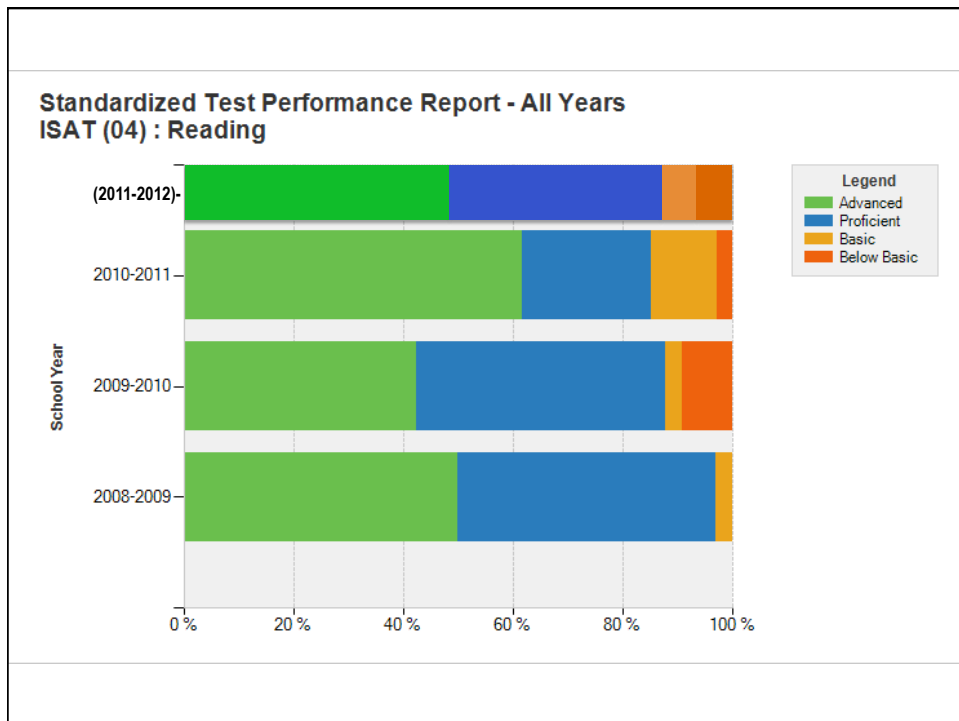
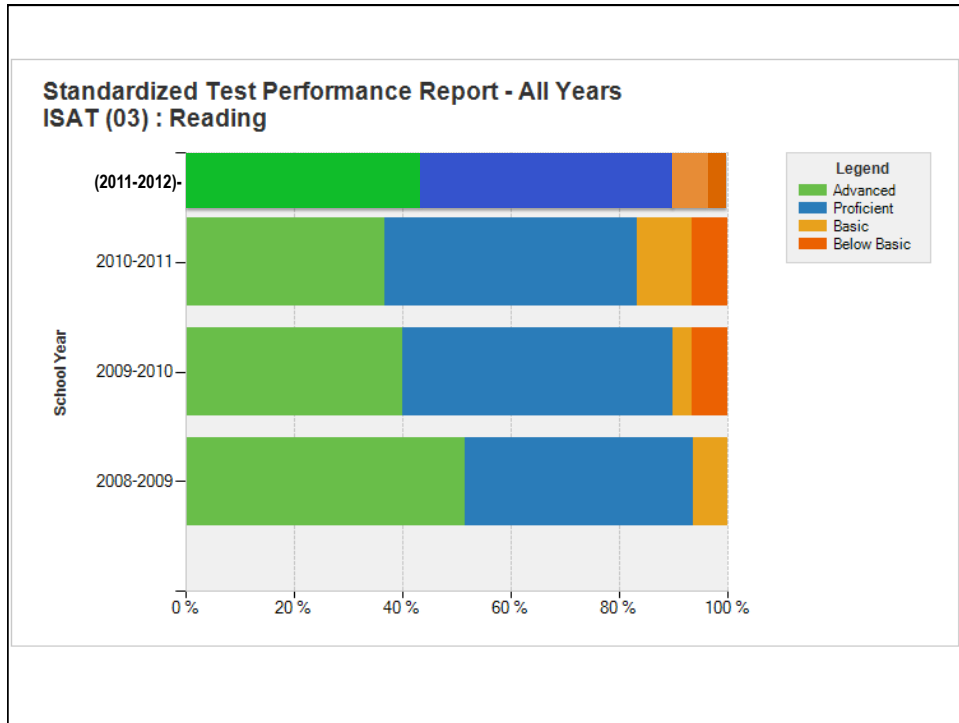
		Science				
Proficiency Level Ranges		Number Tested	% Below Basic (BB)	% Basic (B)	% Proficient (P)	% Advanced (A)
A = Advanced, P = Proficient, B = Basic, BB = Below Basic						
	Science					
A	>229					
P	219-229					
B	213-218					
BB	<213					
All Students		31	3.2	19.4	51.6	25.8
Male		12	0	8.3	50.0	41.7
Female		19	5.3	26.3	52.6	15.8
American Indian / Alaskan Native		0	*	*	*	*
Asian		1	*	*	*	*
Black / African American		0	*	*	*	*
Native Hawaiian / Other Pacific Islander		0	*	*	*	*
White		27	3.7	11.1	55.6	29.6
Hispanic or Latino Ethnicity		3	*	*	*	*
Two or More Races		0	*	*	*	*
Economically Disadvantaged		9	*	*	*	*
LEP		0	*	*	*	*
Migrant		0	*	*	*	*
Special Education		2	*	*	*	*

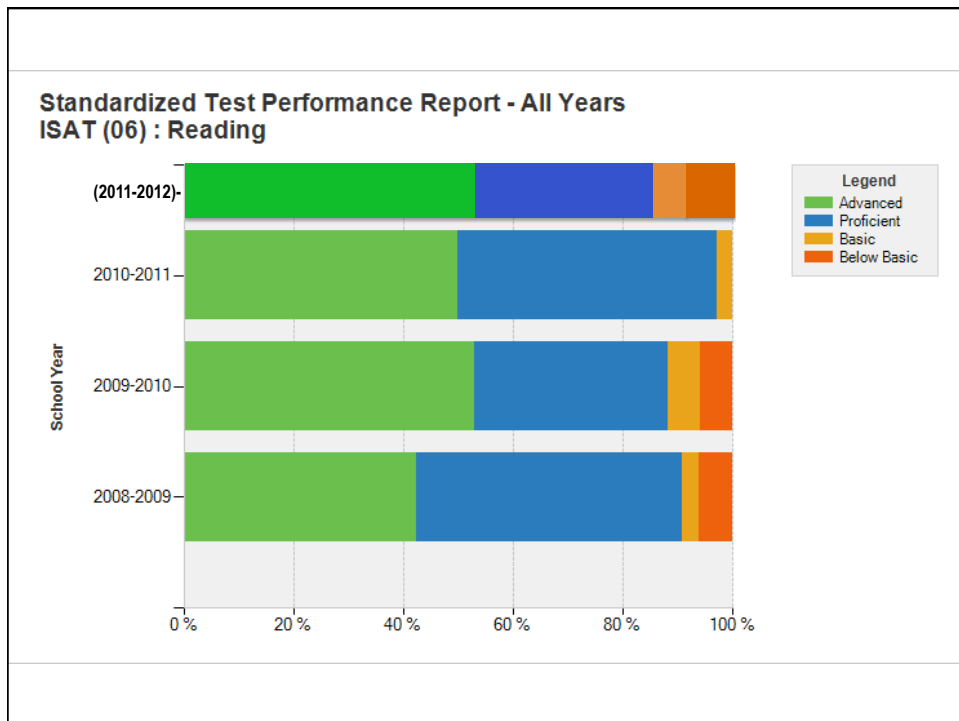
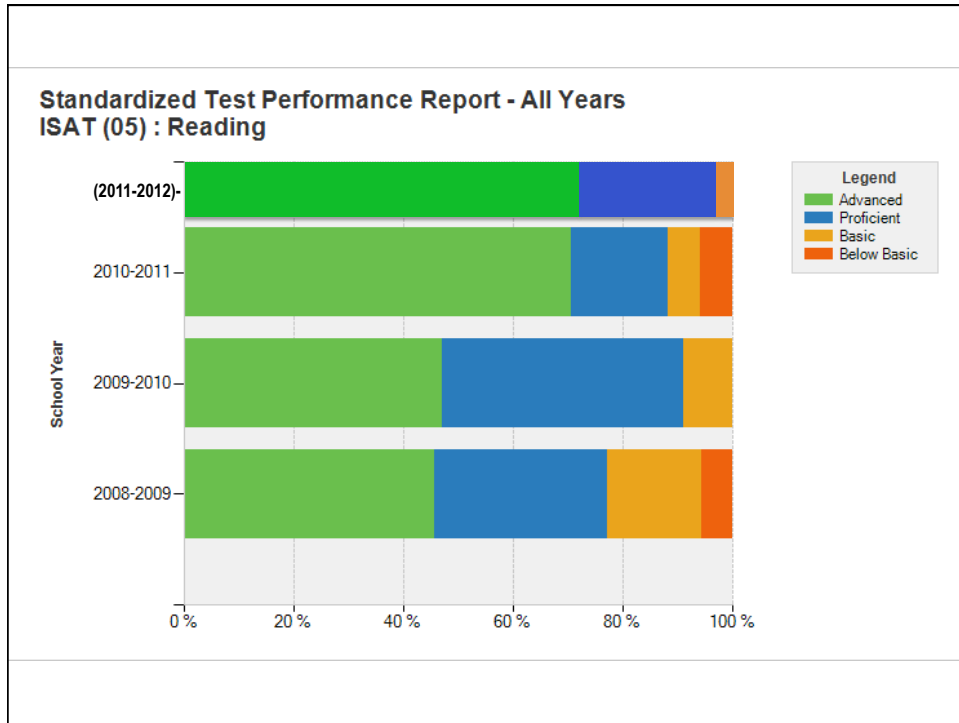




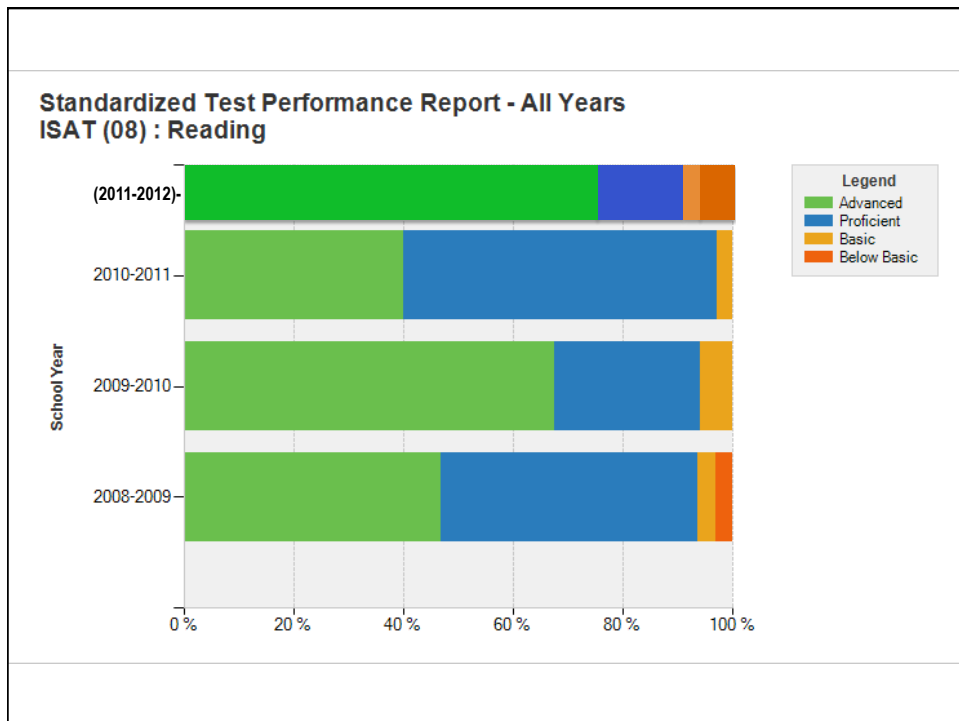
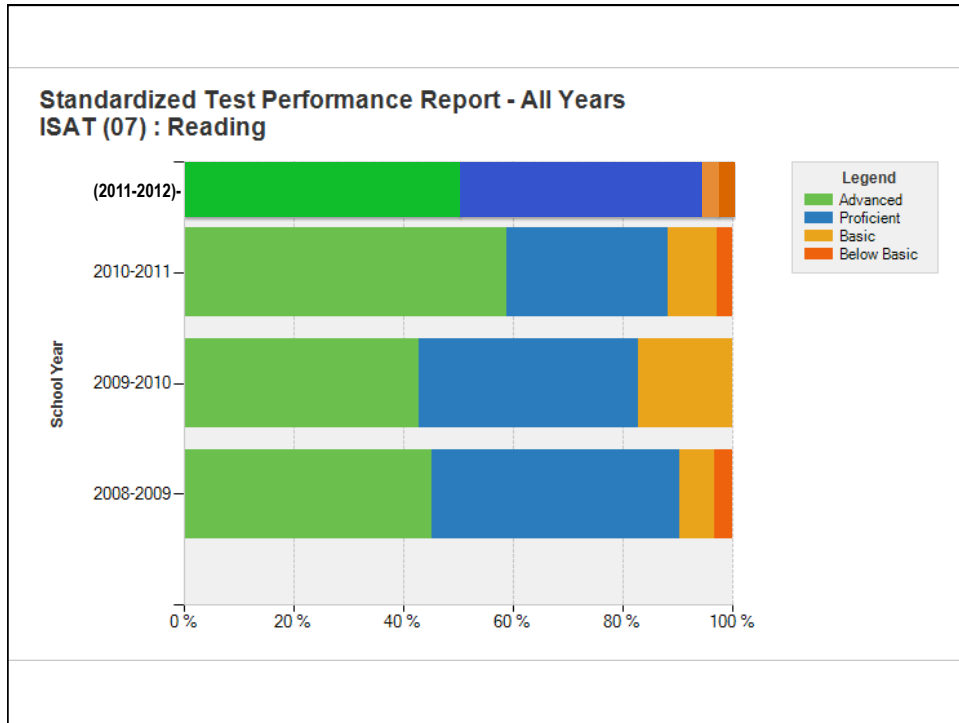


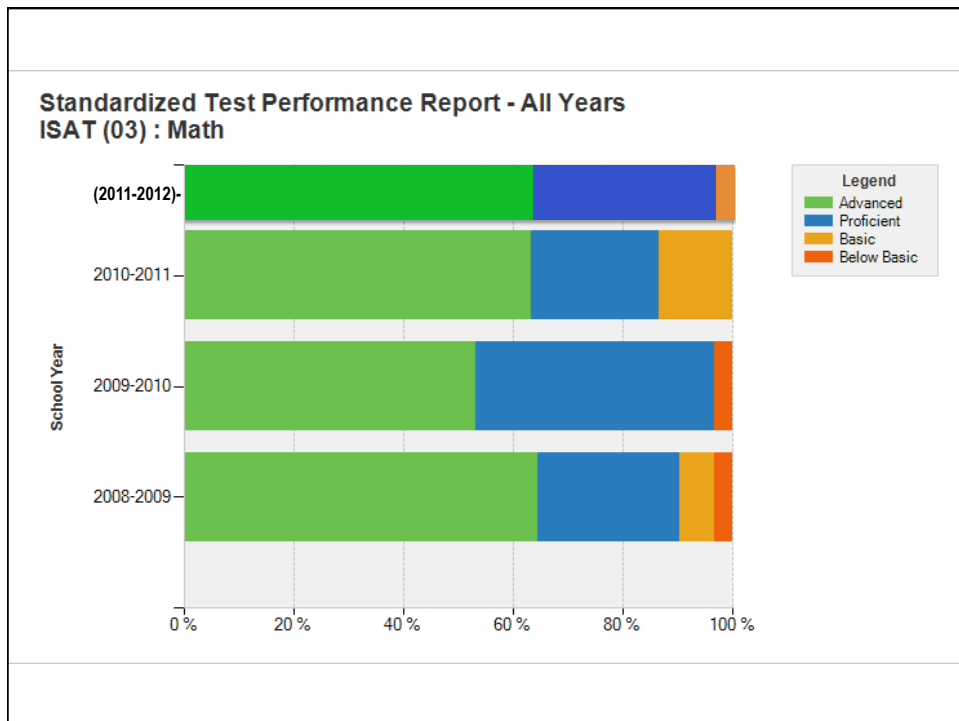
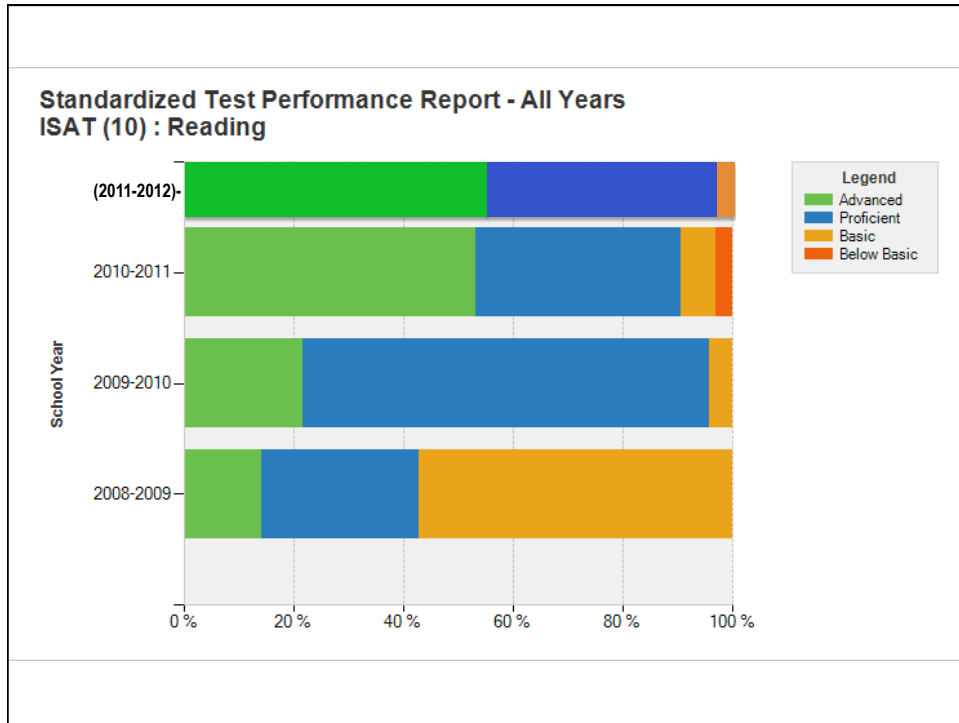


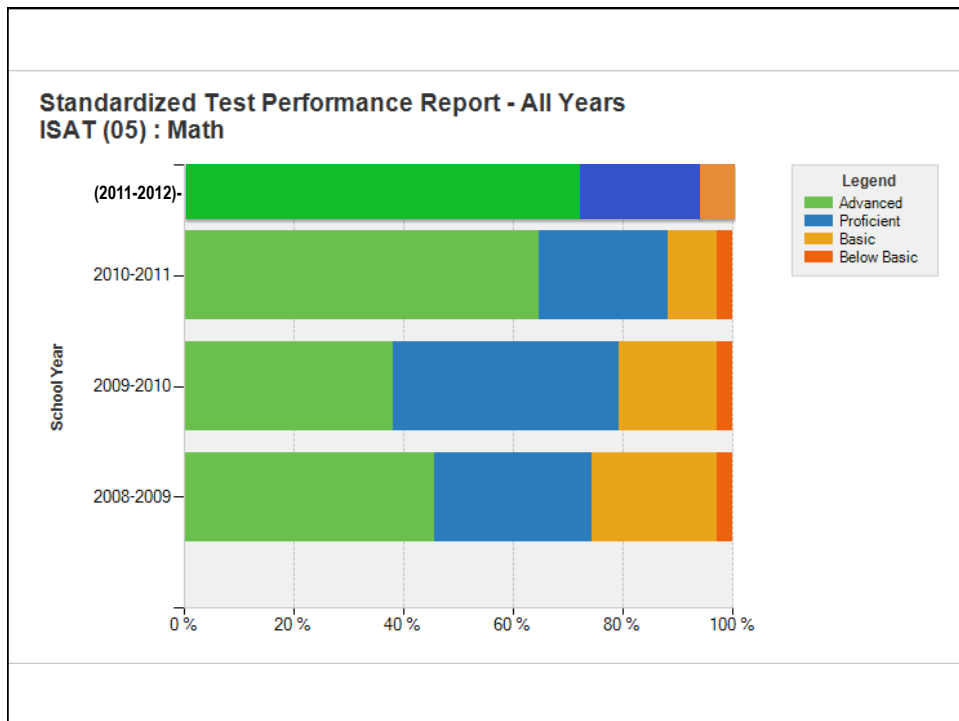
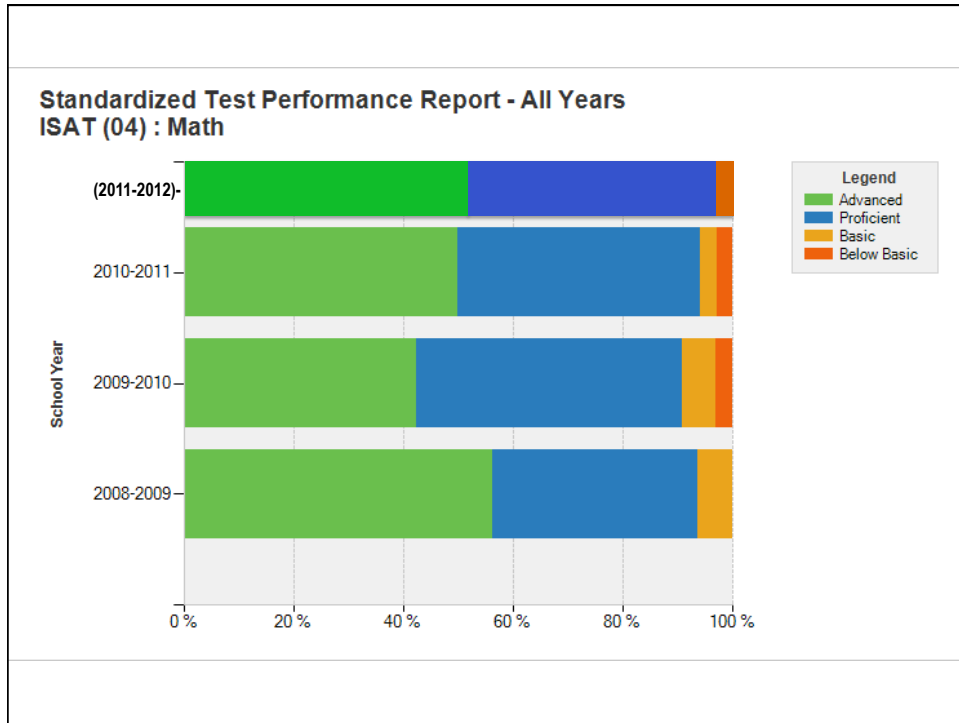


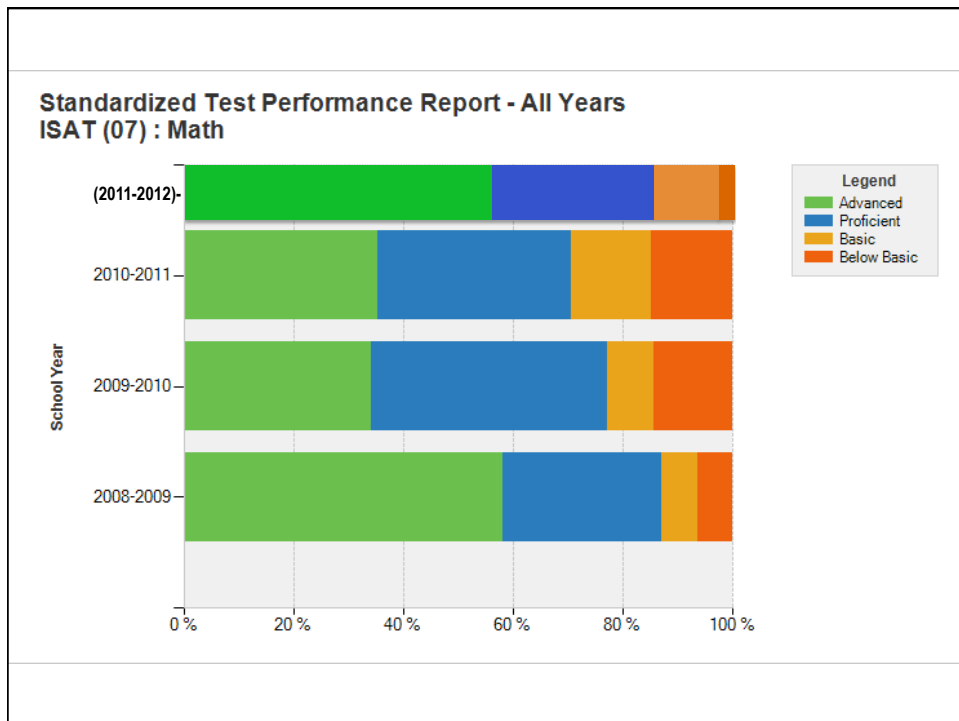
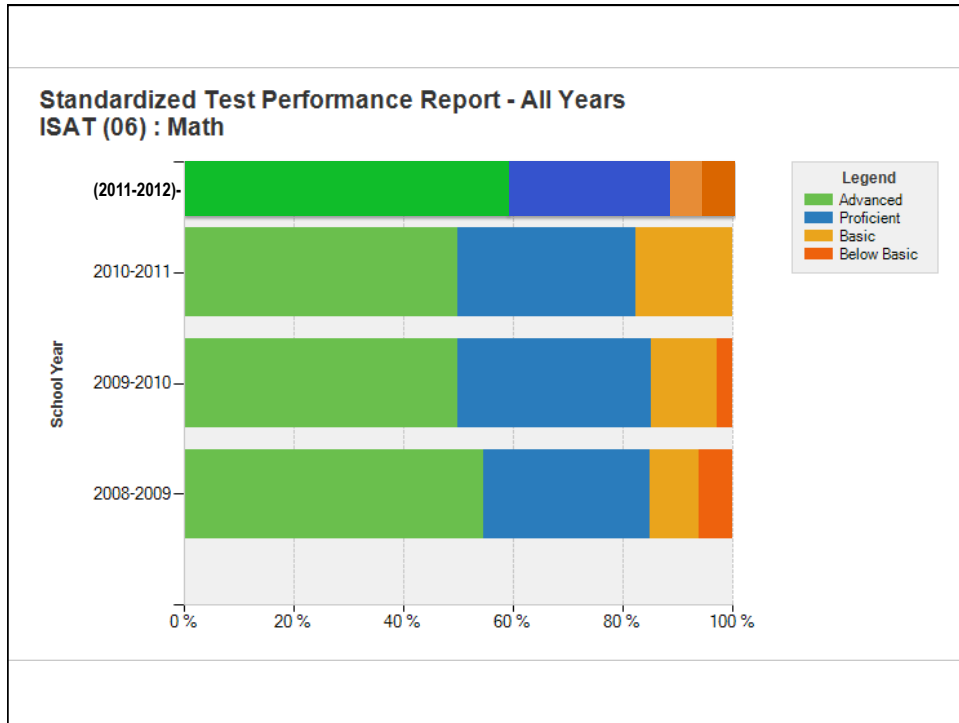


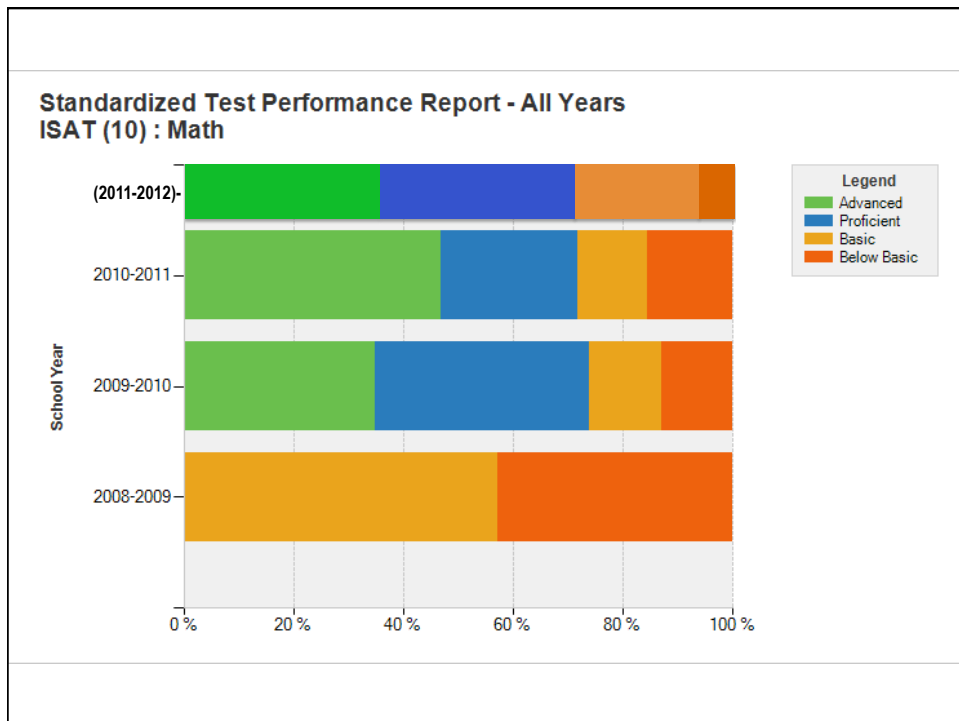
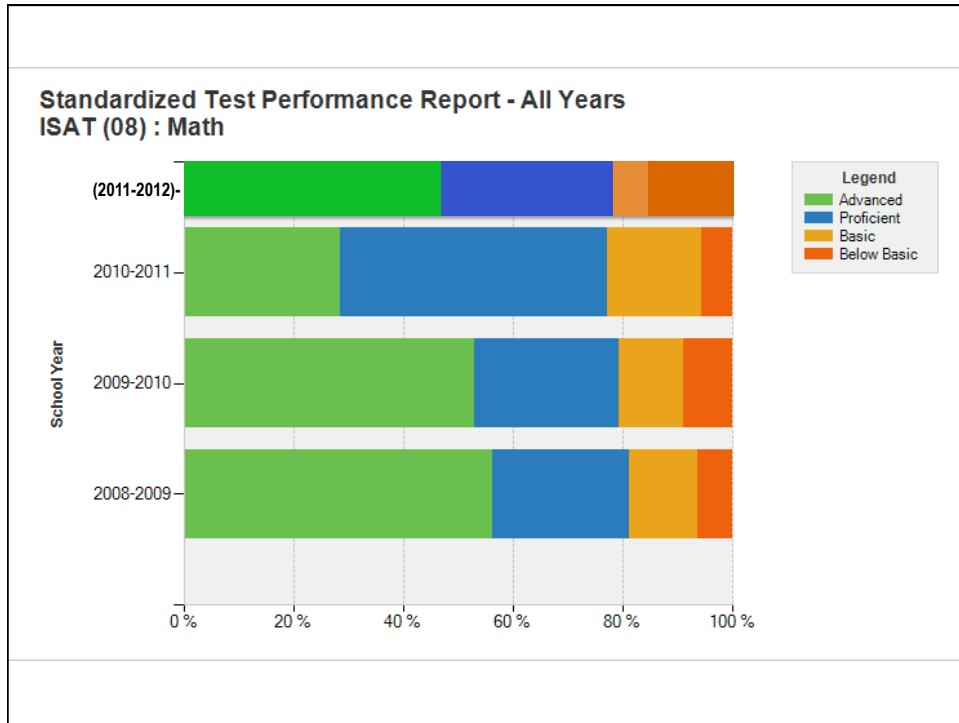


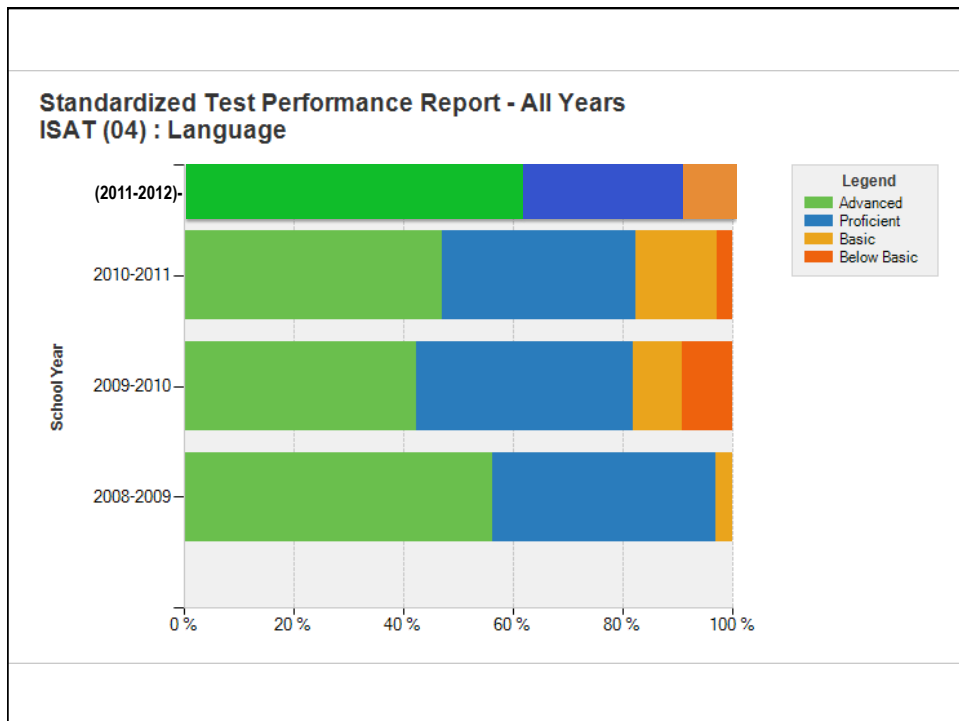
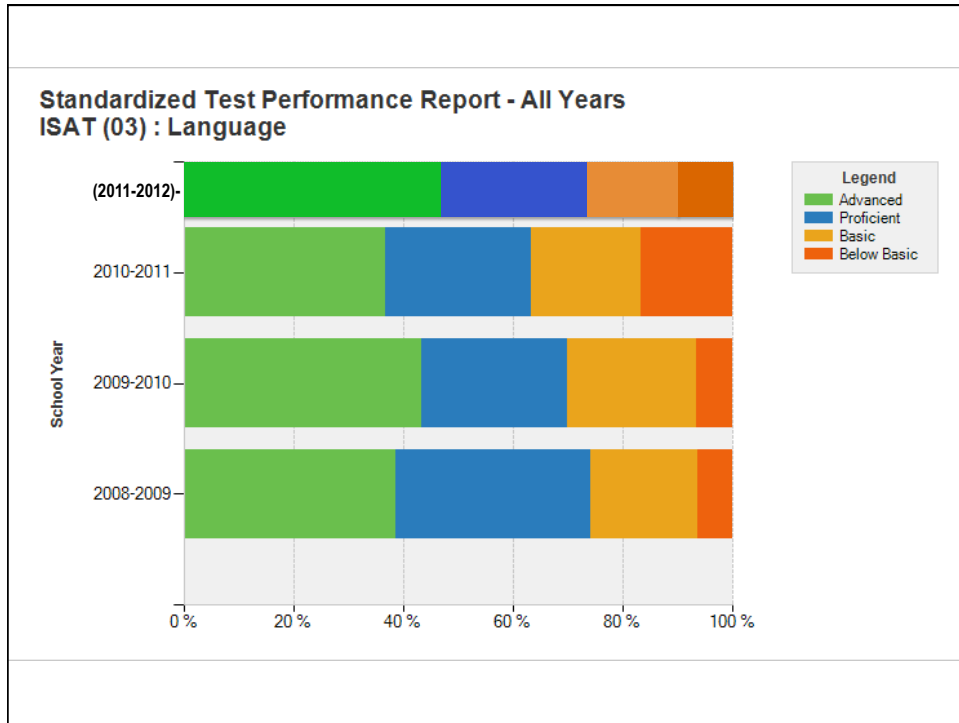


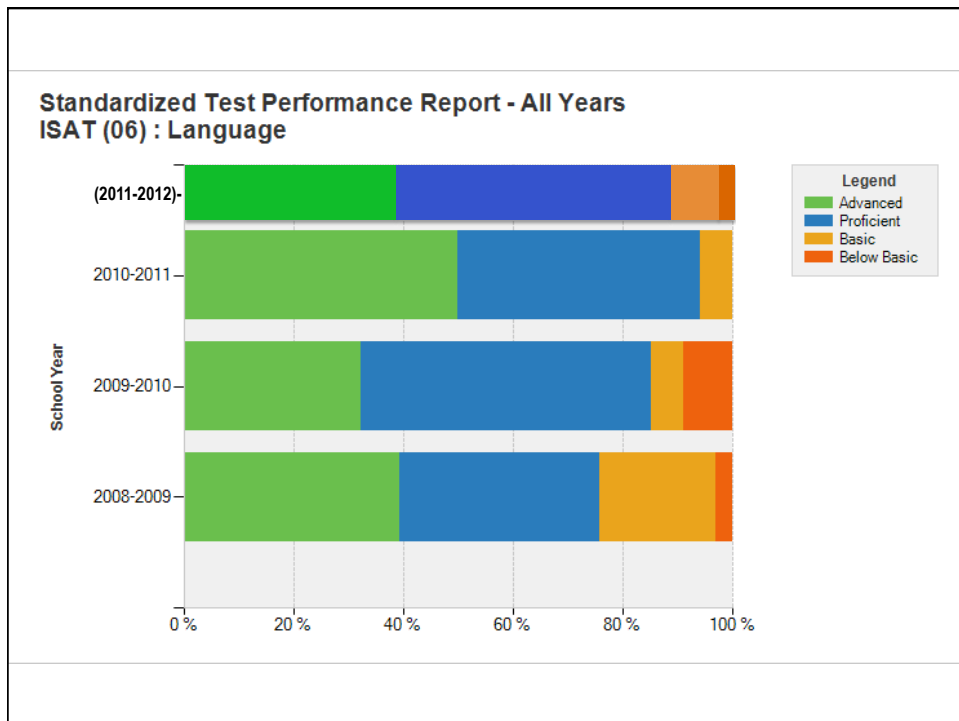
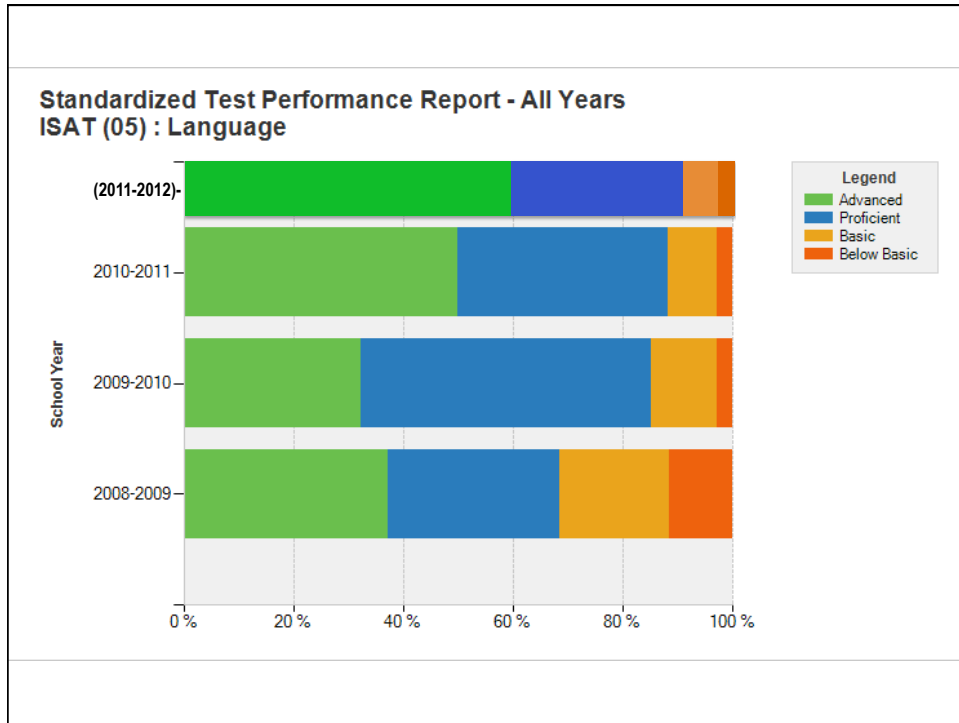


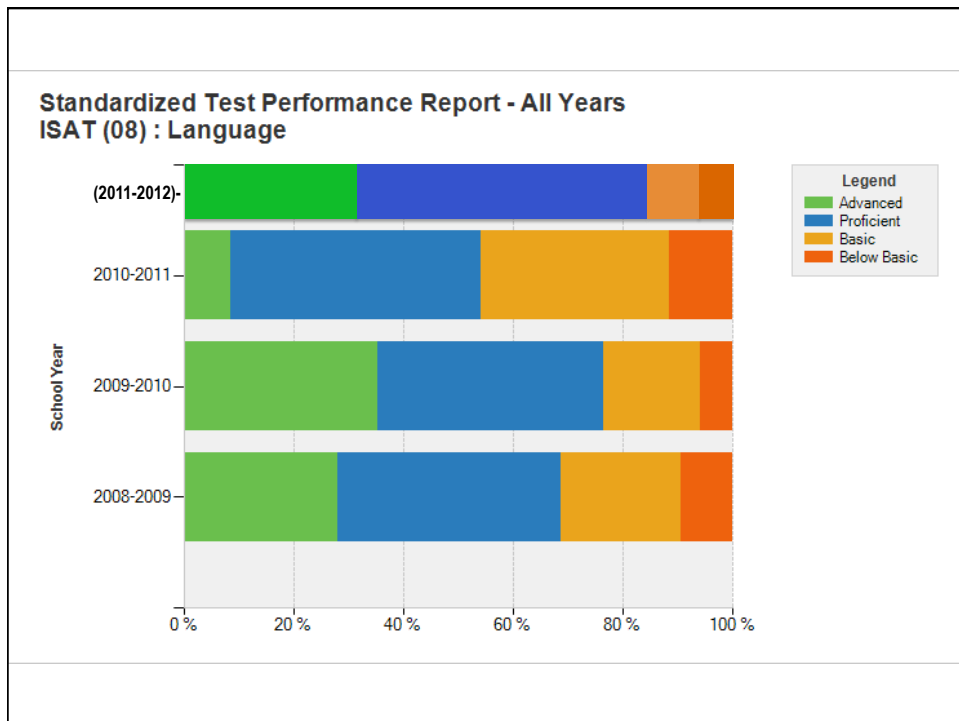
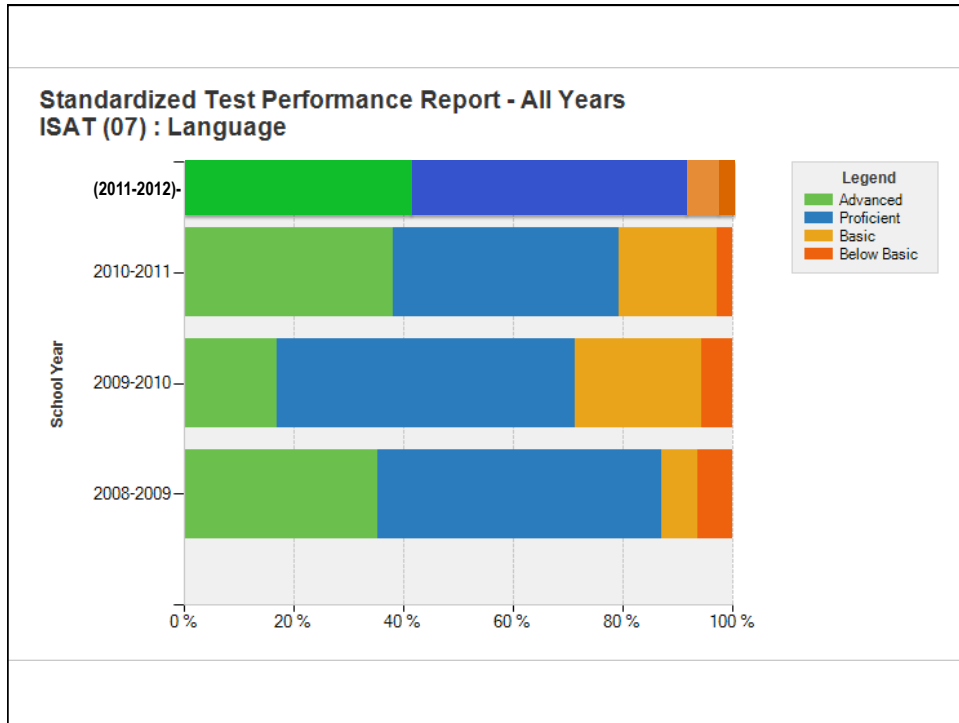




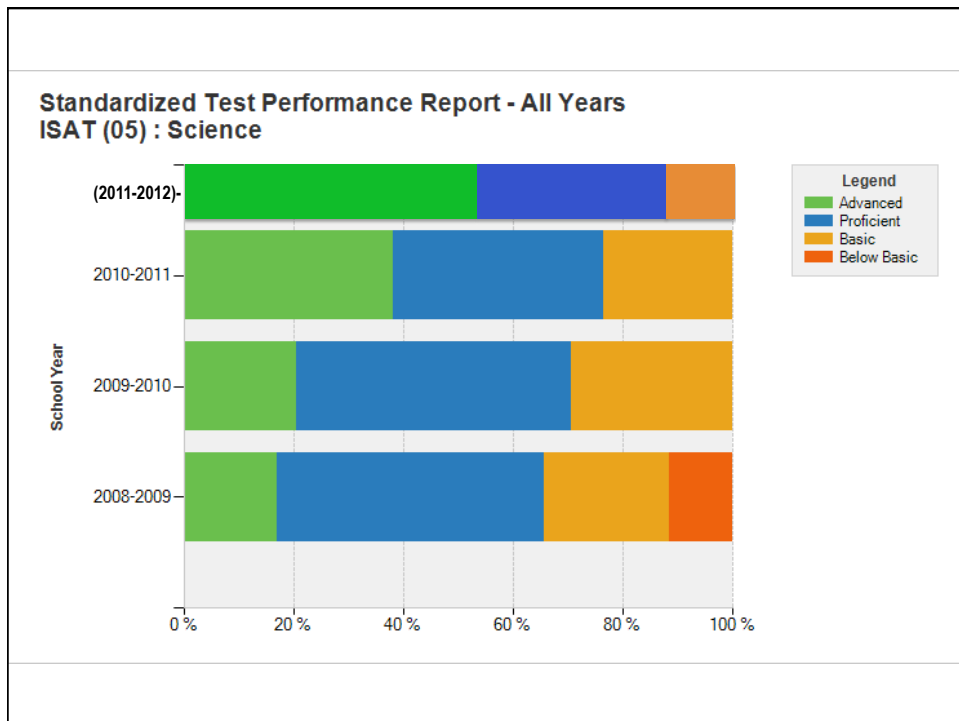
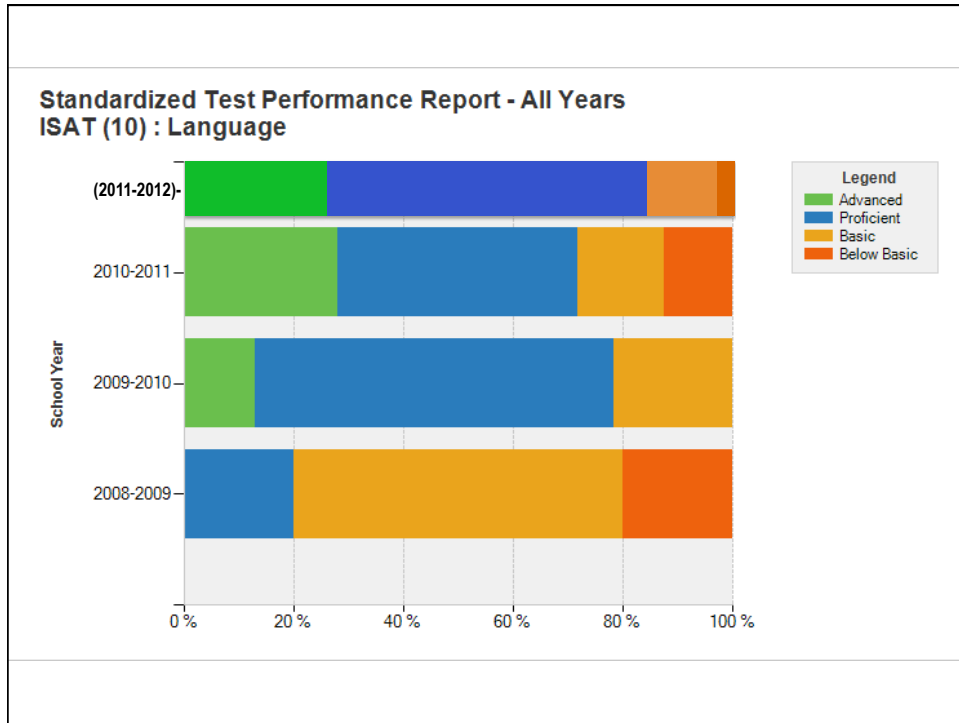


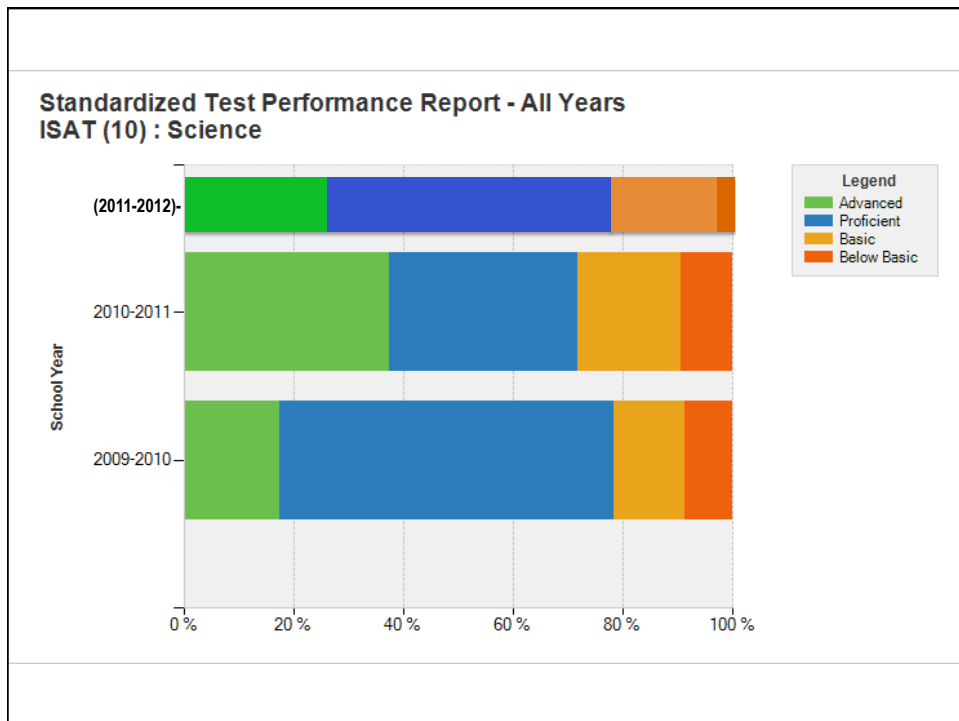
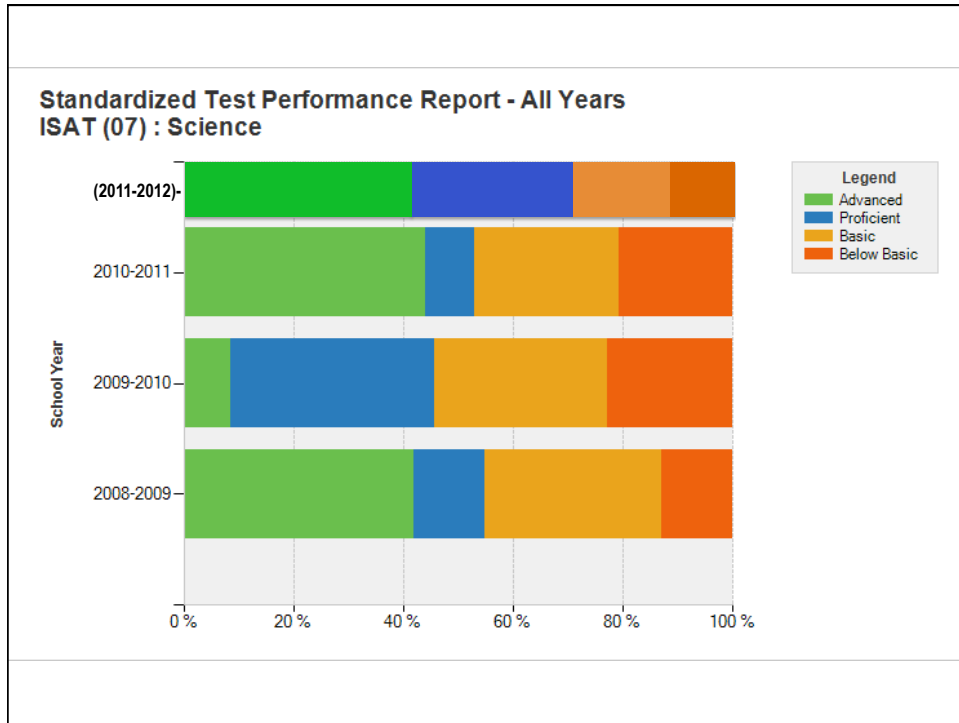












**Goals Attainment Report**  
Taylor's Crossing Public Charter School  
2011-2012

**“Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b):** *TCPCS will be accountable for student achievement. As a measure, accountability will refer to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance. The majority of TCPCS students will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement and other appropriate tests and measures. After a period of three consecutive academic years at TCPCS, students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress. Those students not reading at grade level or computing grade level math will be identified and receive a variety of services.*”

-TCPCS School Charter, P. 27

**Effectiveness Goals and Objectives**

1. Students will be expected to perform at grade level in reading and math by the third grade (objectives 1a, 2c).

<b>Reading Goal: 85.6%</b>	<b>TCPCS 3<sup>rd</sup> Grade: 90.0%</b>
<b>Math Goal: 83.0%</b>	<b>TCPCS 3<sup>rd</sup> Grade: 96.6%</b>

2. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress in reading, mathematics, and language arts (objectives 1b, 2c).

<b>Reading Goal: 85.6%</b>	<b>TCPCS: 91.5%</b>
<b>Math Goal: 83.0%</b>	<b>TCPCS: 87.0%</b>
<b>Language Goal: 75.1%</b>	<b>TCPCS: 86.2%</b>

3. Core subjects, technology, and social studies curricula will be aligned to the Idaho State Standards (objectives 5c, 7a).

<b>Goal: 100%</b>	<b>*TCPCS: 100%</b>
-------------------	---------------------

4. Students will be expected to participate in:

- a. Hall of Fame (mathematics)  
**100% of the K-8 students participate in Hall of Fame**
- b. Individual and group projects in science, computer technology, and foreign language  
**100% of science, technology, and foreign language courses include individual and group projects**

- c. Experimentation and instrumental fieldwork in science  
**100% of the science courses include experimentation and instrumental fieldwork**
- d. A variety of musical activities  
**100% of K-8 students participate in musical instruction. Music instruction continues to be available to all high school students who have left the K-8 grades.**
- e. Social studies activities  
**100% of students participate in social studies activities, at least weekly.**
- f. Physical education activities that teach sportsmanship, teamwork, and individual achievement  
**100% of K-8 students participate in physical education activities. Physical activities continue to be available to all high school students who have left the K-8 grades.**

(objectives 2a, 3a, 3b, 4a, 5a, 5b, 6a, 7a, 7b, 8a, 8b)\*\*

**\* We are awaiting a written record of curriculum alignment from our newly-hired high school English teacher.**

**\*\* Measurement is based on instructor reports, Powerschool data, and administrator observations.**

**July 24, 2012**

**Response to Programmatic Audit Recommendations**

Taylor's Crossing Public Charter School  
2011-2012

As noted in their programmatic audit, Taylor's Crossing Public Charter School has faced several significant challenges over the last few years. The key word for the 2011-2012 school year might be described as "interim." By the end of the 2011-2012 school year, nearly every member of the administrative team included the word "interim" in their title. This included the administrator, director of fiscal services, director of human resources, director of food services, and director of special services. In short, a lot of good people have stepped forward to turn TCPCS around. While a ship (or a school) doesn't turn on a dime, we have seen significant progress at TCPCS as this new team has stepped forward to take the reigns.

The "interim" administrative team has already taken steps on many of the recommendations given by the audit team, and has begun to see the results of those actions. If "interim" was the catchphrase for the 2011-2012 school year, the 2012-2013 theme might be "locked and loaded."

- *The team encourages the board and leadership to create an aggressive strategic plan to address the fiscal sustainability of the school, the high school program and enrollment, teacher pay for performance and evaluation and data driven decision making.*

Since the programmatic team visited our school, TCPCS has taken a very aggressive approach to address the fiscal sustainability of the school. Steps taken include the elimination of one administrator position, several cost cutting and revenue increasing initiatives, a substantial increase in enrollment, and the negotiation of a significantly more cost effective transportation contract for the coming school year. In short, by January of 2012, TCPCS was projecting a nearly \$100,000 deficit. As a result of these cost cutting and revenue increasing measures, TCPCS now projects that they will finish the 2011-2012 fiscal year with a \$30,800 excess.

- *Revisit your charter and adjust as needed to insure that you are implementing all features as well as clarifying underlying assumptions that drive decisions. I.e. staffing levels, teacher compensation, community service and other elective programs.*

As a leadership team, the board and administration have revisited the charter, as well as the underlying assumptions that drive decisions. Several outdated references need to be removed and some revisions made to comply with changes in legislation. A revised charter that includes several adjustments has been submitted to the state for a sufficiency review. TCPCS also implemented several features that were not being followed including community service hours in the high school, details involving elective programs, and overall compliance to the Harbor Method.

- *The academic program continues to produce strong ISAT results for students but there are a number of important issues that need to be addressed: how are the needs of both the high and low students being addressed? Completion of the MTI math training for all teachers. Training and alignment to the Common Core Standards.*

A leadership team from the school will be attending Common Core Training this

summer and alignment will be completed before the transition to Common Core is complete. Teachers are already registering for MTI training and will continue to do so. New directors for Special Services and Title I have been hired and are working with the administration to make sure the needs of all students are being addressed, including high and low students.

- *The high school program has a number of challenges that the faculty have begun to address, we encourage them to create a plan with identifiable outcomes to continue to address the program, electives, and enrollment.*

A school improvement committee was formed including administration, faculty, parents and students. They produced a plan, including identifiable outcomes. High school faculty and administration not only continued to address challenges, but also intensified their efforts throughout the year. Secondary enrollment increased approximately 12 percent, and TCPCS is now on a waiting list for every class except grade 12. TCHS will offer significantly more electives in the coming year(s), and the level of instruction has improved. TCPCS faculty and administration need to remain vigilant and continue to refine academics and culture in the high school.

- *There have been many changes for TCPCS over the last year and while there is good reason to be optimistic, it will be important for all the stakeholders to work together to create the exemplary school that your charter envisions. This will require team work, planning and communication.*

When the team visited in December of 2011, many things were just beginning to turn around. Through the remainder of the year, the situation continued to improve as the administration and faculty worked diligently and the community rallied around them. It was a difficult and challenging year, but invigorating as well. We are very excited enter the 2012-2013 school year with a complete leadership team and without the turmoil we faced coming into this year. Our school culture is good, and we must work to make it excellent.

## Constant Contact Survey Results

**Survey Name:** Parent Survey 2012-13

**Response Status:** Partial & Completed

**Filter:** None

Jun 21, 2012 10:01:42 AM

### 1. Our child's attitude regarding his or her school.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds expectations	Meets our expectations	Below our expectations
18	30	0
38%	63%	0%

9 Comment(s)

### 2. Our child's learning in language arts(reading, writing, vocabulary development.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
16	25	7
33%	52%	15%

8 Comment(s)

### 3. Our child's learning in mathematics.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
14	28	6
29%	58%	13%

10 Comment(s)

**4. Indicate your satisfaction with the following areas.**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Science	5 11%	29 64%	11 24%
Computer	7 16%	33 75%	4 9%
Music	13 30%	26 60%	4 9%
Art	4 10%	21 50%	17 40%
P.E.	6 14%	33 77%	4 9%
Spanish	7 18%	21 54%	11 28%
16 Comment(s)			

**5. Homework:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Quantity of homework	6 13%	36 78%	4 9%
Nature and type of homework	6 13%	35 78%	4 9%
8 Comment(s)			

**6. Behavioral expectations:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
The school's attention to behavioral expectations and character development	16 33%	25 52%	7 15%
Expectations for conduct are appropriately reinforced	13 27%	25 52%	10 21%



12 Comment(s)

<b>7. School atmosphere:</b>			
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
School atmosphere	23 48%	22 46%	3 6%
The care of my child at school	25 53%	20 43%	2 4%
Our confidence in my child's teacher	22 46%	23 48%	3 6%
8 Comment(s)			

<b>8. Communication:</b>			
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
Opportunity to discuss my child's learning or behavior at school with the teacher	19 40%	25 52%	4 8%
Opportunity to discuss any concerns with the administrator	17 35%	25 52%	6 13%
Communication with parents to keep us informed	10 21%	28 58%	10 21%
11 Comment(s)			

<b>9. Our confidence in the school board.</b>			
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	<b>Exceeds our expectations</b>	<b>Meets our expectations</b>	<b>Below our expectations</b>
	5 11%	33 73%	7 16%
7 Comment(s)			

## 10. Service learning opportunities

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
2	29	13
5%	66%	30%

9 Comment(s)

## 11. Extracurricular activities

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Exceeds our expectations	Meets our expectations	Below our expectations
0	21	24
0%	47%	53%

12 Comment(s)

## 12. What do you like most about your school?

38 Response(s)

## 13. What are the improvements you would recommend to the school?

37 Response(s)

## Constant Contact Survey Results

**Survey**  
**Name:**  
Parent  
Survey  
2012-13  
**Response Status:**  
Partial &  
Completed  
**Filter:**  
None  
Jun 21,  
2012  
10:01:42  
AM

### 1. Our child's attitude regarding his or her school. - Comments

#### Answer

Teachers are great!  
My elementary school children are deciding whether or not to come back to TCPCS, because of the specialist teachers. They are impatient and unkind. They play obvious favorites, particularly board and teachers children, and then they expect the children to behave in a "Harbor" way. Let's start from the top down. And hey, here's a thought, how about we train them what a "Harbor" teacher should behave like or hire someone that will. Our children are excited to go to school each day & love to share their school experiences with friends!  
Our son has struggled on and off through his academic/social experiences. Taylor's Crossing has been a VERY positive experience for him and for us, as he seems quite satisfied to go to school and study for his exams, etc. This has not always been the case with Gabriel, and though he definately doesn't usually vocalize his feelings, he seems content.  
For the most part our two girls have had a great experience at Taylors Crossing. We loved their teachers this year! The only real complaint we would like to see addressed is Spanish. We spoke to administration earlier in the year about our concerns. We hope it will get better. Holly is excited that she doesn't have to take it anymore-which is sad. Does not like Spanish teacher. Mrs. Porter is incompetent.  
My daughter loves her teachers and classmates!  
Great pride in the school.  
My son enrolled during the second semester of his freshman year a very shy and introverted student. He became very comfortable and excelled within a very short period of time.

### 2. Our child's learning in language arts(reading, writing, vocabulary development.) - Comments

#### Answer

There haven't been very many writing assignments - I would like to see more, particularly in science and social studies.  
TCPCS seems to be above average in Idaho, but in general, expectations of and demands on students have fallen. I would prefer to see expectations set higher so college and work life are not a surprise to the students when they are done.  
This is a subject Gabriel struggles with. He has a hard time conceptualizing how to properly write a research paper. In his mind, the lines of using his own ideas, enhanced by the Internet, and using information straight from Internet articles, is blurred. His teacher(s) and we have tried to help him understand these concepts this year, but he still struggles

with it.

Great while at TCPCS, but not prepared for Bonneville.

English/reading was a challenge for my son for most of his school years but really showed improvement once enrolled in TCPCS.

Hardly practiced writing and vocabulary. Again 6th grade. 1st, 3rd and 4th grade were fine. need better teachers

I feel the students need more help studying and preparing for the SAT and ACT tests.

### 3. Our child's learning in mathematics. - Comments

#### Answer

She can do the work if only she would slow down.

One child excelled

another child seemed to stall. No moving forward...no help from teachers...hall of fame discouraging for them. If a student doesn't pass of something for the up-teenth time...it's time to move on.

Possibly not in the HS. The teacher is very knowledgeable, but doesn't show any interest in the students themselves. She has a callous attitude and doesn't encourage the kids that struggle, she just ignores them.

TCPCS seems to be above average in Idaho, but in general, expectations of and demands on students have fallen. I would prefer to see expectations set higher so college and work life are not a surprise to the students when they are done.

A strong subject for Gabriel. He seems adequately schooled and challenged in Mathematics.

He really likes Mrs. Biggs. She really helped him.

I appreciate that the 7th and 8th grades are learning algebra instead of waiting until highschool.

Great while at TCPCS, but not prepared for Bonneville.

Mathematics was always a strong subject for my son. TCPCS challenged him and he exceeded all expectations.

the math teacher leaves a lot to be desired. I don't think she knows how to teach math.

### 4. Indicate your satisfaction with the following areas. - Comments

#### Answer

Chemistry is poor at best:

1. Idaho requirements are not being met,

2. Labs are few and far between, are not tied to the class and no lab reports are done,

3. The teacher reads from overheads rather than speaking to students,

4. The class is disorganized,

5. The teacher does not know the subject (mispronouncing basic chemistry terms and displays a general lack of understanding of basic laws of chemistry)

6. Teacher is unresponsive to requests from parents.

The only MAJOR complaint I have is scheduling of music programs. WORKING PARENTS AREN'T TAKEN INTO CONSIDERATION AT ALL! It would be so much nice if at least the Christmas prog. could be in the evening instead of during the work day. If it were in the evening more parents would be able to enjoy their children's hard work. There would also be less issues/frustration at home with upset children when both parents aren't able to be there because of work. CONSIDER GIVING ALL PARENTS A CHANCE TO COME

I would have liked to hear the children's singing voices at the Christmas concert without the recorded voices over the stereo.

It is hard to know for sure on some of these sense she was only in 1st grade.

more creativity

Science education has been particularly poor, with a teacher who, although she may know biology, is severely lacking in chemistry and teaching ability. Art was on a junior-high level at best.

The current science teacher has been a major step backward from Dr Guthrie.

Unclear if there is Art in your curriculum at elementary level. Our 5th grader, who is an A student, had a D+ in Science during 3rd quarter. Her teacher informed us that we shouldn't worry because it was due to a poor Science curriculum.

The only reason I rated music lower, is that I am not sure what the school offers in this area, and unfortunately, music programs are the first programs to be cut, due to funding constraints. Music is a love of mine, and I think an important addition to the educational experience.

He's a senior and had met all his requirements in these classes therefore he didn't have any of these classes this year.

Not applicable

I think that the kids need science more than they need spanish. A little disappointed that more emphasis is put on spanish than science. Also, my children complained a lot this year about how they hated spanish because the teacher was to strict. this class should be a fun learning experience for the kids. As far as I know my children do not have art.

wishing we didn't have to pay extra for band- that it would be during school time.

My daughter doesn't take spanish-

As compared to previous years.

Because my son had taken German at his previous school TCPCS worked with us and allowed him to continue his foreign language studies through IDLA on an individual basis. We really appreciated that.

#### 5. Homework: - Comments

##### Answer

I expected to see more homework requirements in highschool. Math homework has been consistent throughout the year, but rarely any homework in chemistry, history, english. The homework for some kids like Liliann was to much for her at times. Especially make up work when she was sick.

Way too much homework in elementary school. When the content and curriculum is as fast paced and challenging, why do they need to come home and do 1.5-2 hours of homework a night? I believe that the teachers are expected to leave the school and spend time with their families, yet the kids aren't given the same. The amount of homework these kids have allows for very little family and activity time.

I actually expected to see more homework. Math is the only class with regular homework.

Some of the homework in the 3rd grade packet (ex. words within words, cross word) seems unnecessary and we have trouble seeing how it is beneficial to the student.

There seemed to be more homework than our 3rd grader could handle, but his teacher was great to work with us to lighten his homework load as much as possible.

Sometimes I think there is a bit too much. The kids are exhausted after a long day of school and then we are spending an additional hours at home doing homework. This leaves little time for family.

6th grade.Others fine.(1,3 &4)

#### 6. Behavioral expectations: - Comments

##### Answer

Rule enforcement appears inconsistent.

Rules have been enforces sporadically.

Understanding that teachers are VERY BUSY - however, we only received notes when there was an issue, seldom got any feedback when behaviors we have been working on were improved upon.

Things have improved, but too many students want to enjoy school rather than respect the

rules and teachers and learn from school. I've heard several stories of discipline and respect lacking in the classroom.

The 0 tolerance for bullying seems that it is a very high tolerance a child in one of my kids classes stabbed her with a pencil, very little action was taken this same child I was told had done similar things to other children w/o large consequences! Also when a child goes to tell a teacher about an incident with a kid picking on them or being mean it seems to fall on deaf ears. Some kids will tattletale on small things they still need to be heard so when it's big they still feel they can tell someone.

We love the harbor method and are pleased with behavior modifications that come home as a result.

These are the areas I am MOST IMPRESSED with at Taylor's Crossing. I think the reinforcement and expectations of proper student conduct, and respect shown for teachers and fellow students, is INTEGRAL to the learning process. I really appreciate the emphasis Taylor's Crossing puts on these categories.

I don't think there is enough follow through when expectations are not met.

I think that discipline in the school has declined. I feel this is due to administration.

I have 4 children in the school. Three of them have no problems with positive interactions from other students, but one is in a class that tends to be difficult (next year's 5th graders).

I would like to see a stronger emphasis on Harbor principles with this class for next year.

Children are afraid to tell teachers about conflicts with other children. Sometimes the children are not listened to when resolving a conflict.

Some students get away with anything.

#### **7. School atmosphere: - Comments**

##### **Answer**

Let me qualify. I am VERY HAPPY with the high school English, Social Studies and Math instruction. The high school Science instruction, on the other hand, is abysmal.

Mrs. Kunde did an incredible job working with Chris, our diabetic, and handling his medical condition in an educational environment.

Our 3rd grader was sent to principal's office and because Mom and Dad were both working we couldn't get him to bring him home. We are extremely grateful with the way the situation was handled by all school staff.

I enjoy and appreciate the atmosphere at Taylor's Crossing, the teachers (and their concern for my child), and the care that the staff and faculty show for my son, on a daily basis.

Teacher was excellent. More than I had hoped for!

Not confident in the ability of the 8th grade teacher, Mrs. Porter.

When something happened, teacher would take care of it, but sometimes this didn't happen. (Mrs. Rice and Mrs. Tasia Jackson.) Again 1st, 3rd and 4th grade were fine.

The high school needs better teachers.

#### **8. Communication: - Comments**

##### **Answer**

Grades are very slow to be entered into PowerSchool - by the time grades are entered, it's half-way through the quarter or later and may be too late.

I wish Mrs. Rice had let us know about unfinished work on a weekly or daily basis, rather than just quarterly.

The communication part between teacher and parent lacked and at times was hard to even get a hold of them.

The communication fell a little short in the fourth grade this year. The teacher didn't send home notes or emails regarding things going on in the classroom. She said her email was iffy, but someone should have worked to get it up and running, so we would have been better informed, and not had to rely on the kids relaying information.

I have left messages at the school as well as sent emails, both to teachers and administrators and NEVER received a response.

The emailed newsletters always seemed a little behind :)

We received much communication through e-mail & text messaging, which we really

appreciated.

I'm very impressed with the desire Taylor's Crossing shows to communicate with us, as parents, and relay information (good or bad).

E-mails I sent to a teacher and to an administrator were not answered, or were answered in a cursory manner that did not address the specific things I had asked. This happened multiple times.

I feel that the administrator is willing to listen, however, is not willing to carry through.

I think that there needs to be a bit more effort to host a back to school night. The lack of one not only left the parents in the dark but provided the children with some anxiety. For parents that did not make it a point to barge in and introduce themselves to the teacher prior to the first day of school (hoping she/he was available, did not have the chance to meet the teacher. This is huge. If you want to harbor good communication with the parents, you need to start out on the right foot.

#### **9. Our confidence in the school board. - Comments**

##### **Answer**

Particularly in the area of highschool, where variety is necessary, the school board cut good teachers and kept one that was inadequate at best.

Board Members: Please learn what a Harbor school is. If you want your kids to attend a Harbor school it would be advisable to know what it takes to be a Harbor school. Such as the Harbor calendar. Can't have the pie if you leave out the ingredients.

I understand the school board has a difficult job, but their focus does not appear to be on providing a quality education.

don't know the school board

We were aware of board meetings that we could have attended. Unfortunately, our previous schedule commitments did not permit us to attend.

I wasn't pleased with the conflict that was very apparent between the teachers and the board. Especially when the board announced this conflict through letters to the parents/teachers.

The Board continuously stated that their door was open and any communication and concerns, but failed to respond or acknowledge any correspondence they received.

Not familiar enough to grade.

#### **10. Service learning opportunities - Comments**

##### **Answer**

N/A

Would like to see more in this area. And the kids are supposed to be giving an Oral presentation in the HS based on this area. That's not happening.

I believe service is important, but believe it should be encouraged through church, scouting, and other service organizations rather than through school. It's OK to recognize students' volunteer activities, but I don't believe it should be managed by the school.

We are again, unclear of opportunities available at elementary level, in this area.

I'd like to see more of these.

The high school is supposed to have 50 hours of service. there is very little to encourage or help with this.

I don't know what this is.

Not consistent in 6 grade.

I don't feel service learning should be a requirement to graduate.

#### **11. Extracurricular activities - Comments**

##### **Answer**

What extracurricular activities?

I remember when Mr. Dopp ran a cross country program. I wish the students had more opportunities such as that.

N/A

I do wish there were more opportunities for extracurricular activities, i.e. science olympiad,

robotics, chess club, service club, etc.

Are there any extracurricular activities?

We would love to see sports, cheerleading, drill team, etc incorporated into the school. Because of the opportunity to participate at TCPCS or, for programs not offered there, through the school in which the student is districted, the extracurricular opportunities are as very attractive.

I'd like to be made aware/offered more extra-curricular opportunities for my son.

There are none.

Is there any?

There are none

We were really hoping that TCPCS could work out the A-B schedule so that we could do dual enrollment with Bonneville for the extracurricular events and then stay at TCPCS for the academic/core classes.

## 12. What do you like most about your school? - Responses

### Answer

I like the small classrooms with individual attention.

The staff is very helpful kind and courteous. ,my children love the teachers and are happy to go to school.

I love that most of the teachers have a continuing relationship with students even once they are no longer in their class. I am also very happy with the behavior of students. I am so glad our children are attending Taylor's Crossing!

I like the accelerated curriculum. I love the teachers. I love that students are held accountable for their actions on the school bus.

I love that all children are challenged but in a way that no one feels like they can't measure up.

The class sizes and how most of the kids stay there and so your child knows who will be in the class with them the next year.

the faculty is wonderful.

Good atmosphere; Mr. Emfield is an amazing person who truly cares about those he comes in contact with. We really appreciate his attitude and openness. The teachers seem happy and truly engaged in helping their students succeed.

Overall the school has come a long way. This year has by far been the best. The Admin. has gone above and beyond. I would like to see some more positive encouragement. And I think the teachers should be showcased and achieve teacher of the month, when they have exceeded expectations.

There are some really positive changes being made. Thank you JE!

Great fit for our family. Kind and well mannered kids. Excellent teachers and Principal.

Small school size, small class size.

That there is an atmosphere of safety where my child doesn't have to hear 4 letter words or put up with immodest dress from his peers

The family atmosphere among the students.

The general "Great Attitude" of, we can do better, we can do more, we can improve.

There is no attitude of "we have arrived, this is all we can do, let's just give up". I believe the teachers are exceptional, and really do care. In general, everyone is working on and improving, and growing and learning together. I love that!

Harbor method, dedicated & friendly staff, and willingness to work with students on an individual basis.

The awesome teachers!

The importance put on teaching respect, kindness, and integrity to students. Secondly, I am thankful that Taylor's Crossing puts a great deal of emphasis on college, and working towards the goals that include a secondary education.

The small class sizes, individualized attention for students. Ample time to get assignments done. Great teachers who are interested in the students success.



My daughter was happy there and made good friends.  
What I like most about the school is the high academic achievement expected of the students.  
the teachers are willing to go beyond to help the kids  
I like that the school is back on track to being a preparatory school. I like that expectations are high for personal responsibility.  
I still feel that Taylor's Crossing is a wonderful school. However, I don't feel that it is where it was projected to be when the school started. I am still so impressed with the quality of teachers.  
We love the great learning opportunities. Amazing teachers. We love Mary Lynn, what a great lady to meet the parents and public. We love that it is such a safe, happy place-for the most part. We feel that we have a great school board! Thanks for all you do to help our students.  
kids are safe and have good time; teachers work hard for students  
the teacher and the high expectation of learning. the students were held to a higher level of learning. They knew from the beginning what was expected of them and they accomplished it.  
My children are continually challenged. They have positive attitudes about their school experience. I feel the teachers are genuinely dedicated to their students and I appreciate that they continually expect and model excellence.  
My child can excell in his stromger area's. and is helped more in his weaker area's  
Small classrooms. Majority are great teachers. Love Mr. Emfield.  
There's no teasing others and all the kids actually thrive in the Harbor atmosphere.  
The elementary is amazing! Great teachers. Great cirriculum. Great kids. Awesome atmosphere. The new principal has made a world of difference in the morale of the entire staff as well as student body. It is an even happier place to be, my kids love it. Mr Emfield rocks!  
Everything, the teachers are great, its almost like a large family. Ooooh AMA the academics of choose are wonderful to. I love that the entire staff cafes about my girls and what happens with them.  
My kids learn more advanced then the grade they are in.  
TCPCS is a small environment allowing the students to receive one on one attention. I feel it gives the teachers an opportunity to get to know each student individually. Unlike some of the other schools the teacher-student ratio at TCPCS allows for individual attention as needed.  
Prayer is aloud,education and action against bullies.  
that it's not Bonneville!!!  
What I like most about the school is the small size. The students have opportunities to get help from teachers. The students can go ahead of their grade and excel.  
I like the fact that this is a smaller school. I think children do better in a smaller, more personal setting.

### 13. What are the improvements you would recommend to the school? - Responses

#### Answer

I understand that there are budget concerns, but switching to six classes per day was the wrong approach. It took away the opportunity for two additional classes per semester in the high school. Science education took a huge step backward this year. It is unacceptable to turn out high school grads without a decent science foundation.  
Sporting activity opportunities.  
Bleacher's in the gym. The seating situation is frustrating! I know its a matter of finances. Is there a separate fund raiser we can do that would only be for bleachers?  
My children used to love Spanish, but now they dread it. I have discussed this over the years at parent teacher conferences and the consensus seems to be that Spanish is run more like a college class. I would love to see the fun return to Spanish. It is a valuable skill.  
We lose a lot of kids in 7th and 8th grade because we are trying too hard not to let them grow up. Kids that age ARE growing up--their bodies are changing and their peers at

other schools are having new experiences. One rule that would be so simple to change but would really help in this area is the "no makeup" rule!!

Not sure

I am not a fan of the hall of fame or student of the month program.

Clubs or after school groups to make the student body more cohesive.

I think I have already stated them.

Can't think of any at this time. Our first year at Taylor's Crossing was better than we imagined it would be. Thanks! We look forward to the coming school year.

Science, science, science. The school could take advantage of the many scientists we have in the area. For such a small town, we have a tremendous amount of expertise and, yet, our students get such poor science education.

bleachers, better communication from board on meeting and public matters

That all the aides get Harbor certified and treat the kids the way the teachers do. and if there is a problem that the aide is either released or put on probation

Offer more advanced placement / college credit opportunities for advanced students.

Raise both the discipline and academic expectations.

Teaching, explaining, implementing a harbor method during

time, lunch, and after school. I would like to see a more "hands-on" science and a different/new math tutor to be made available after school.

Give students more opportunities for learning outside of school, when possible.

I'd like to see just a bit more opportunities offered in extra-curricular areas. I'd also appreciate a more 'formal' mission statement/plan for a college major/emphasis.

There probably are some improvements needed but we can't think of any right now.

Respond to parents' concerns and questions in an effective and timely manner. Better supervision of high school students during lunch break and class breaks.

I would like to see increased communication from the teachers as to what is happening in their classroom.

nothing

I would like to see better lunches. I think the lunches should include less prepackaged processed foods. There should be an opportunity for students to try new foods-maybe roasted rutabagas or squash. There is always room for pb&j, but this may be the only opportunity for students to try new foods.

I have confidence that Taylor's Crossing can become a Harbor School as it was designed to be. I think that the only way this can happen is for it to start with the school board and the administration. I think that ALL Harbor should be enforced and not just what they think is important.

Holly is going to be in High School. We would like her to be able to take a few classes at Bonneville. If she is allowed to do this, we feel she will be content staying at Taylors Crossing and not move over full time to Bonneville like many of her friends. We feel like there need to be a option for students who do not wish to take Spanish.

perhaps link extra curricular activities with other schools bonneville middle and high schools.

More electives to choose from.

High School needs more elective classes, bring back guitar.

Bleachers in the gym. A band class during school time. Also, Seminary being offered as an elective would be nice.

Work out the schedule so kids can dual enroll in the local high school. It is too bad that the kids have to choose between a good learning environment and participation in extra-curricular events.

Better communication with the parents to keep informed of what's going on in the classroom.

Well graduation and senior year stuff could use a but more help. I would not put it in the hands of the seniors alone, but maybe a parent/teacher/student combo. I think you could be more effective in decision making about trips, fundraising, and just general information

if you had adult help.

Extra circular activities

The biggest problem I have is that some teachers do not keep up the Online Access to grades. Some teachers are always 2 to 3 weeks behind. Then everything is updated at once. It is difficult to keep up and not miss something with your child's homework assignments and grades when so much is updated at once.

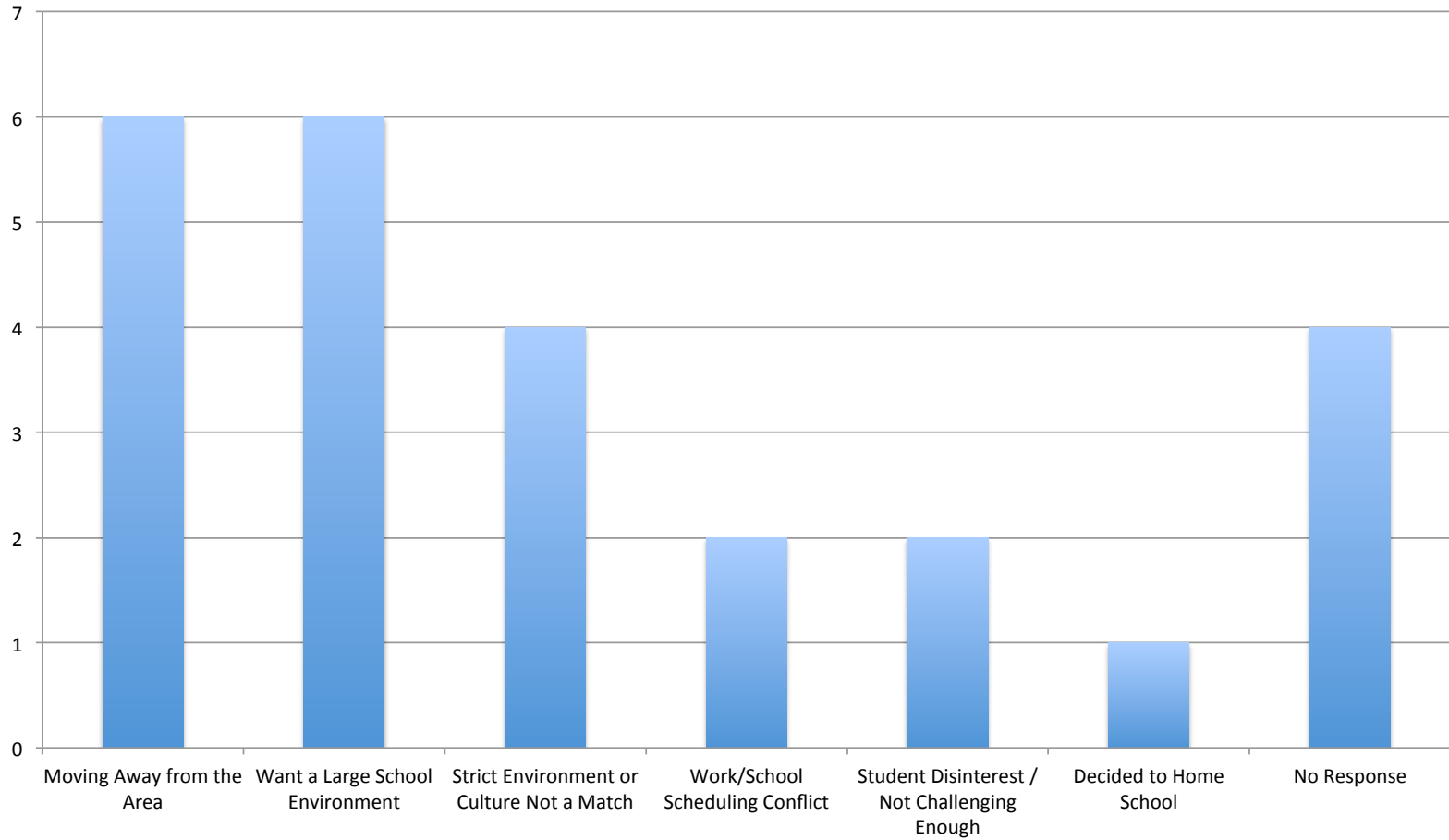
disappointed w/ Mrs.T. Jackson's liberal ways. Forcing my daughter to finish lunch or no recess. ect. Mrs. Rice seems overwhelmed w/ so many students and forget to do certain things and when they would remind her she would respond negatively. Maybe more help from non liberal aids? I would have liked to see my daughter to have had more help with new material.

get the program that handles the lunch money on the same page as the school website, and what the parents have actually paid

I was very disappointed with IDLA. The students should not be allowed to leave that class and wander the school. They need to get their work done in class.

Please continue to add dual credit opportunities for the older grades.

## Primary Reason for Leaving



## Comments:

Love it all!

Need to increase aide/ student ratio

Great family atmosphere

More evaluation of teachers needs to be done

Great staff/ quality education

Everything Wonderful!

Curriculum and support are very good

Need more transportation stops

Love the small environment

Teachers need to be more organized

The teachers are what I like best

Harbor Method needs returned

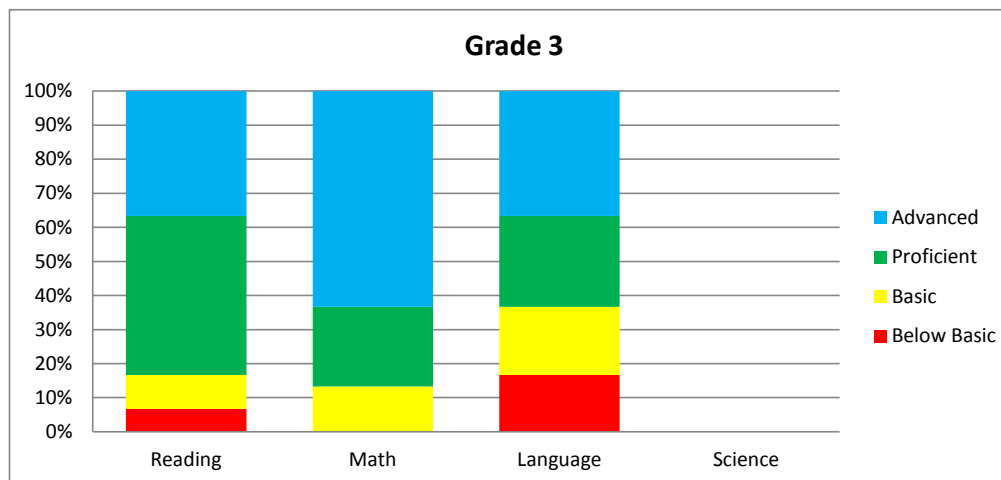
Teachers are excellent

Wouldn't change anything!

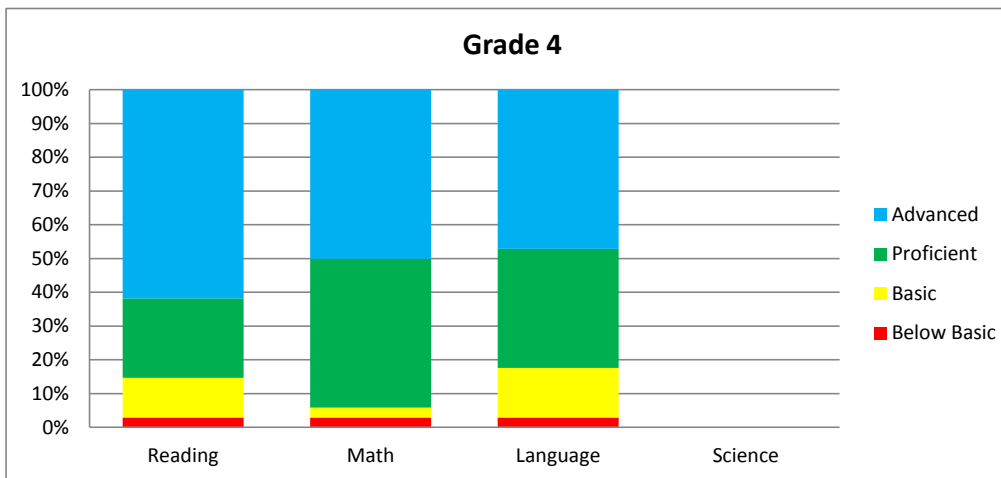
Love it!

## ISAT - Most Recent Spring - By Subject

Grade 3	Reading	Math	Language	Science
Below Basic	6.7	0	16.7	
Basic	10	13.3	20	
Proficient	46.7	23.3	26.7	
Advanced	36.7	63.3	36.7	

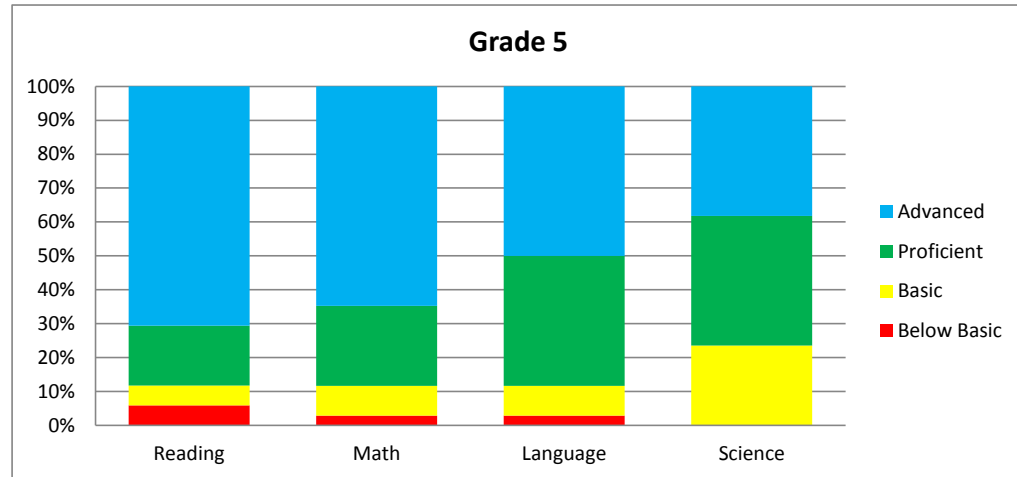


Grade 4	Reading	Math	Language	Science
Below Basic	2.9	2.9	2.9	
Basic	11.8	2.9	14.7	
Proficient	23.5	44.1	35.3	
Advanced	61.8	50	47.1	

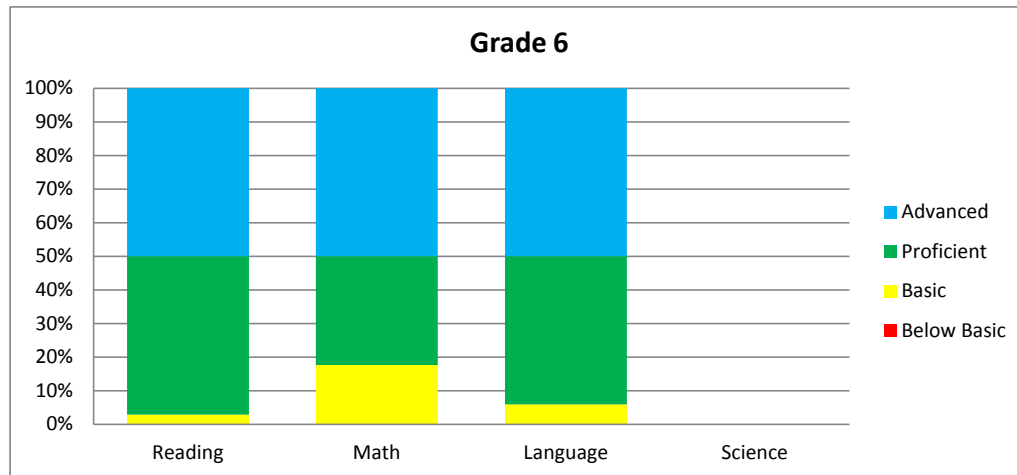


## ISAT - Most Recent Spring - By Subject

Grade 5	Reading	Math	Language	Science
Below Basic	5.9	2.9	2.9	0
Basic	5.9	8.8	8.8	23.5
Proficient	17.6	23.5	38.2	38.2
Advanced	70.6	64.7	50	38.2

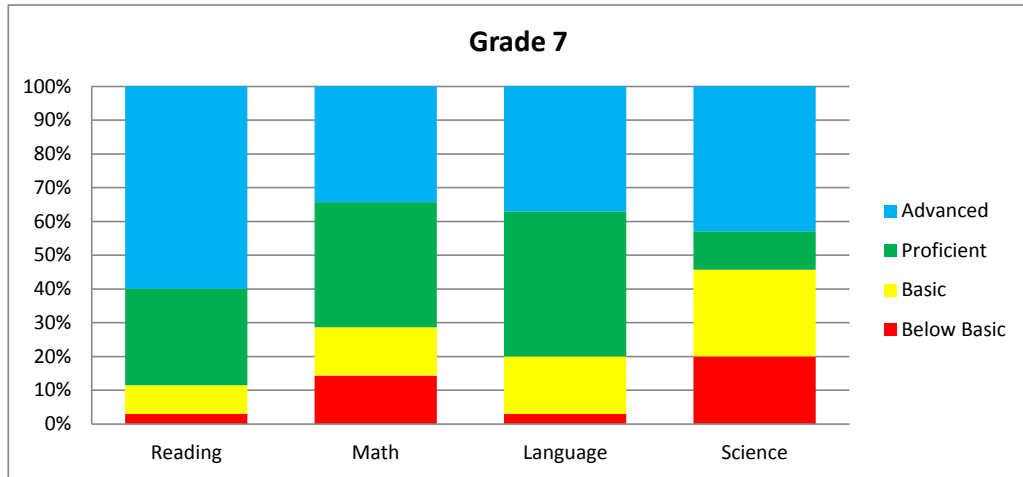


Grade 6	Reading	Math	Language	Science
Below Basic	0	0	0	0
Basic	2.9	17.6	5.9	0
Proficient	47.1	32.4	44.1	0
Advanced	50	50	50	0

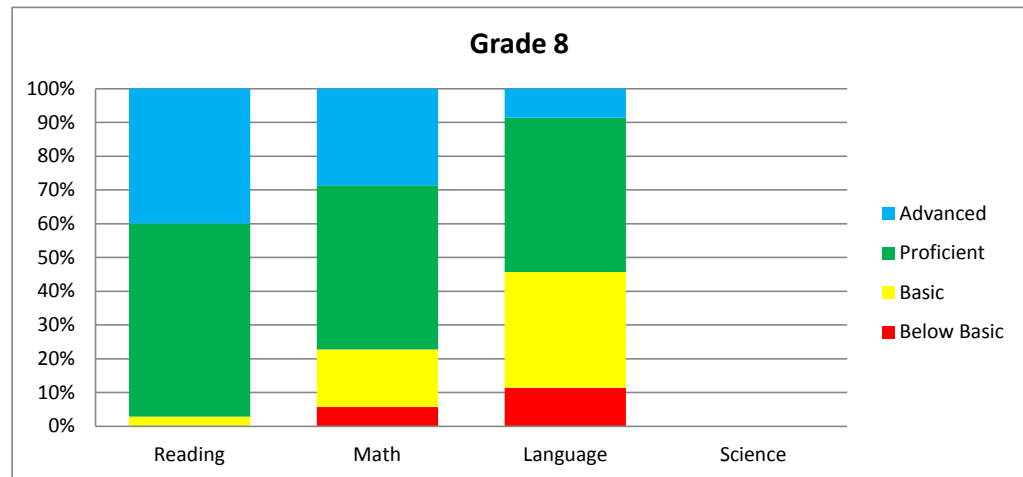


## ISAT - Most Recent Spring - By Subject

Grade 7	Reading	Math	Language	Science
Below Basic	2.9	14.3	2.9	20
Basic	8.6	14.3	17.1	25.7
Proficient	28.6	37.1	42.9	11.4
Advanced	60	34.3	37.1	42.9



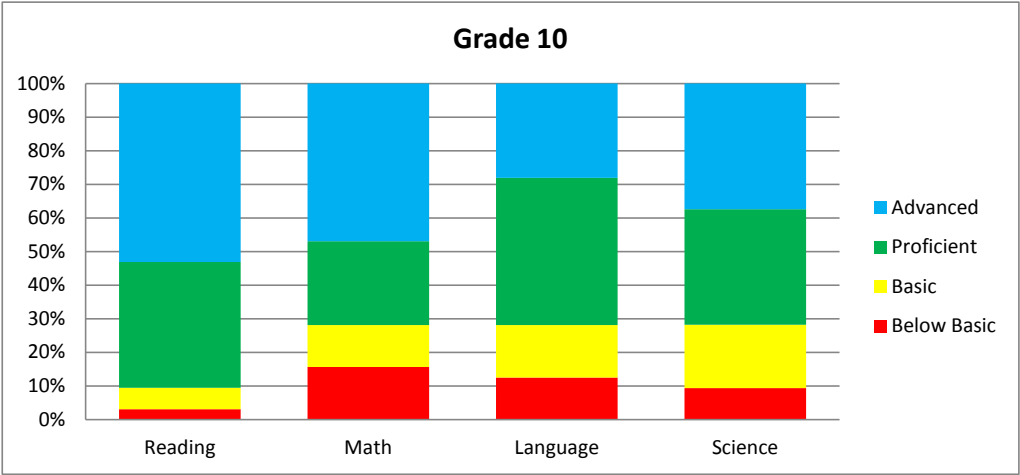
Grade 8	Reading	Math	Language	Science
Below Basic	0	5.7	11.4	
Basic	2.9	17.1	34.3	
Proficient	57.1	48.6	45.7	
Advanced	40	28.6	8.6	





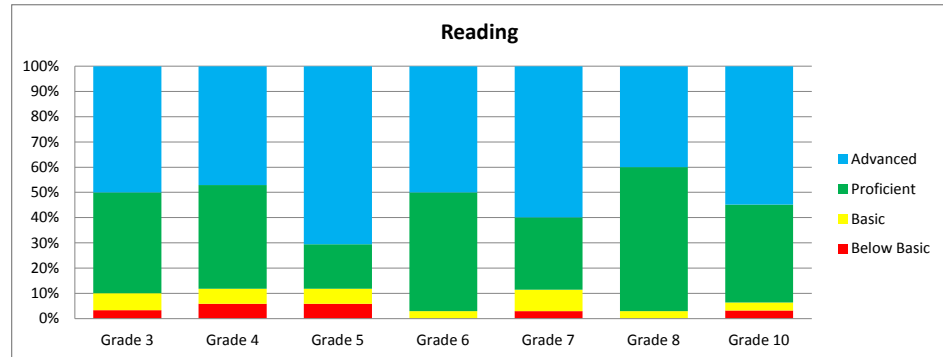
# ISAT - Most Recent Spring - By Subject

Grade 10	Reading	Math	Language	Science
Below Basic	3.1	15.6	12.5	9.4
Basic	6.3	12.5	15.6	18.8
Proficient	37.5	25	43.8	34.4
Advanced	53.1	46.9	28.1	37.5

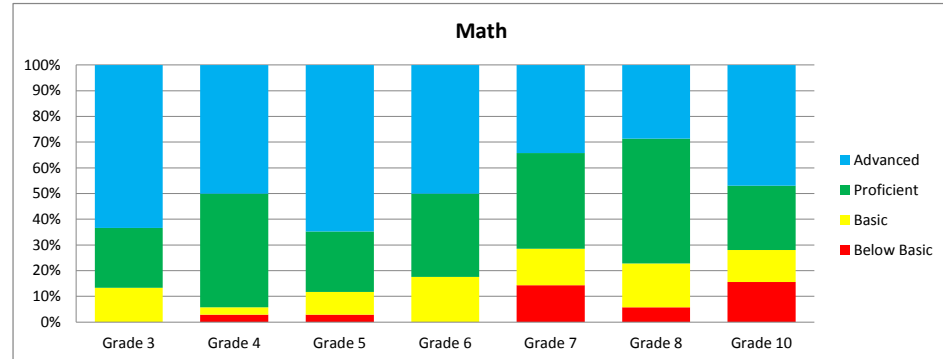


## ISAT - Most Recent Spring - By Grade Level

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.3	5.9	5.9	0	2.9	0	3.1
Basic	6.7	5.9	5.9	2.9	8.6	2.9	3.1
Proficient	40	41.2	17.6	47.1	28.6	57.1	37.5
Advanced	50	47.1	70.6	50	60	40	53.1

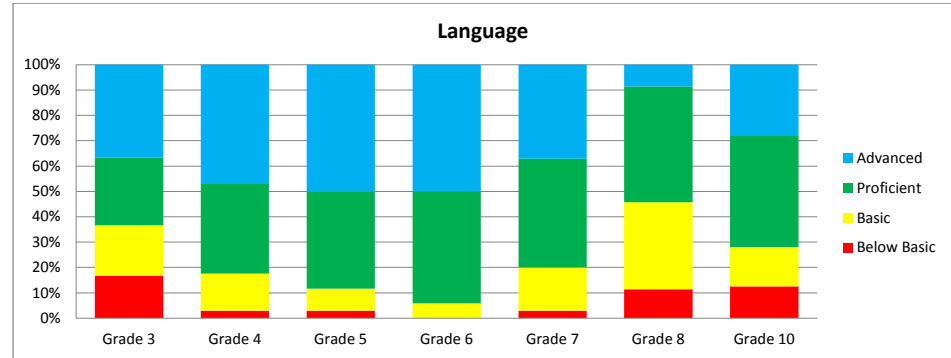


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	2.9	2.9	0	14.3	5.7	15.6
Basic	13.3	2.9	8.8	17.6	14.3	17.1	12.5
Proficient	23.3	44.1	23.5	32.4	37.1	48.6	25
Advanced	63.3	50	64.7	50	34.3	28.6	46.9

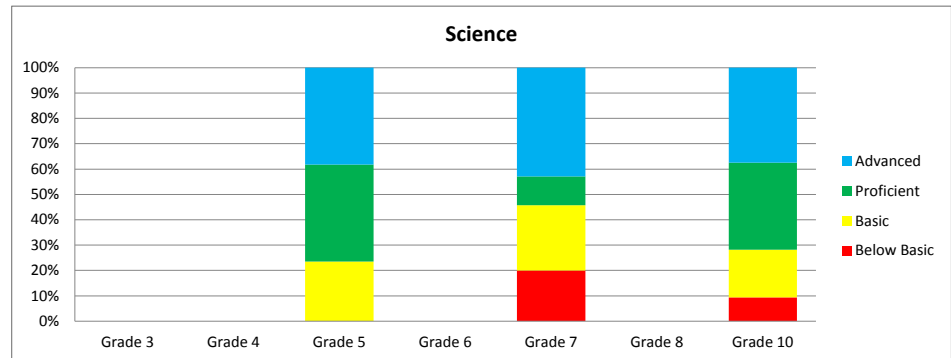


## ISAT - Most Recent Spring - By Grade Level

Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	16.7	2.9	2.9	0	2.9	11.4	12.5
Basic	20	14.7	8.8	5.9	17.1	34.3	15.6
Proficient	26.7	35.3	38.2	44.1	42.9	45.7	43.8
Advanced	36.7	47.1	50	50	37.1	8.6	28.1

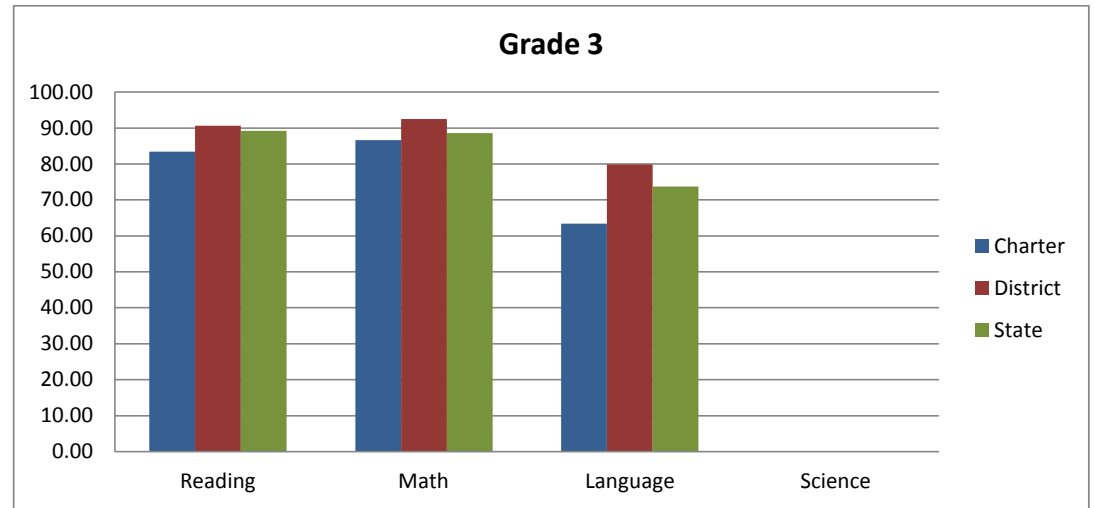


Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		20		9.4
Basic			23.5		25.7		18.8
Proficient			38.2		11.4		34.4
Advanced			38.2		42.9		37.5

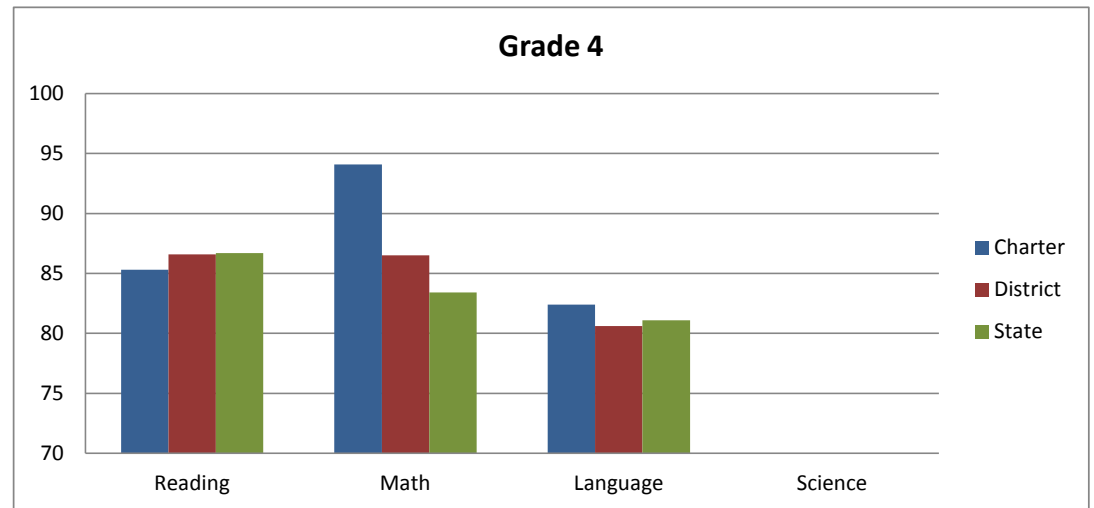


## ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 3	Reading	Math	Language	Science
Charter	83.4	86.6	63.4	
District	90.6	92.5	79.9	
State	89.2	88.6	73.7	

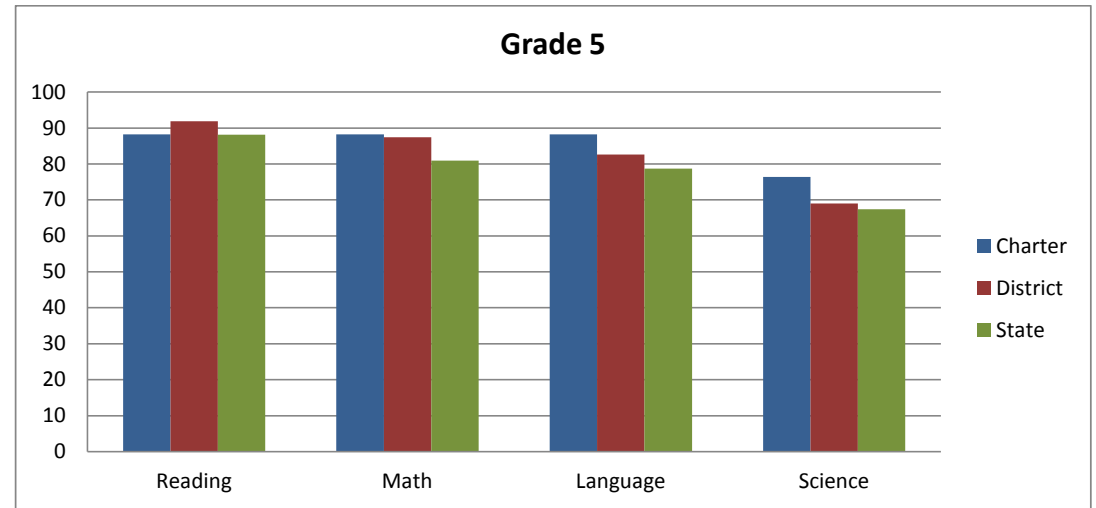


Grade 4	Reading	Math	Language	Science
Charter	85.3	94.1	82.4	
District	86.6	86.5	80.6	
State	86.7	83.4	81.1	

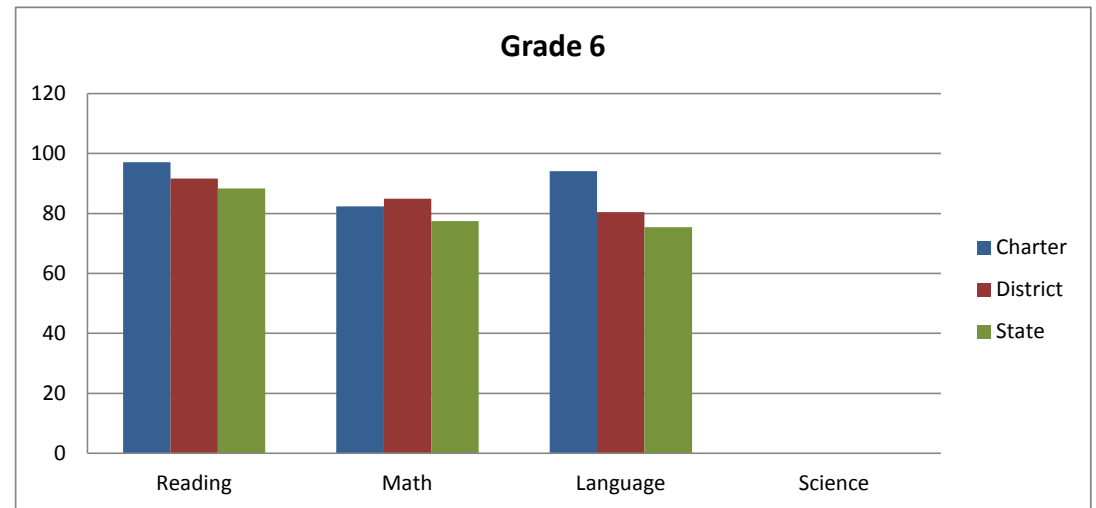


## ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 5	Reading	Math	Language	Science
Charter	88.2	88.2	88.2	76.4
District	91.9	87.4	82.6	69
State	88.1	80.9	78.7	67.4



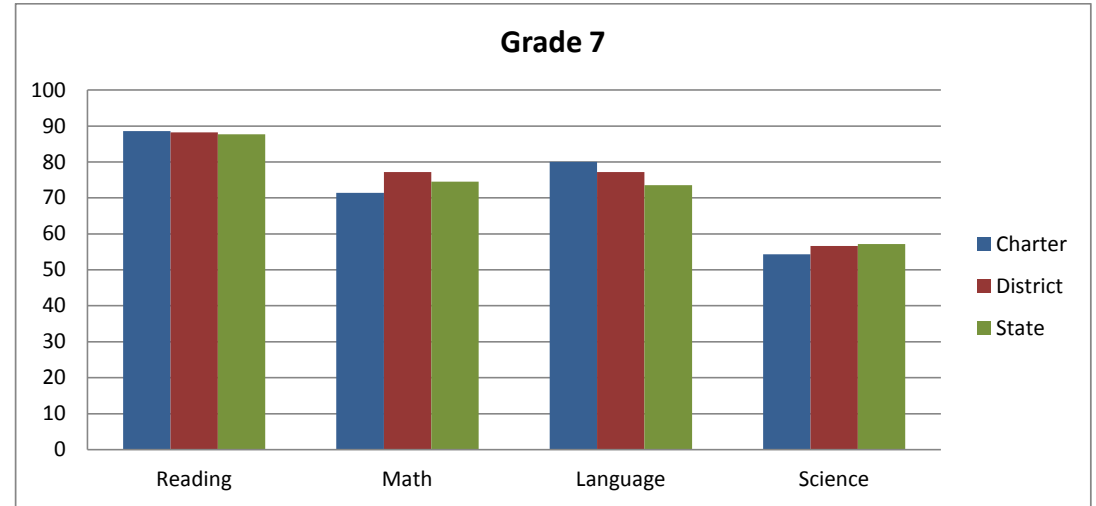
Grade 6	Reading	Math	Language	Science
Charter	97.1	82.4	94.1	
District	91.7	84.9	80.5	
State	88.4	77.5	75.4	



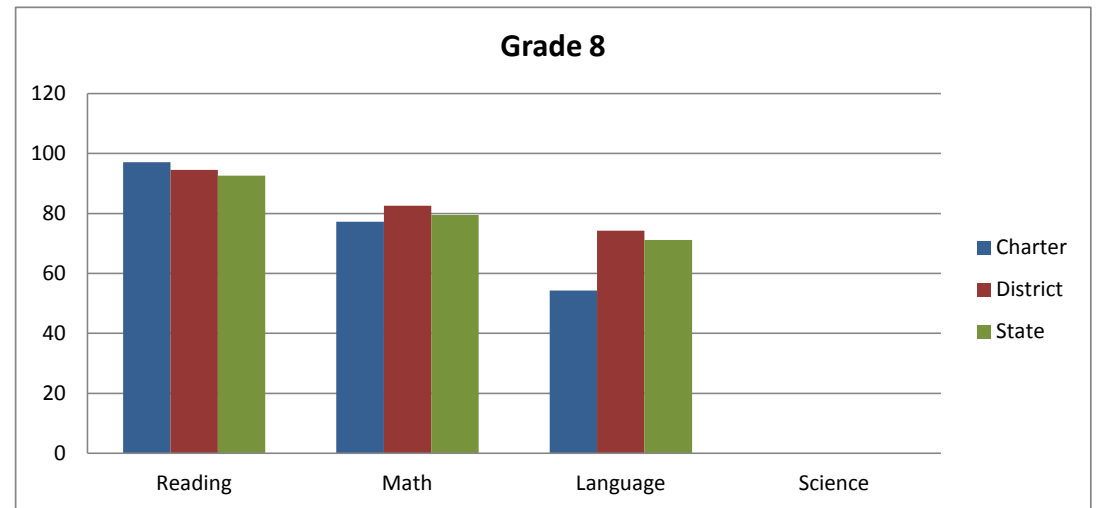
# ISAT - Most Recent Spring

## Charter/District/State Comparison - % Proficient/Advanced

Grade 7	Reading	Math	Language	Science
Charter	88.6	71.4	80	54.3
District	88.2	77.2	77.2	56.6
State	87.7	74.5	73.5	57.2

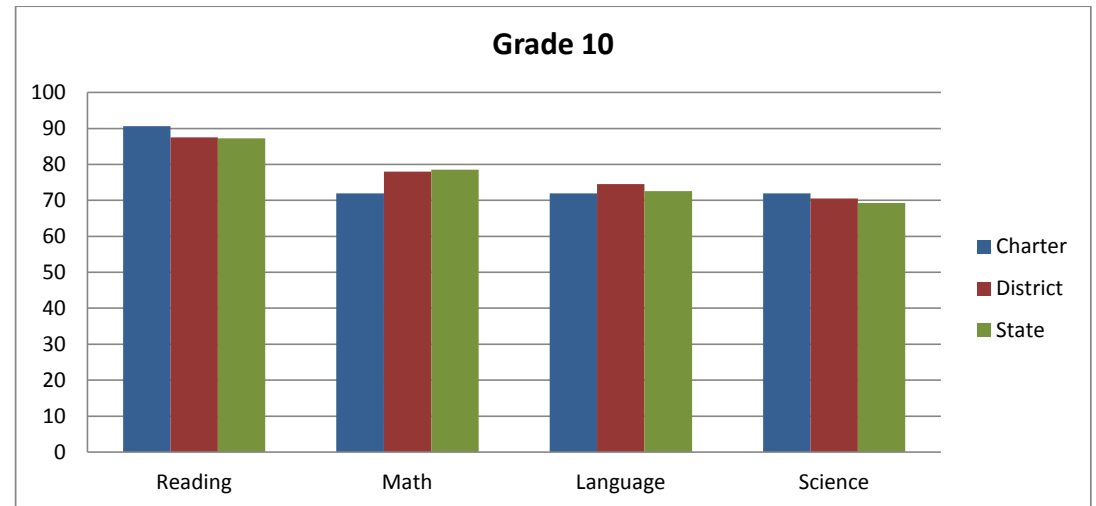


Grade 8	Reading	Math	Language	Science
Charter	97.1	77.2	54.3	
District	94.5	82.6	74.3	
State	92.6	79.5	71.2	



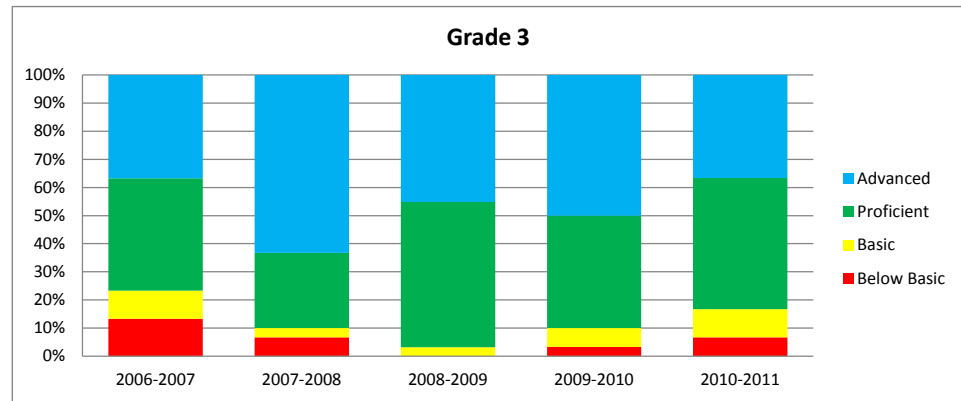
# ISAT - Most Recent Spring Charter/District/State Comparison - % Proficient/Advanced

Grade 10	Reading	Math	Language	Science
Charter	90.6	71.9	71.9	71.9
District	87.5	78	74.5	70.5
State	87.2	78.5	72.6	69.3

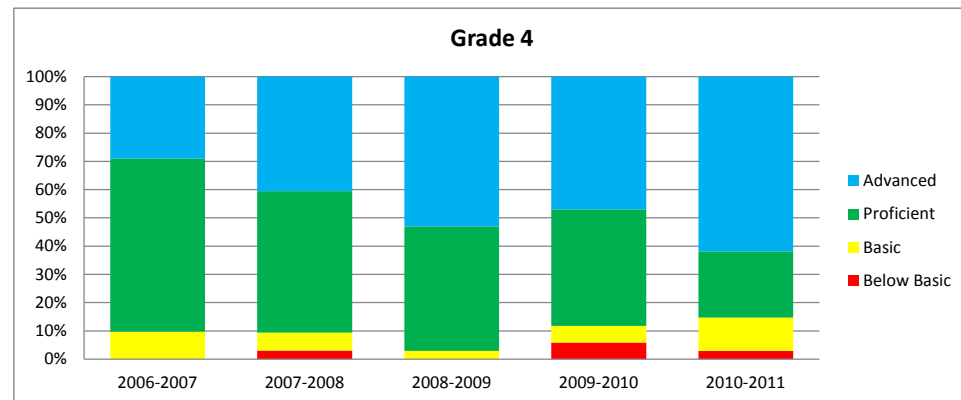


## ISAT - Longitudinal Comparison - Reading

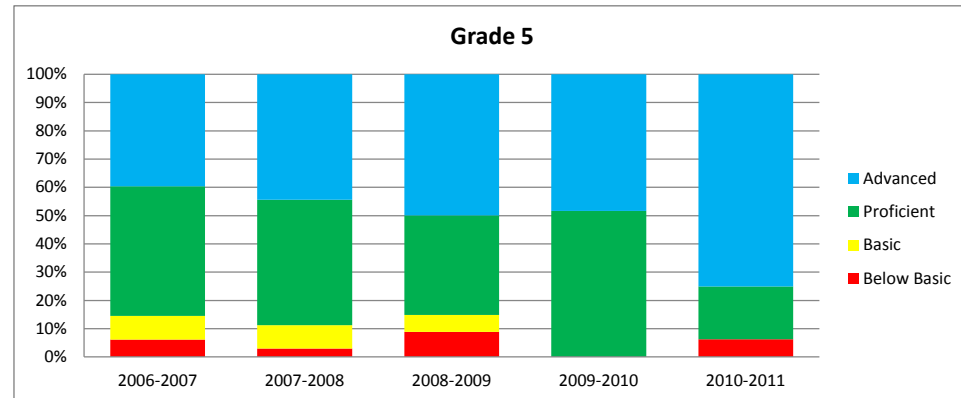
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	13.3	6.7	0	3.3	6.7
Basic	10	3.3	3.2	6.7	10
Proficient	40	26.7	51.6	40	46.7
Advanced	36.7	63.3	45.2	50	36.7



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	3.1	0	5.9	2.9
Basic	9.7	6.3	2.9	5.9	11.8
Proficient	61.3	50	44.1	41.2	23.5
Advanced	29	40.6	52.9	47.1	61.8



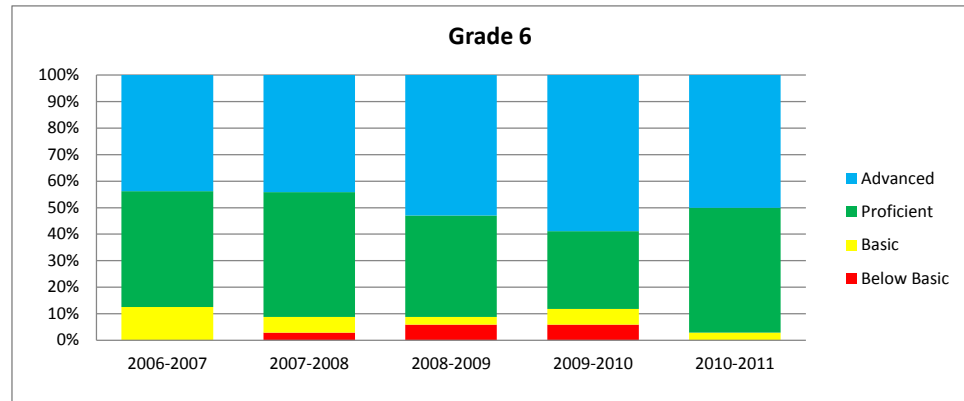
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.3	3.1	8.6	0	5.9
Basic	6.3	3.1	8.6	8.8	5.9
Proficient	46.9	46.9	34.3	47.1	17.6
Advanced	40.6	46.9	48.6	44.1	70.6



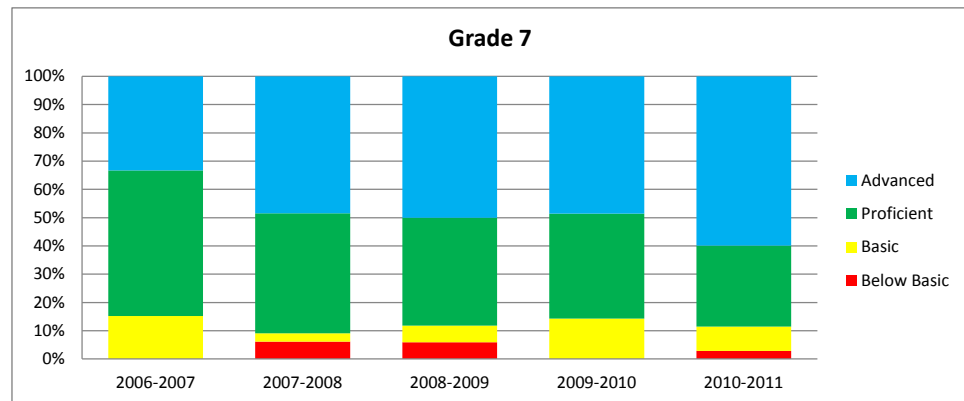


## ISAT - Longitudinal Comparison - Reading

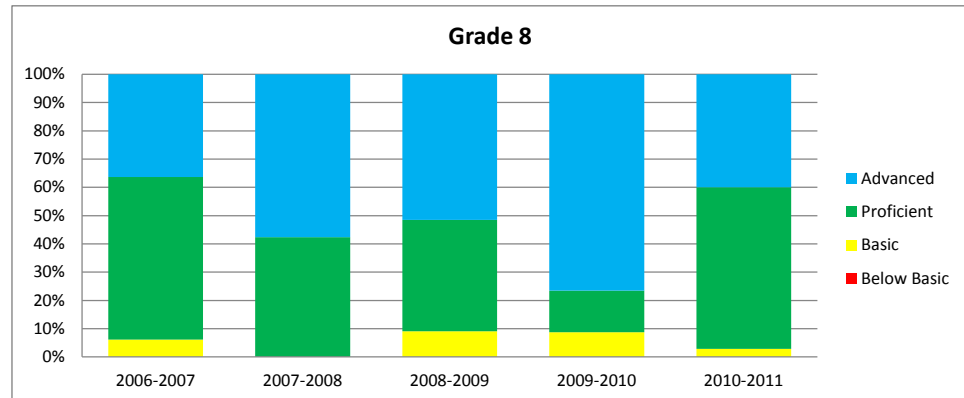
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	2.9	5.9	5.9	0
Basic	12.5	5.9	2.9	5.9	2.9
Proficient	43.8	47.1	38.2	29.4	47.1
Advanced	43.8	44.1	52.9	58.8	50



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	6.1	5.9	0	2.9
Basic	15.2	3	5.9	14.3	8.6
Proficient	51.5	42.4	38.2	37.1	28.6
Advanced	33.3	48.5	50	48.6	60

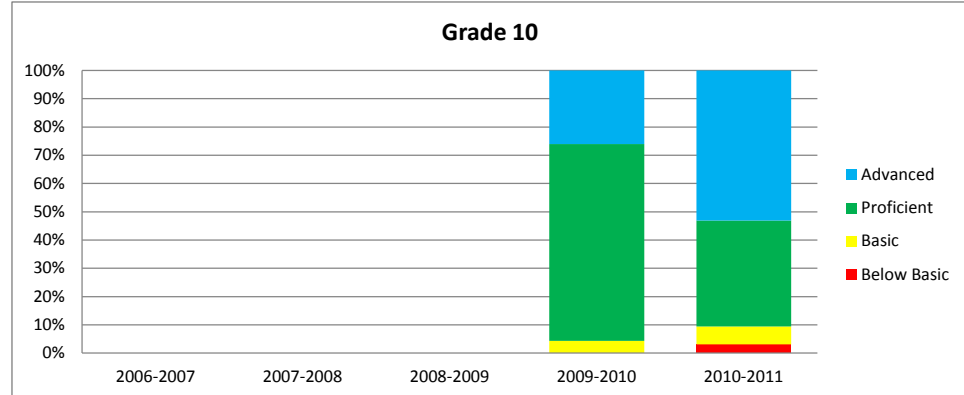


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	0
Basic	6.1	0	9.1	8.8	2.9
Proficient	57.6	42.4	39.4	14.7	57.1
Advanced	36.4	57.6	51.5	76.5	40



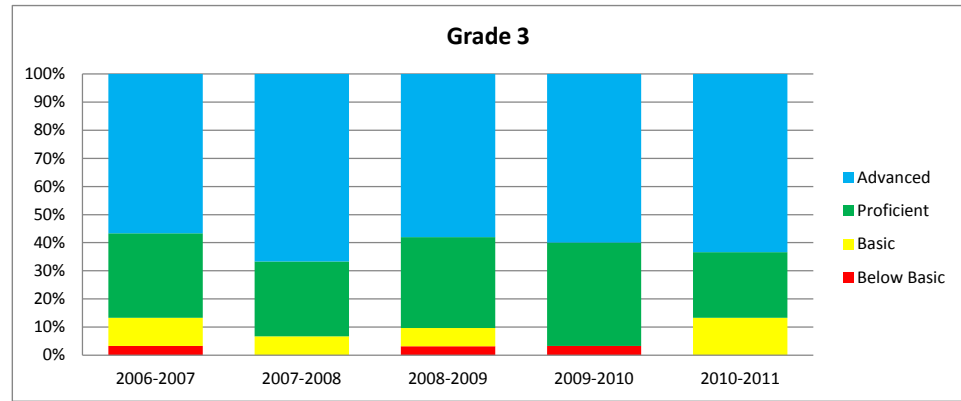
## ISAT - Longitudinal Comparison - Reading

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		0	3.1
Basic	#N/A	#N/A		4.3	6.3
Proficient	#N/A	#N/A		69.6	37.5
Advanced	#N/A	#N/A		26.1	53.1

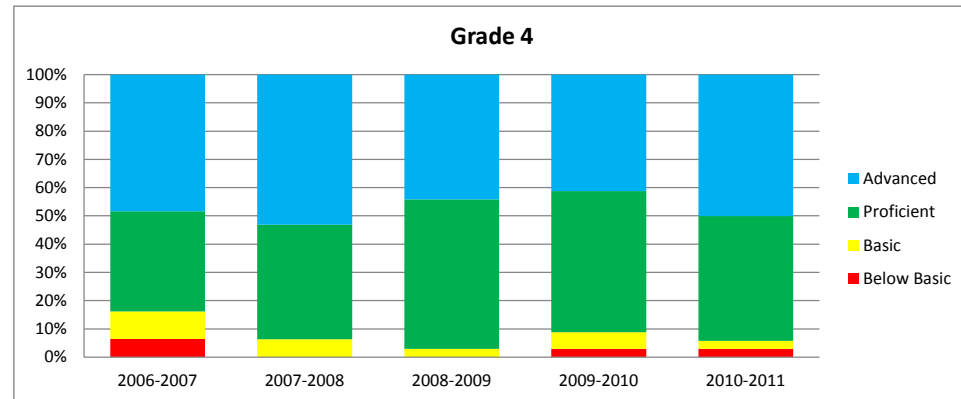


## ISAT - Longitudinal Comparison - Math

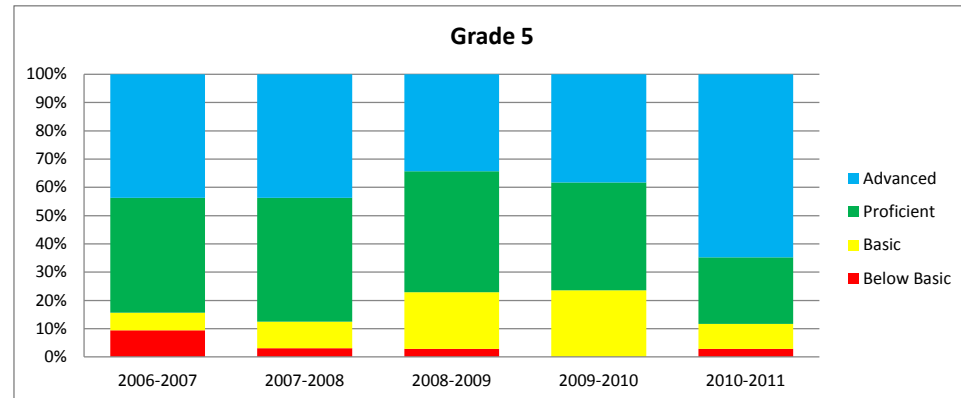
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.3	0	3.2	3.3	0
Basic	10	6.7	6.5	0	13.3
Proficient	30	26.7	32.3	36.7	23.3
Advanced	56.7	66.7	58.1	60	63.3



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.5	0	0	2.9	2.9
Basic	9.7	6.3	2.9	5.9	2.9
Proficient	35.5	40.6	52.9	50	44.1
Advanced	48.4	53.1	44.1	41.2	50

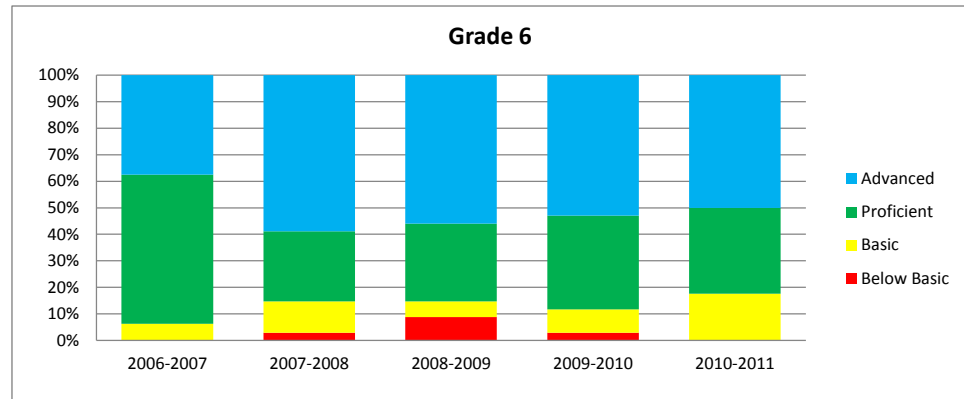


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	3.1	2.9	0	2.9
Basic	6.3	9.4	20	23.5	8.8
Proficient	40.6	43.8	42.9	38.2	23.5
Advanced	43.8	43.8	34.3	38.2	64.7

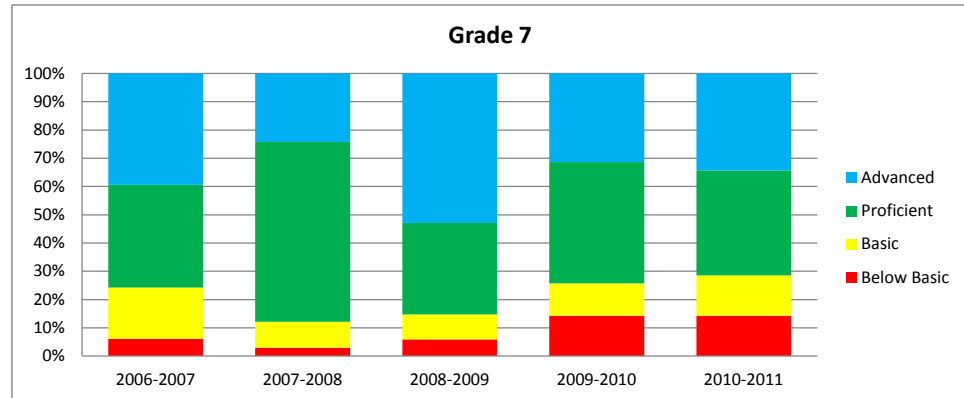


## ISAT - Longitudinal Comparison - Math

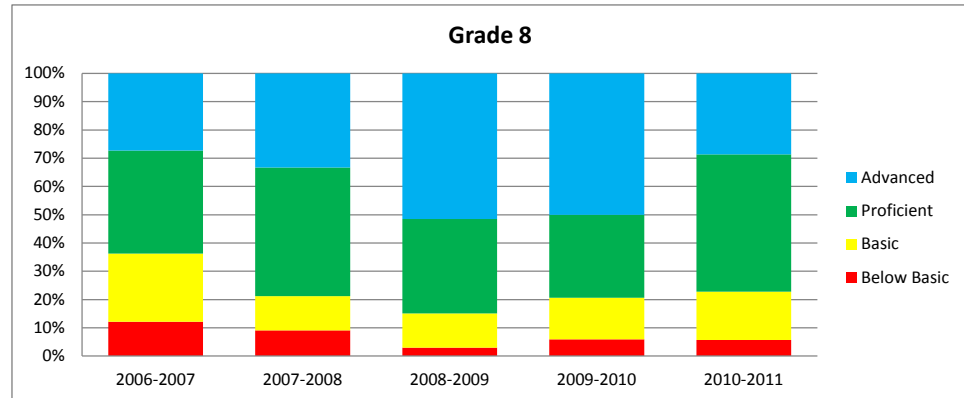
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	2.9	8.8	2.9	0
Basic	6.3	11.8	5.9	8.8	17.6
Proficient	56.3	26.5	29.4	35.3	32.4
Advanced	37.5	58.8	55.9	52.9	50



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	3	5.9	14.3	14.3
Basic	18.2	9.1	8.8	11.4	14.3
Proficient	36.4	63.6	32.4	42.9	37.1
Advanced	39.4	24.2	52.9	31.4	34.3

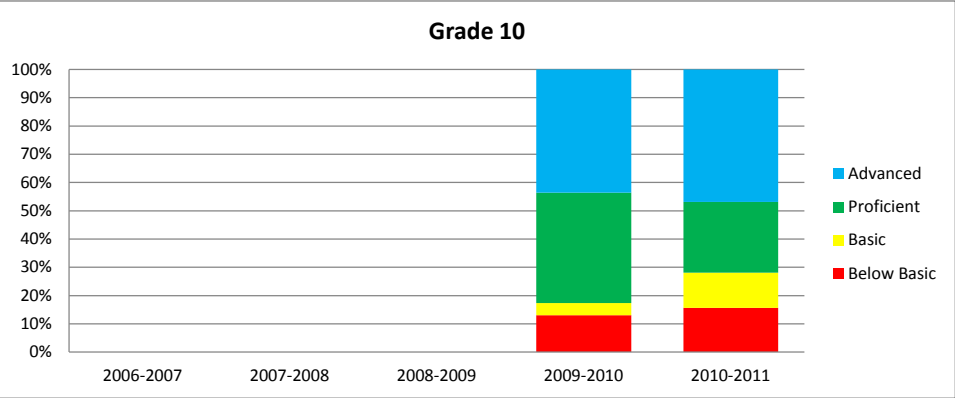


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	9.1	3	5.9	5.7
Basic	24.2	12.1	12.1	14.7	17.1
Proficient	36.4	45.5	33.3	29.4	48.6
Advanced	27.3	33.3	51.5	50	28.6



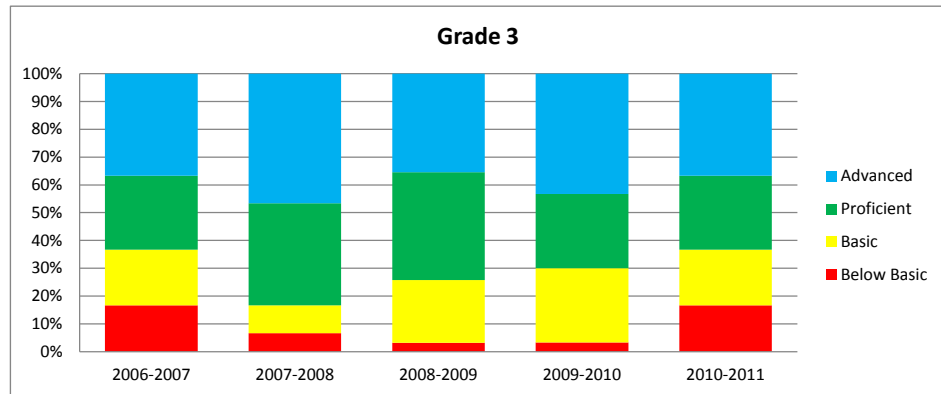
ISAT - Longitudinal Comparison - Math

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			13	15.6
Basic	#N/A			4.3	12.5
Proficient	#N/A			39.1	25
Advanced	#N/A			43.5	46.9

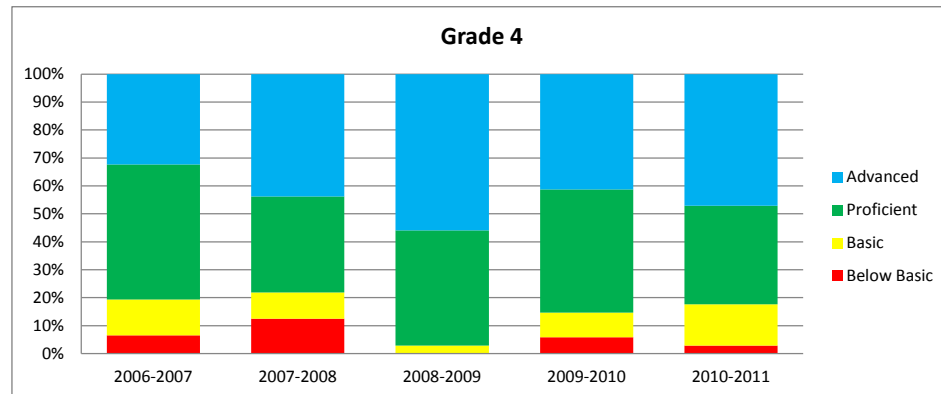


## ISAT - Longitudinal Comparison - Language

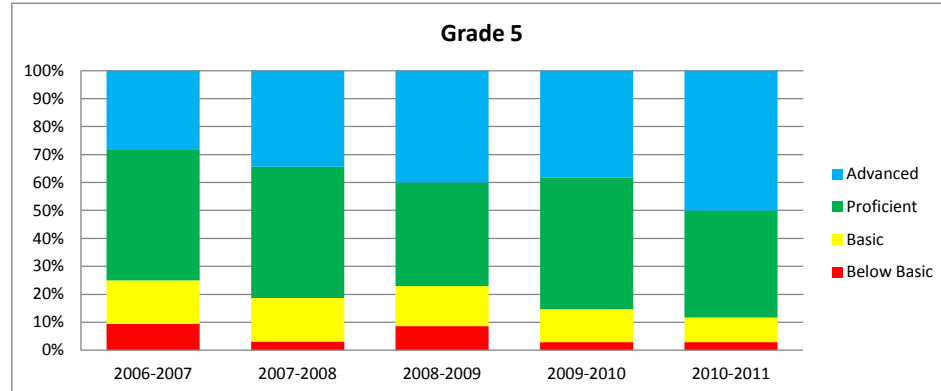
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	16.7	6.7	3.2	3.3	16.7
Basic	20	10	22.6	26.7	20
Proficient	26.7	36.7	38.7	26.7	26.7
Advanced	36.7	46.7	35.5	43.3	36.7



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.5	12.5	0	5.9	2.9
Basic	12.9	9.4	2.9	8.8	14.7
Proficient	48.4	34.4	41.2	44.1	35.3
Advanced	32.3	43.8	55.9	41.2	47.1

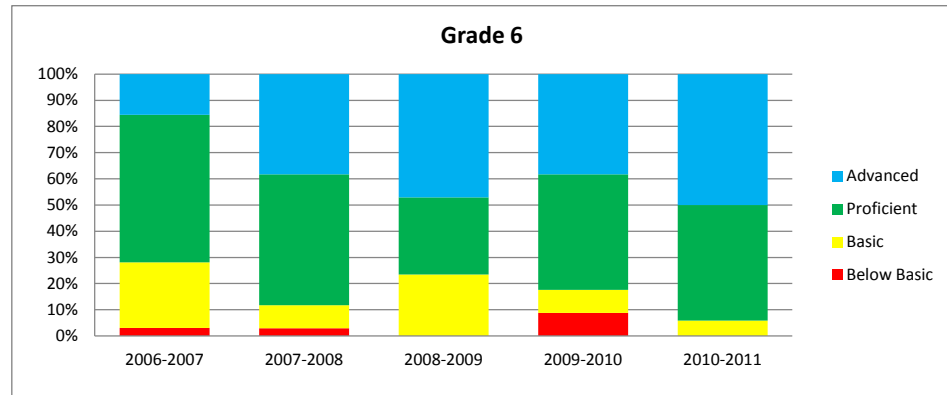


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	3.1	8.6	2.9	2.9
Basic	15.6	15.6	14.3	11.8	8.8
Proficient	46.9	46.9	37.1	47.1	38.2
Advanced	28.1	34.4	40	38.2	50

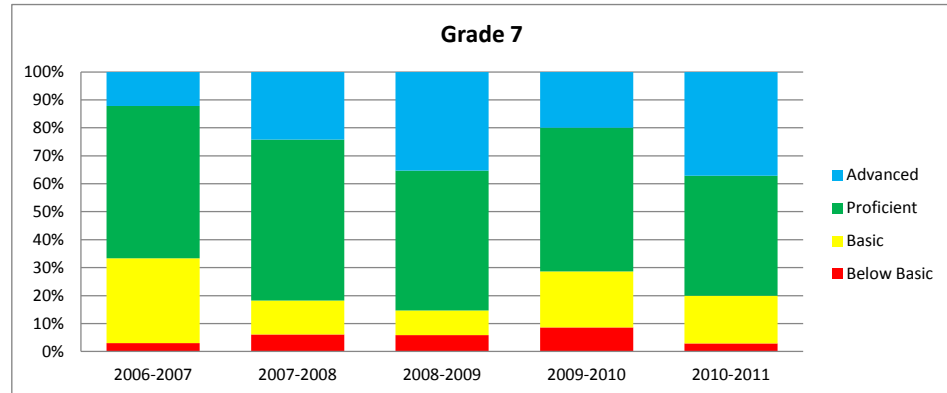


## ISAT - Longitudinal Comparison - Language

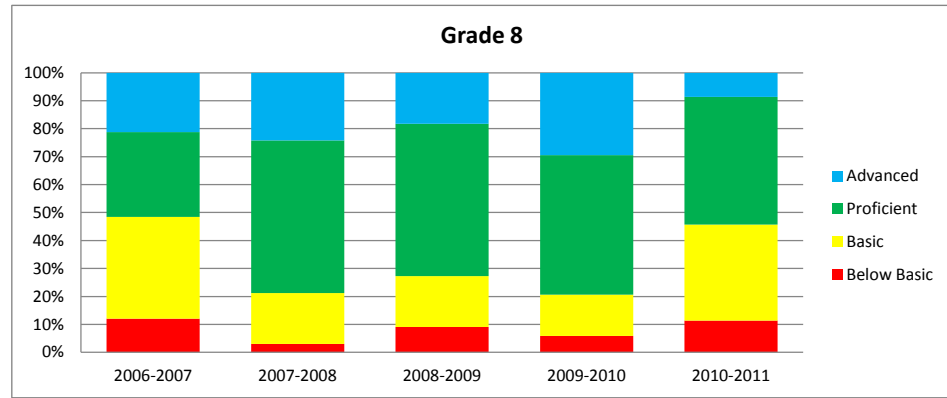
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.1	2.9	0	8.8	0
Basic	25	8.8	23.5	8.8	5.9
Proficient	56.3	50	29.4	44.1	44.1
Advanced	15.6	38.2	47.1	38.2	50



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	6.1	5.9	8.6	2.9
Basic	30.3	12.1	8.8	20	17.1
Proficient	54.5	57.6	50	51.4	42.9
Advanced	12.1	24.2	35.3	20	37.1

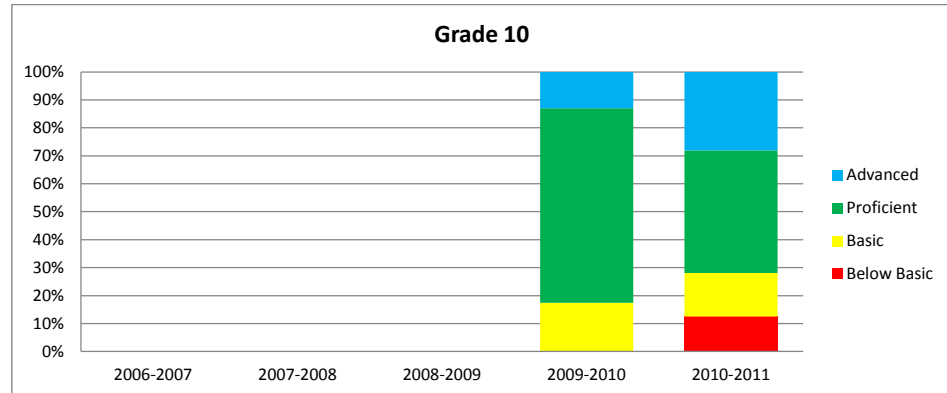


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	3	9.1	5.9	11.4
Basic	36.4	18.2	18.2	14.7	34.3
Proficient	30.3	54.5	54.5	50	45.7
Advanced	21.2	24.2	18.2	29.4	8.6



## ISAT - Longitudinal Comparison - Language

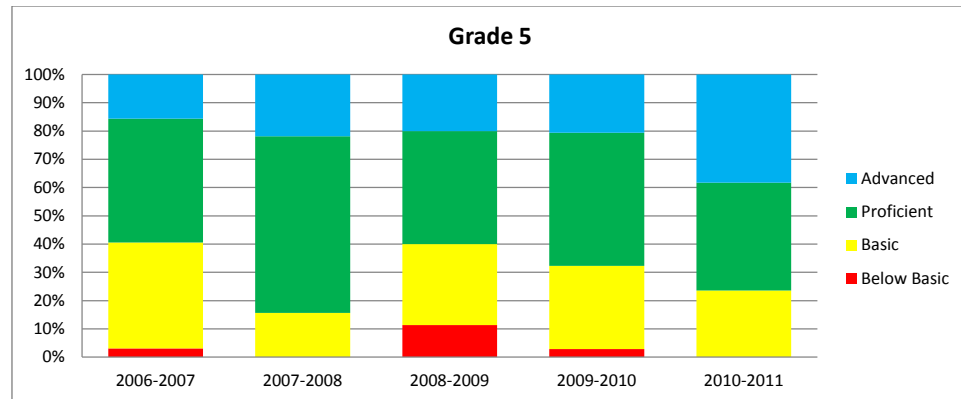
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			0	12.5
Basic	#N/A			17.4	15.6
Proficient	#N/A			69.6	43.8
Advanced	#N/A			13	28.1



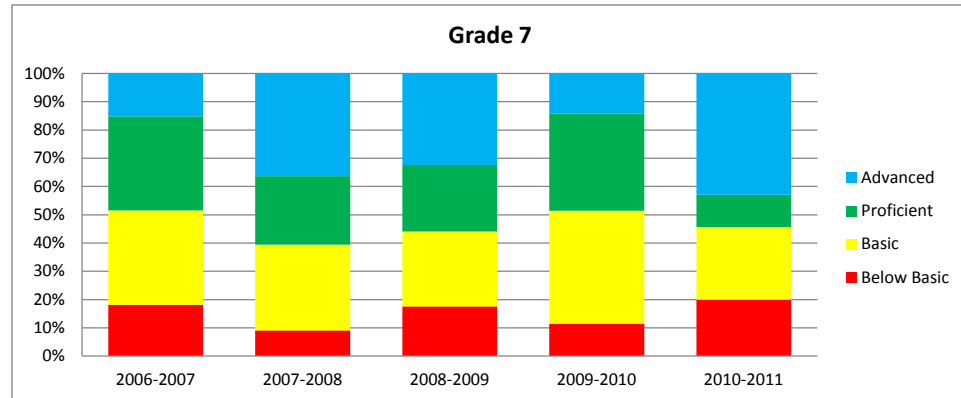


## ISAT - Longitudinal Comparison - Science

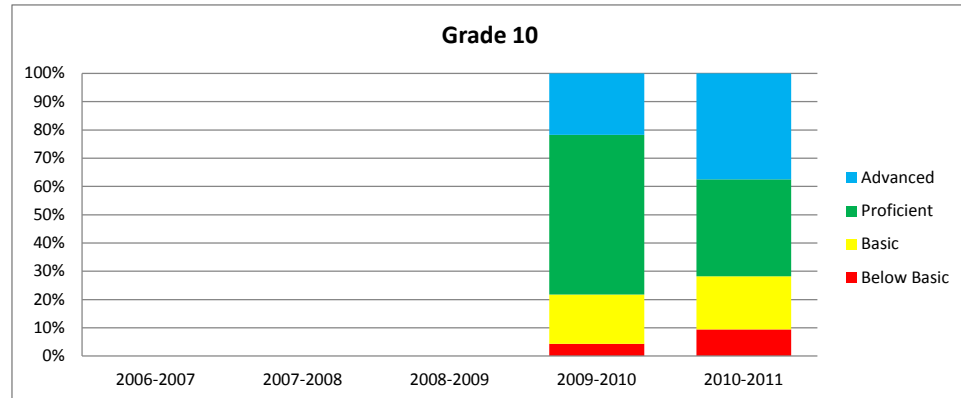
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3.1	0	11.4	2.9	0
Basic	37.5	15.6	28.6	29.4	23.5
Proficient	43.8	62.5	40	47.1	38.2
Advanced	15.6	21.9	20	20.6	38.2



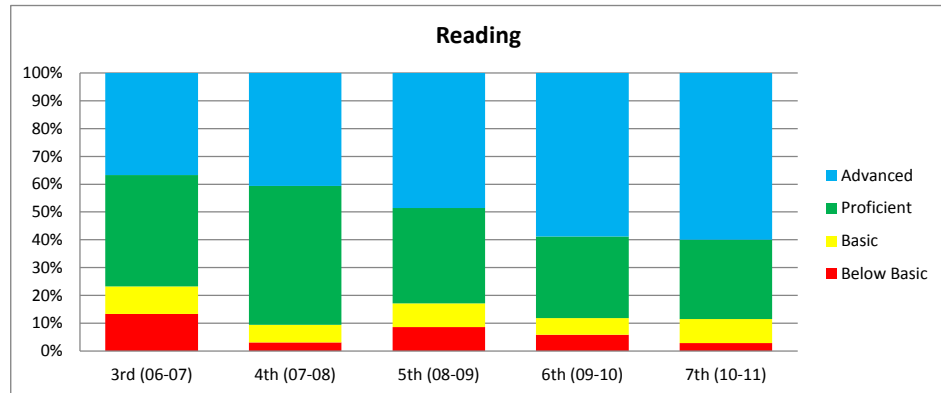
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	9.1	17.6	11.4	20
Basic	33.3	30.3	26.5	40	25.7
Proficient	33.3	24.2	23.5	34.3	11.4
Advanced	15.2	36.4	32.4	14.3	42.9



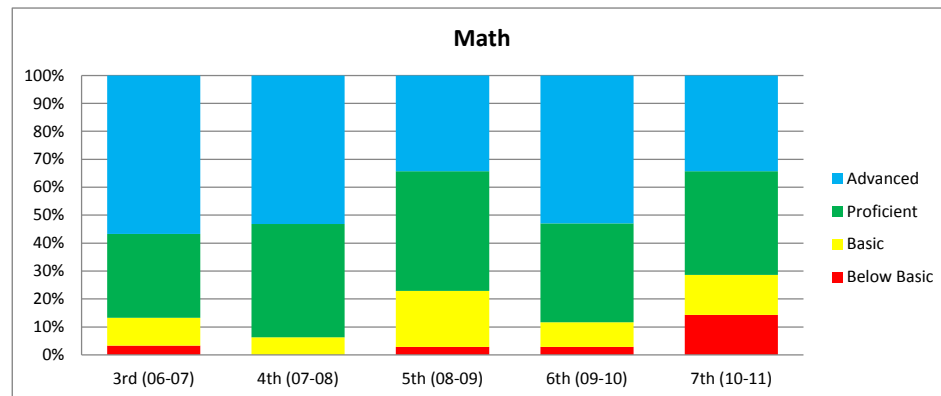
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		4.3	9.4
Basic	#N/A	#N/A		17.4	18.8
Proficient	#N/A	#N/A		56.5	34.4
Advanced	#N/A	#N/A		21.7	37.5



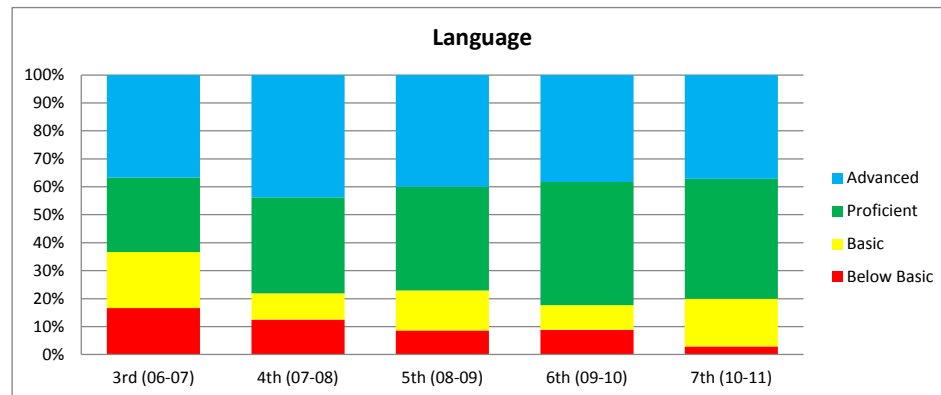
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	13.3	3.1	8.6	5.9	2.9
Basic	10	6.3	8.6	5.9	8.6
Proficient	40	50	34.3	29.4	28.6
Advanced	36.7	40.6	48.6	58.8	60



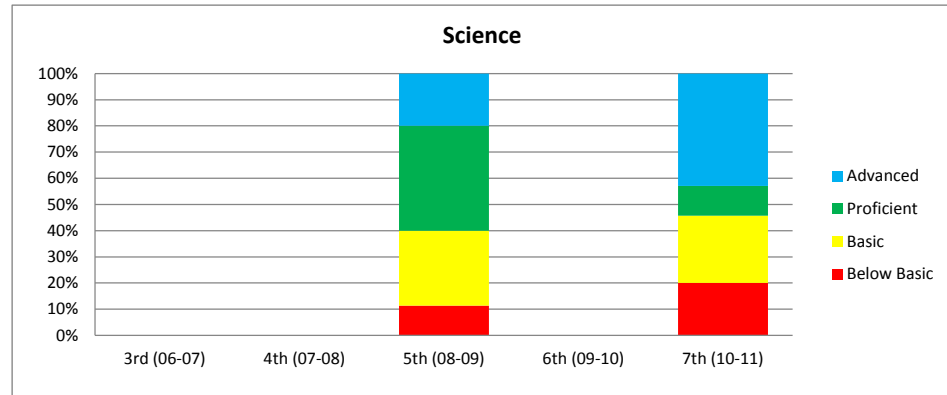
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	3.3	0	2.9	2.9	14.3
Basic	10	6.3	20	8.8	14.3
Proficient	30	40.6	42.9	35.3	37.1
Advanced	56.7	53.1	34.3	52.9	34.3



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	16.7	12.5	8.6	8.8	2.9
Basic	20	9.4	14.3	8.8	17.1
Proficient	26.7	34.4	37.1	44.1	42.9
Advanced	36.7	43.8	40	38.2	37.1



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	11.4	#N/A	20
Basic	#N/A	#N/A	28.6	#N/A	25.7
Proficient	#N/A	#N/A	40	#N/A	11.4
Advanced	#N/A	#N/A	20	#N/A	42.9



Taylor's Crossing Public Charter School June 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
<b>REVENUE</b>					
Salary Apportionment	\$1,197,200.00	\$1,159,567.00	\$1,159,567.00	96.86%	
Benefit Apportionment	\$206,000.00	\$194,046.00	\$194,046.00	94.20%	
Entitlement	\$482,800.00	\$433,132.00	\$492,610.00	89.71%	Enrollment for proposed budget = 397 (24.6 units); Actual year-end enrollment was 411 (25.1 units)
State Transportation	\$120,000.00	\$91,426.00	\$98,485.00	76.19%	
Lottery	\$41,250.00	\$39,215.00	\$41,250.00	95.07%	
Other State Funds (Specify)	\$300.00	\$10,589.00	\$12,000.00	3529.67%	IRI, Remediation, Math & Science Revenue
Special Ed - Regular	\$65,094.00	\$65,628.00	\$65,628.00	100.82%	
Special Ed - ARRA	\$0.00	\$595.00	\$595.00	#DIV/0!	
Title I	\$86,000.00	\$74,676.00	\$87,000.00	86.83%	
Federal Title I Funds : ARRA	\$0.00		\$0.00	#DIV/0!	
Medicaid Reimbursement	\$6,000.00	\$10,262.81	\$13,600.00	171.05%	
Title IIA	\$9,000.00	\$9,452.00	\$9,452.00	105.02%	
Local Revenue (Specify)	\$10,000.00	\$32,773.00	\$32,773.00	327.73%	This includes shopping card paybacks, picture day profit, facility rental fees, student online course fees and student fees.
Federal Startup Grant	\$0.00		\$0.00	#DIV/0!	
Other Grants (Specify)	\$76,911.00	\$38,018.00	\$76,911.00	49.43%	Ed Jobs grant \$1,200, 2010-11 REAP \$38,018, 2011-12 REAP \$37,692
Fundraising	\$0.00	\$1,806.73	\$12,982.00	#DIV/0!	
Interest Earned	\$0.00	\$579.73	\$670.00	#DIV/0!	
Other (Specify)	\$0.00		\$8,400.00	#DIV/0!	Indirect Costs
Other (Specify)	\$0.00			#DIV/0!	
<b>TOTAL REVENUE</b>	<b>\$2,300,555.00</b>	<b>\$2,161,766.27</b>	<b>\$2,305,969.00</b>	<b>93.97%</b>	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$788,000.00	\$681,641.00	\$743,650.00	86.50%	
Special Education	\$124,000.00	\$132,822.00	\$138,400.00	107.11%	
Instructional Aides	\$72,500.00	\$79,452.00	\$80,300.00	109.59%	
Classified/Office	\$84,000.00	\$78,365.00	\$84,000.00	93.29%	
Administration	\$95,000.00	\$77,150.00	\$82,500.00	81.21%	
Maintenance	\$15,000.00	\$12,602.00	\$13,100.00	84.01%	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Salaries</b>	<b>\$1,178,500.00</b>	<b>\$1,062,032.00</b>	<b>\$1,141,950.00</b>	<b>90.12%</b>	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$316,230.00	\$287,142.00	\$304,640.00	90.80%	
Other (Specify)				#DIV/0!	
<b>Total Benefits</b>	<b>\$316,230.00</b>	<b>\$287,142.00</b>	<b>\$304,640.00</b>	<b>90.80%</b>	
<b>300 Purchased Services</b>					
Management Services	\$15,600.00	\$19,916.00	\$19,916.00	127.67%	Annual dues and fees; database software licenses
Staff Dev/Title IIA	\$9,000.00	\$9,452.00	\$9,452.00	105.02%	
Legal Pub/Advertising	\$500.00	\$812.00	\$1,500.00	162.40%	
Legal Services	\$15,000.00	\$34,618.00	\$40,000.00	230.79%	
Special Education	\$59,454.00	\$15,432.00	\$16,923.00	25.96%	Includes Title VI-B & Title I
Liability & Property Ins	\$31,500.00	\$25,633.00	\$25,633.00	81.37%	P&L and Workers Comp
Substitute Teachers	\$6,500.00	\$7,206.00	\$7,500.00	110.86%	
Board Expenses	\$12,200.00	\$6,626.00	\$12,126.00	54.31%	
Computer Services	\$16,000.00	\$17,781.00	\$20,350.00	111.13%	
Transportation	\$170,000.00	\$145,315.00	\$173,000.00	85.48%	

Travel	\$1,000.00	\$1,363.00	\$1,363.00	136.30%	
Other (Specify)	\$7,500.00	\$7,665.00	\$8,700.00	102.20%	Copier Contract
Other (Specify)	\$300.00	\$0.00	\$1,500.00	0.00%	Remediation
<b>Total Services</b>	<b>\$344,554.00</b>	<b>\$291,819.00</b>	<b>\$337,963.00</b>	<b>84.69%</b>	
<b>Facilities</b>				#DIV/0!	
Building Lease				#DIV/0!	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$40,000.00	\$31,371.00	\$34,500.00	18.02%	
Site Preparation				#DIV/0!	
Other (Specify)	\$15,000.00	\$7,016.00	\$7,300.00	118.54%	Contracted Bldg Services: Refuse removal, snow removal, & lawn care
Other (Specify)				#DIV/0!	
<b>Total Facilities</b>	<b>\$55,000.00</b>	<b>\$38,387.00</b>	<b>\$41,800.00</b>	<b>69.79%</b>	
<b>400 Supplies and Maintenance</b>					
Textbooks	\$10,000.00	\$3,805.00	\$3,805.00	38.05%	
School Supplies	\$22,000.00	\$21,378.00	\$21,500.00	97.17%	
Power School				#DIV/0!	
Custodial Supplies	\$10,000.00	\$3,595.00	\$3,925.00	35.95%	
Other (Specify)	\$35,000.00	\$21,704.00	\$44,653.00	62.01%	Maintenance Plan
Other (Specify)				#DIV/0!	
<b>Total Supplies</b>	<b>\$77,000.00</b>	<b>\$50,482.00</b>	<b>\$73,883.00</b>	<b>65.56%</b>	
<b>500 Capital Objects</b>					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$2,300.00	\$4,454.00	\$4,454.00	193.65%	Equipment - New desks and PE
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
<b>Total Capital Objects</b>	<b>\$2,300.00</b>	<b>\$4,454.00</b>	<b>\$4,454.00</b>	<b>193.65%</b>	
<b>Debt Service</b>					
Specify	\$316,068.00	\$289,729.00	\$316,068.00	91.67%	Building Loan
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Debt Service</b>	<b>\$316,068.00</b>	<b>\$289,729.00</b>	<b>\$316,068.00</b>	<b>91.67%</b>	
<b>Grant Purchases</b>					
Specify		\$23,413.00	\$75,711.00	#DIV/0!	REAP Grant
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
<b>Total Grant Purchases</b>	<b>\$0.00</b>	<b>\$23,413.00</b>	<b>\$75,711.00</b>	<b>#DIV/0!</b>	
Reserve Fund				#DIV/0!	
Building Fund				#DIV/0!	
<b>Total Expenses</b>	<b>\$2,289,652.00</b>	<b>\$2,047,458.00</b>	<b>\$2,296,469.00</b>	<b>89.42%</b>	
Carryover from Previous FY	\$354,000.00	\$354,000.00	\$354,000.00	100.00%	General Fund = \$305,000; Title VI-B = \$45,000; Title I = \$4,000
<b>Reserve/(Deficit)</b>	<b>\$364,903.00</b>	<b>\$468,308.27</b>	<b>\$363,500.00</b>	<b>128.34%</b>	General Fund = \$335,800; Title VI-B = \$15,700; Title I = \$12,000

**SUBJECT**

Wings Charter Middle School Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5209

**BACKGROUND**

Wings Charter Middle School (Wings) is a public charter school originally authorized by the Public Charter School Commission (PCSC) under the name Southern Idaho Learning Center Lab School. Wings serves a primarily at-risk population of middle school students in Twin Falls, and just finished its third year of operation.

**DISCUSSION**

Wings will update the PCSC on the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from these materials. PCSC staff makes the following observations:

1. Enrollment
  - 189 students were enrolled by the end of the 2011-2012 school year. This was an increase of 57 students from the previous year.
2. Academics
  - Wings did not make AYP in 2011. A 2012 AYP report has not been provided. Final spring 2012 ISAT results will be published on August 1.
  - Spring 2011 ISAT scores indicate that Wings students were performing below the state and local school district. Wings' student population includes a high percentage of at-risk and special needs students; however, the SDE has indicated concern that Wings' results for special student populations may still be inferior to those of the local district for comparable populations. Additional information will become available via ISEE later this year.
  - Professional development in the areas of Response to Intervention, Total Instructional Alignment, Time to Teach, SchoolNet, Best Practices For Middle Schools, math coaching, tutoring, and teacher mentoring is being implemented.
3. Measureable Student Education Standards (MSES)
  - Based on self-reporting by the school, none of the four MSES in the charter were met in 2012.
  - The standards related to reading require that 60% of 7<sup>th</sup> graders who are enrolled for a full year and 65% of 8<sup>th</sup> graders enrolled for two full years

show individual growth of at least 10% on the ISAT. Actual growth is reported as 3.1% for 7<sup>th</sup> grade students and 7% for 8<sup>th</sup> grade students.

- MSES for math require that 60% of 7<sup>th</sup> grade students enrolled for a full year and 65% of 8<sup>th</sup> grade students enrolled for two years exhibit at least 10% individual growth in ISAT performance. Actual growth is reported as 2% for 7<sup>th</sup> grade students and 7% for 8<sup>th</sup> grade students.
- In June 2011, the PCSC issued to Wings a notice of defect (NOD) on the grounds of failure to meet MSES 1 and 3 in the approved charter. In March 2012, the school reported that it was working its corrective action plan (CAP) in order to cure the identified defect. However, it appears the defect has not been cured. The CAP does not include plans extending beyond June 2012.
- Wings has indicated several times its intent to submit a proposed charter amendment revising the MSES. This proposed amendment has not been received.

#### 4. Facility

- Wings' leased facility is barely adequate for the school's needs, and current payments are significantly higher than the school is comfortable paying. The payments are scheduled to increase in each of the remaining two years of the lease. Wings recently met with the landlord to discuss options that would reduce the monthly payments. The results of this meeting have not yet been communicated to PCSC staff.

#### 5. Finances

- Recent budget submissions from Wings indicate the school will end FY12 with a reserve of about \$158,000. However, it appears that school officials lack understanding of the projected column in the budget template. Thus, accuracy of line items may be questionable.
- Upcoming year projections show a balanced budget with year-end revenue equal to the FY12 carryover amount.

### IMPACT

Pursuant to I.C. §33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: ...(b) Failed to substantially meet any of the student educational standards identified in the approved charter..."

Pursuant to I.C. §33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter

school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

#### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to Wings Charter School a notice of defect on the grounds of failure to substantially meet MSES 2 and 4 in the approved charter, noting also that the school has again failed to meet MSES 1 and 3.

Staff further recommends that the PCSC consider whether the school has failed to cure an identified defect within a reasonable period of time, and notes that the school should provide a revised CAP if the PCSC believes the school should be permitted additional time in which to cure the defect.

Staff will further evaluate the academic status of the school following the publication of spring 2012 ISAT results and will update the PCSC if significant concerns persist.

#### **COMMISSION ACTION**

A motion to direct PCSC staff to issue to Wings Charter School a notice of defect on the grounds of failure to substantially meet any of the MSES in the approved charter.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried yes \_\_\_\_\_ or no \_\_\_\_\_



**July 24, 2012**

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Wings Site Visit 9/16/2011

Interview with board members – Claire Major, Kay Jones, Kathy Tanaka, Suzanne Cooper (Ms. Cooper arrived at end of interview)

The board members feel that the vision and mission of the school is being fulfilled by serving the high Special Education population they have. They are aware of the unique needs of this population and keep these needs in mind as they govern the school. They expressed that the Board is very aware of what is going on in the school but they do not micro-manage the affairs. Board members are pleased with the direction of the school and feel that Ms. Blick is very innovative as an Administrator. They communicate well with Ms. Blick and feel that she keeps them well informed. Additionally, the Board sees itself as being diverse with many talents to draw from. They are setting up a parent advisory committee that will attend Board meetings and from which new Board members can be recruited. The Board is participating in monthly training using the ISBA 10 minute training materials. They are getting a better understanding of the budget and consider it positive that a CPA is a member of the Board. A 5-7 year strategic plan is being developed by the Board.

The Board is feeling more comfortable regarding the financial situation of the school. Indications are that the Business Manager has learned more, which has helped with the financial situation. They are in the process of transitioning to a new Business Manager who is familiar with budgeting but has no school budget experience. The Board is confident that the transition will be smooth as Lorri, the current Business Manager will be available to train the new hire. Segregation of duties has been addressed by hiring a Secretary and a Business Manager. Both jobs were previously done by the same person.

According to the Board members, strengths of the school include: the staff, CSI partnership (students come to school and offer assistance), clear mission that everyone is committed to, high school mentors, partnering with the elementary school to mentor younger students, support of all types of special needs students, school is able to make adjustments as needed, providing basic needs to students (food), parent volunteers, good relationship with surrounding school district, Easter Seal and Boys and Girls Club affiliation, and completion of community service projects each month. Areas of weakness are the lack of funding considering the high number of special needs students being serviced, lack of staff, lack of space, poor attendance, need for a lot of work with parents to get kids to school and provide adequate parenting, matching teaching strategies to testing methods.

The Board expressed concerns about feeling like the expectations of the PCSC are unclear. They will have 3-4 members at the October meeting. It was discussed that the Board needs to more active and involved in the school. The suggestion was made that the Board members make the PCSC meeting presentation rather than the Administrator.

Interview with Business Manager – Lorri Prescott

Lorri is leaving the school. A new Business Manager has been hired who has bookkeeping and accounting experience but no school budget training. Lorri will be training the new person. Lorri said she had to learn a lot coming into the job and that surrounding school districts and SDE provided

extensive assistance. The PCSC website was helpful also. Lorri says the workload for the job should be much more manageable since the school has hired a Secretary and a Business Manager. However, she expressed the concern that it will be a tough year for the new Business Manager because she has a lot to learn.

Specific budget concerns entail the hiring of a new math coach that is not yet reflected in the budget. The school plans to pay this position out of a Supplemental Title I grant. They are paying \$20 /hour for 20 hours. The SpEd budget is not accurate. Lorri is working to make it more accurate. The budget allows for higher ADA than is currently the case. The last two weeks ADA has been consistently 158. The school does anticipate picking up more student in October as this is typically the case. Lorri will be amending the budget in late September to make it more accurate.

The building lease is a major concern. It is currently \$158,684 per year. Next year the lease will increase by \$6,000 and the following year it will increase another \$6,000. Additionally, the school is responsible for all maintenance to the building. The school is committed to a 5 year lease. They are in year 3 of the lease and plan to terminate the lease at the end of the 5 year period. They indicate there are a lot of other facility options and that private investors have expressed interest in helping them with a facility.

Lorri expressed concerns that it seems as if they are always playing catch-up. Additionally she believes PCSC templates need to be matched to the State Department budgets. (A matched template is currently under development.) She also suggests that the PCSC staff meet new Business Managers and inform them of what is expected and introduce them to our website. She would also appreciate more ISEE training from the State Department.

It was suggested that the school contact the State Department to inquire about additional revenue for the high needs students they have recently enrolled and to obtain help in determining revenue and expenses for PSR services.

Interview with Ms. Letha Blick – Administrator

Ms. Blick believes that mission and vision of the school are being fulfilled based on parent feedback and the fact that the social and emotional well being of students is improving. She indicates that the school teaches to the strengths of students, improves their self esteem, and helps them reach their potential.

According to Ms. Blick, the Board openly communicates with her and has a wealth of knowledge to draw from. They are diverse and possess specialized knowledge. She feels she can delegate duties to the Board and that they are active and involved. She describes them as being a hands-on Board that takes direction from her.

Facility issues include the small size of the building and the expensive lease.

Ms. Blick's work load is better since they now have an additional office person and SPED teacher has taken over AIMSWEB duties so Ms. Blick's load is lighter. She considers her Administration to be effective, stating that her strength lies in instructional strategies. She is making efforts to learn the budget and has written plans for LEP and GT programs.

She describes the academic strengths as being instructional strategies, the variety of projects that are completed, technology, and the tactile learning opportunities for students. Academic weaknesses include language and writing, large gaps in Math skills because of absenteeism, and the absent rate.

The school has been playing catch-up with moving to a new building last year and remodeling the building for the current year. Ms. Blick feels like she can now focus more on academics. She has changed the schedule to provide incentives for attendance. Monday – Thursday are the core academic curriculum days and Fridays are elective and activity days. Participation in the Friday activities depends on attendance Monday- Thursday. Reading and Math are taught in all subject areas. Language Arts and Math classes are leveled and are cross grade. Science and Social Studies courses are grade specific.

To improve ISAT scores and MSES the school has implemented several strategies. Every teacher teaches Math and Language intervention, they are using a fluency program, more focus on professional development, weekly data meetings, AIMSWEB is used for benchmarking and progress monitoring students, classes are leveled based on data, and a Math Coach has been hired.

Ms. Blick expressed concerns regarding parent's lack of ability to help students at home, the number of grandparents raising students, the poverty level of most families so they lack the ability to financially contribute to the school or their child's education. Additionally, she is concerned with not meeting AYP and MSES standards but realizes that once students reach proficiency they transition back to the public schools. Ms. Blick needs help writing MSES that are challenging yet realistic.

**Areas of Strength:**

- Dedicated staff
- Providing service to an extremely high needs population
- Board is supportive of staff and Administration
- Board is cohesive
- Innovative instructional strategies
- Taking steps to improve attendance by implementing a schedule change
- Hired a math coach
- Partnerships with local agencies and schools

**Areas of Concern:**

- Not meeting AYP or MSES standards
- SPED population is performing below the level of performance of surrounding schools SPED population
- Financial stability – high lease payment
- New Business Manager with a lack of school budget experience
- Lack of fundraising
- Poor attendance

- Board needs to take a much more active role in supporting and helping the Administration – PCSC staff is concerned that the Board does not understand their role and is not delineating the difference in knowing what is going on in the school and actively participating in the management of it. There is concern that the Administrator has too much responsibility and is overwhelmed. The Board needs to step in and ease some of the burden.

Possible Amendments to Charter:

- Enlargement of attendance zone
- MSES will be presented at Dec. meeting – has not passed the State Dept. sufficiency review

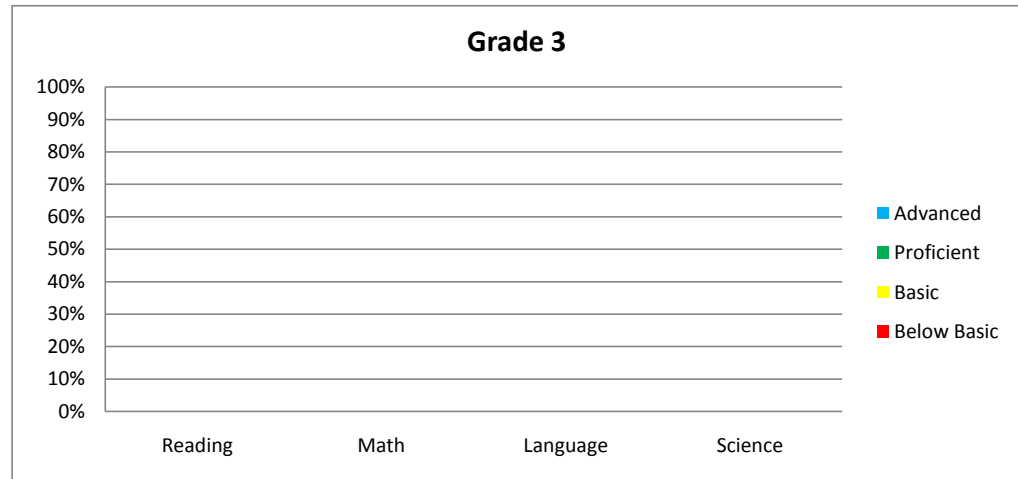
Recommendations:

- Board needs to take a more active role in governing the school and easing the burden of the Administrator
- Board needs to conduct presentations at the PCSC meetings
- Establish a track record for submitting materials on time and in the correct format.
- Continue to work on MSES and propose charter amendment – consider basing them on a growth model
- Provide adequate and timely training to new Business Manager
- Find ways to increase the achievement of SPED students so they meet or exceed the level at which surrounding populations are performing
- Increase fundraising efforts – target populations other than families attending the school
- Work with the State Department to obtain additional funding for high needs students

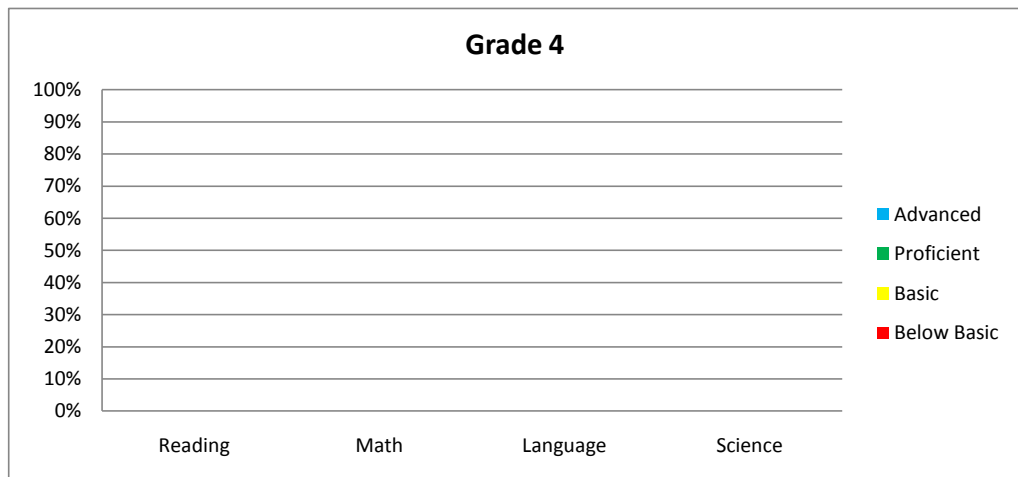
Materials Requested:

- No additional materials – only those required for Oct. meeting materials submission

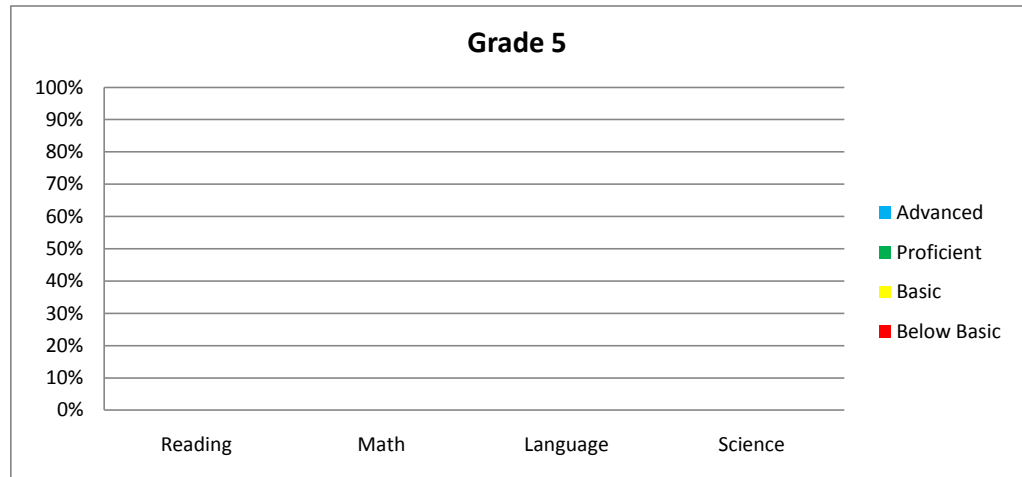
Grade 3	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



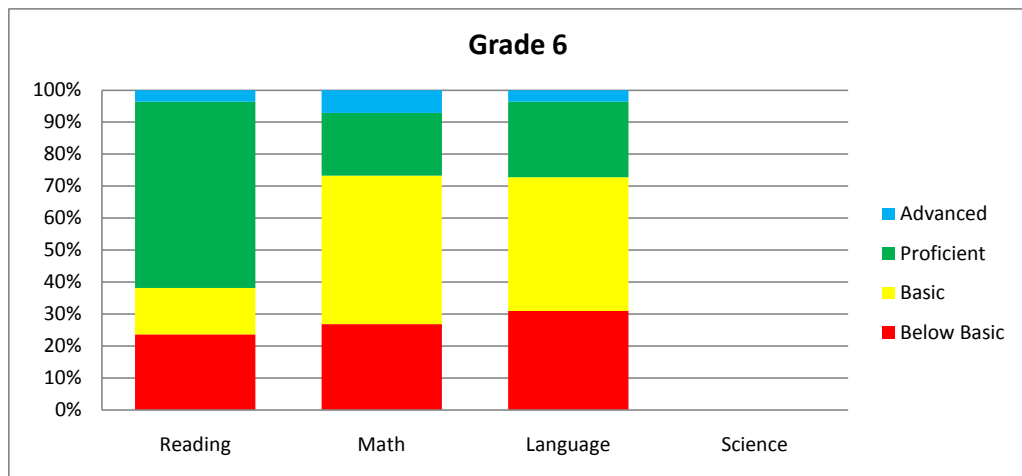
Grade 4	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	



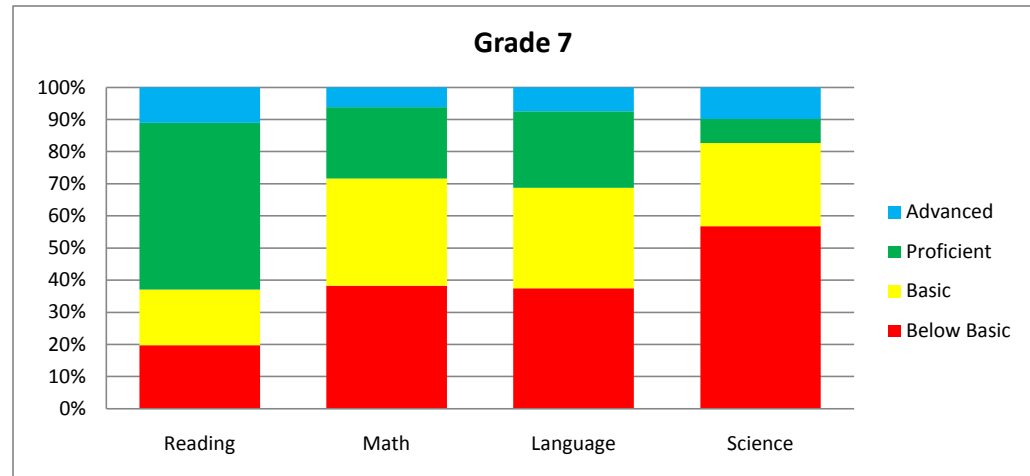
Grade 5	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



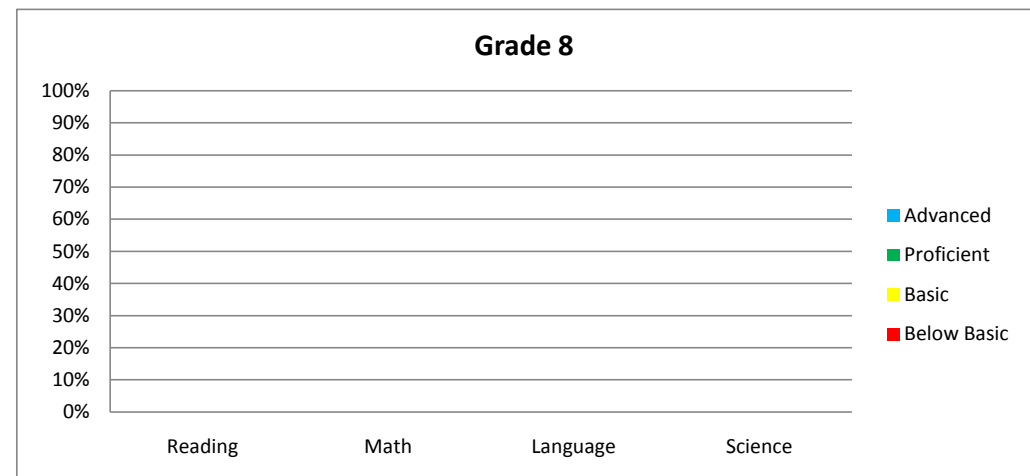
Grade 6	Reading	Math	Language	Science
Below Basic	23.6	26.8	30.9	
Basic	14.5	46.4	41.8	
Proficient	58.2	19.6	23.6	
Advanced	3.6	7.1	3.6	



Grade 7	Reading	Math	Language	Science
Below Basic	19.8	38.3	37.5	56.8
Basic	17.3	33.3	31.3	25.9
Proficient	51.9	22.2	23.8	7.4
Advanced	11.1	6.2	7.5	9.9

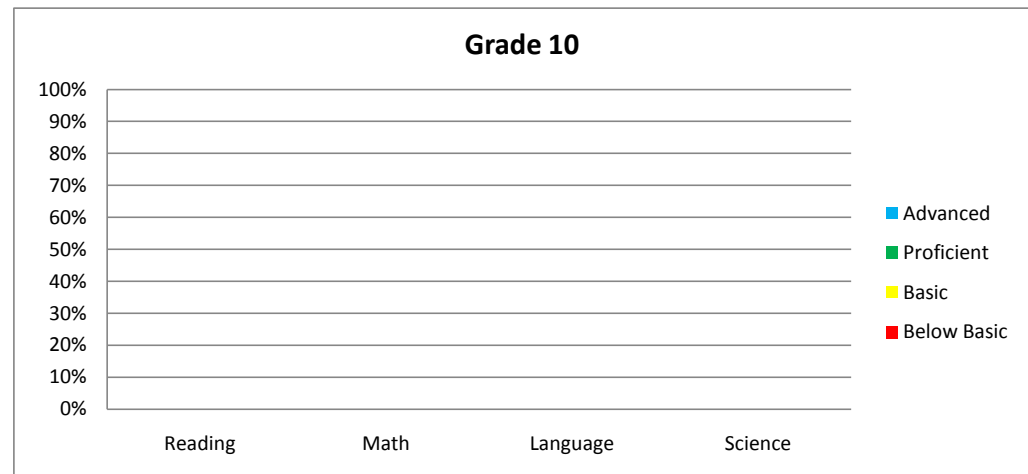


Grade 8	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	
Basic	#N/A	#N/A	#N/A	
Proficient	#N/A	#N/A	#N/A	
Advanced	#N/A	#N/A	#N/A	

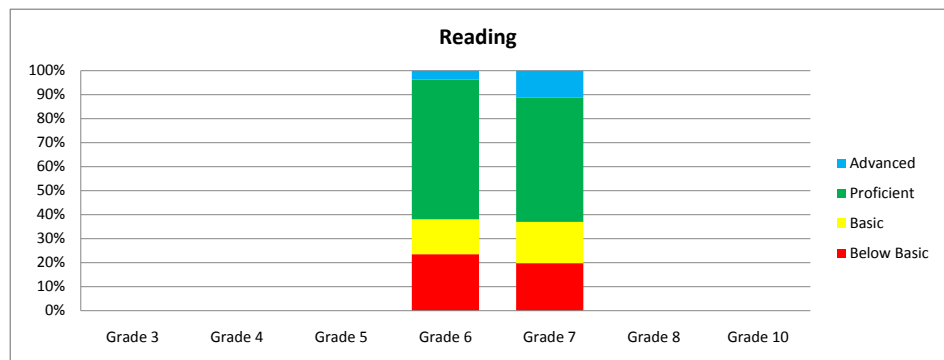




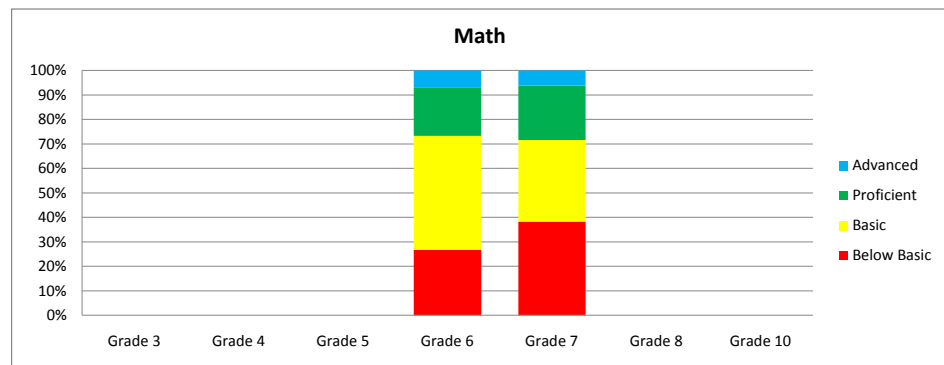
Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



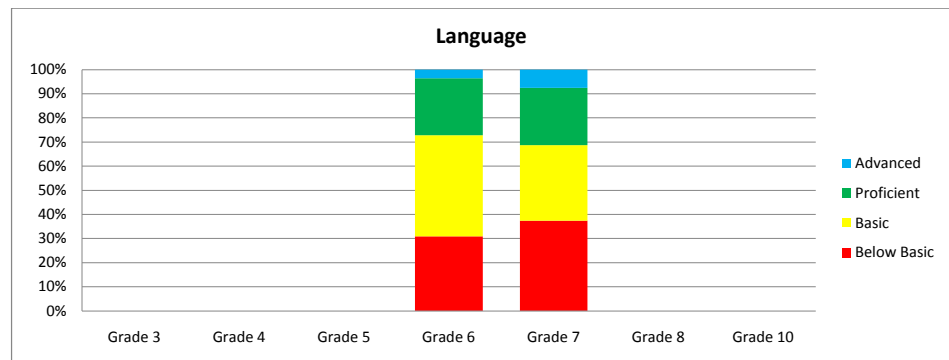
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	23.6	19.8	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	14.5	17.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	58.2	51.9	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	3.6	11.1	#N/A	#N/A



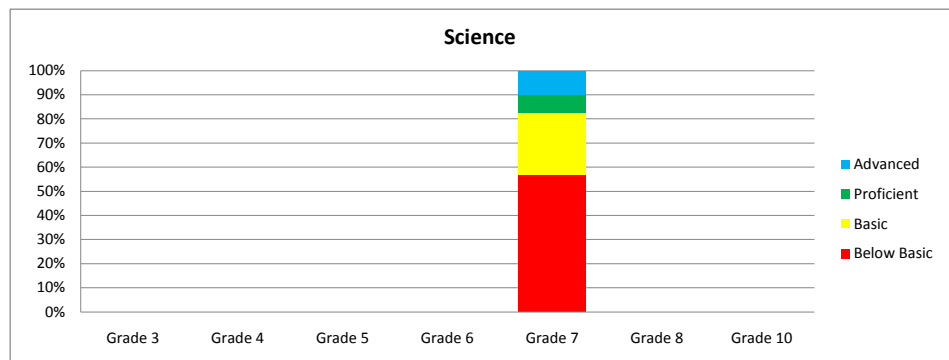
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	26.8	38.3	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	46.4	33.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	19.6	22.2	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	7.1	6.2	#N/A	#N/A



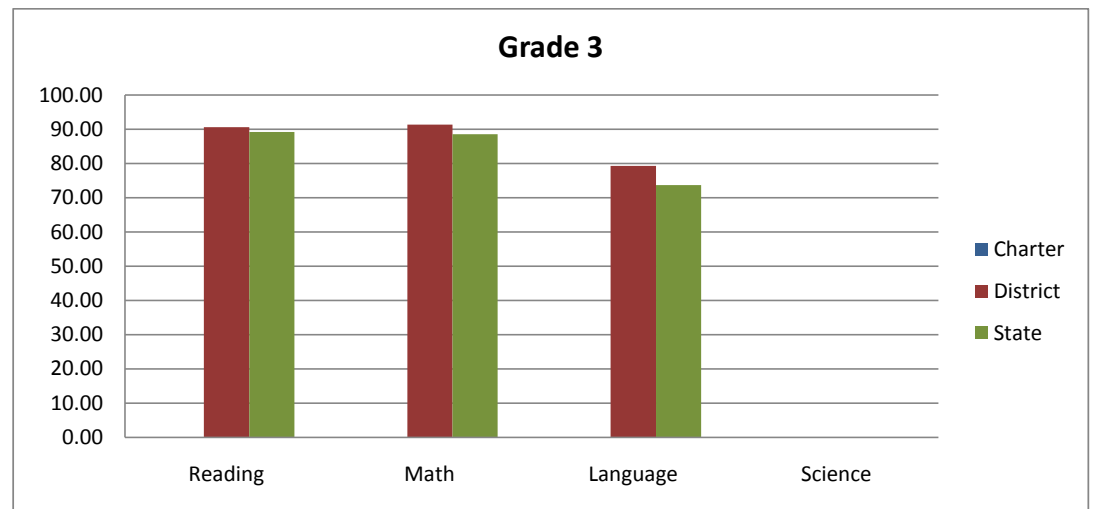
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	30.9	37.5	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	41.8	31.3	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	23.6	23.8	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	3.6	7.5	#N/A	#N/A



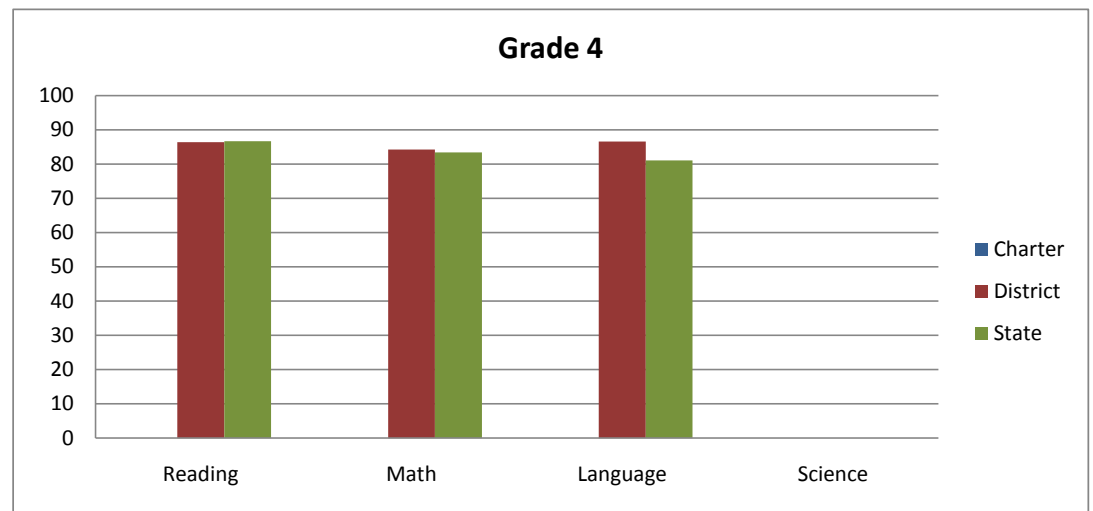
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		56.8		#N/A
Basic			#N/A		25.9		#N/A
Proficient			#N/A		7.4		#N/A
Advanced			#N/A		9.9		#N/A



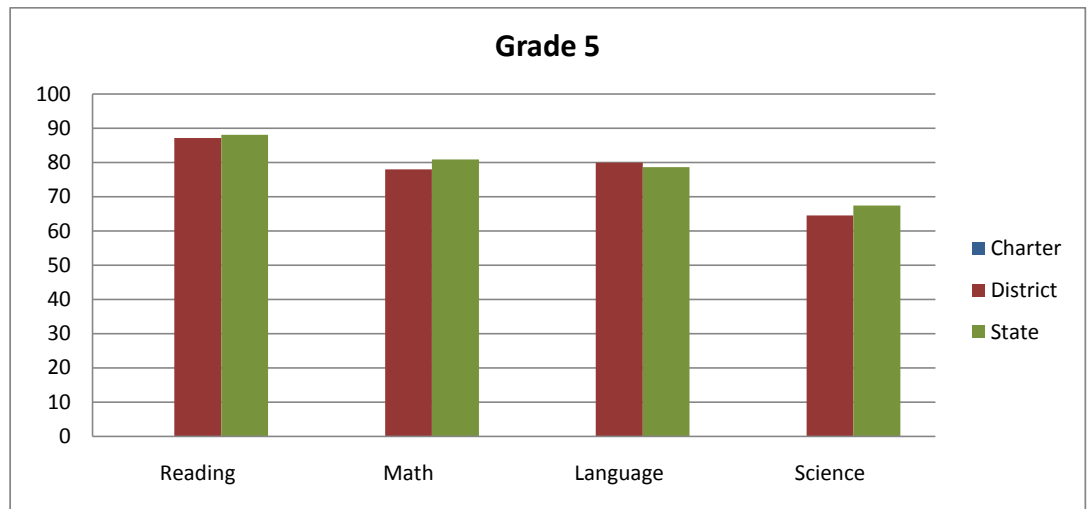
Grade 3	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	90.6	91.4	79.3	
State	89.2	88.6	73.7	



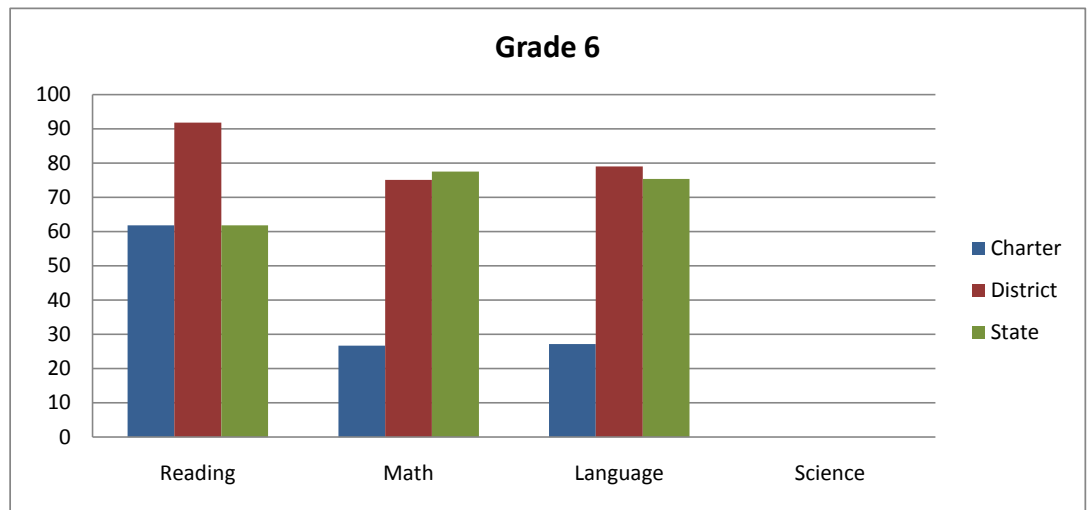
Grade 4	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	86.4	84.3	86.6	
State	86.7	83.4	81.1	



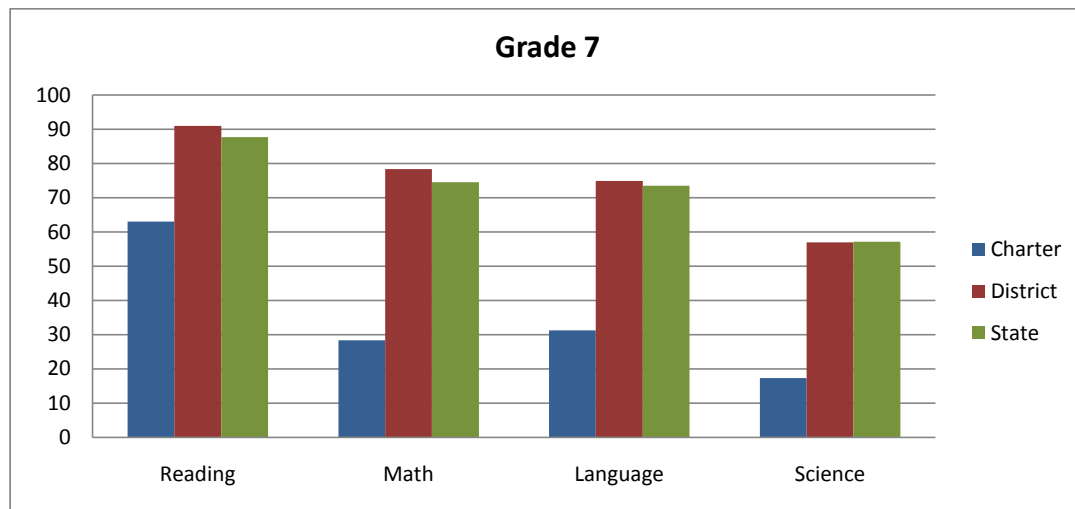
Grade 5	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	87.2	78	80	64.5
State	88.1	80.9	78.7	67.4



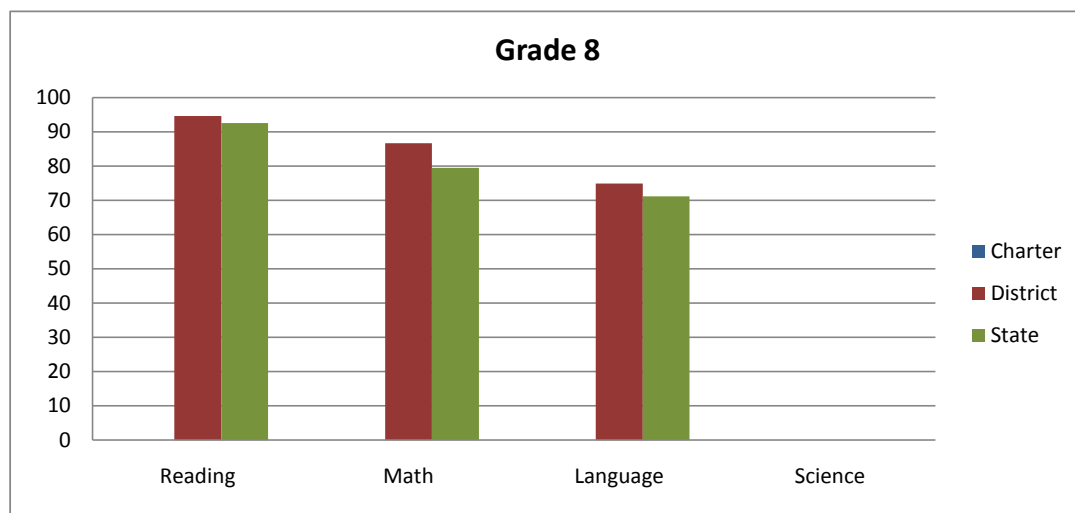
Grade 6	Reading	Math	Language	Science
Charter	61.8	26.7	27.2	
District	91.8	75.1	79	
State	61.8	77.5	75.4	



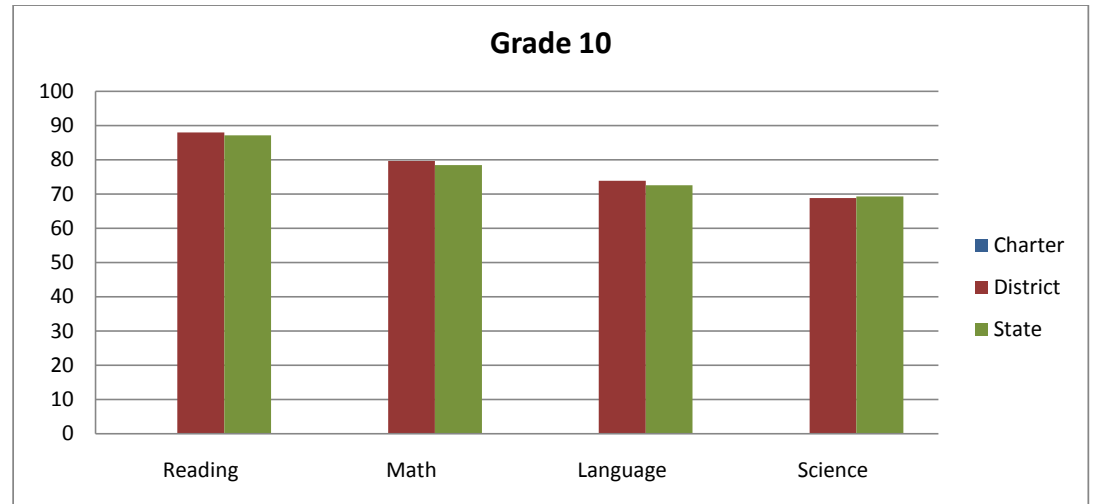
Grade 7	Reading	Math	Language	Science
Charter	63	28.4	31.3	17.3
District	91	78.4	74.9	57
State	87.7	74.5	73.5	57.2



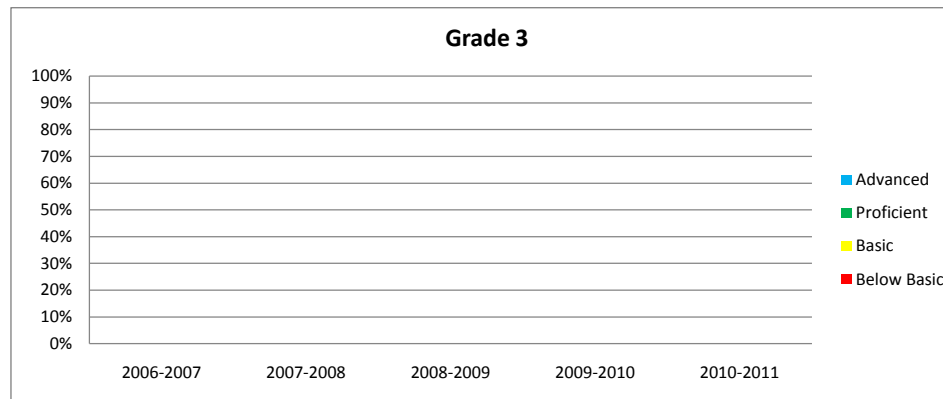
Grade 8	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	
District	94.6	86.7	74.9	
State	92.6	79.5	71.2	



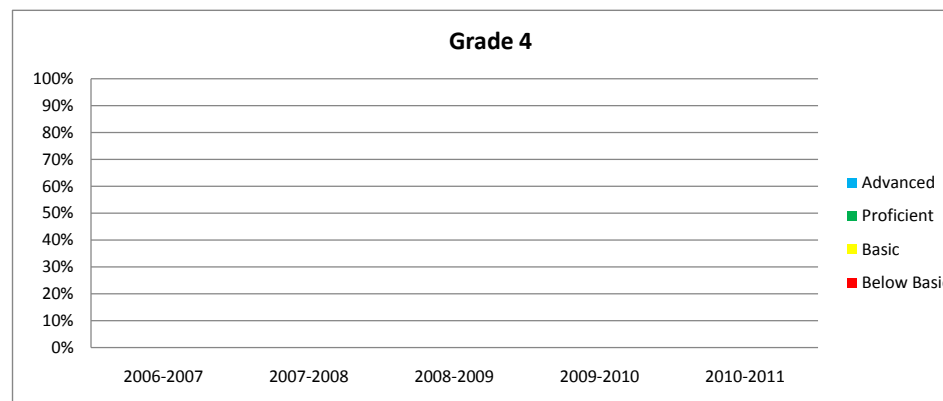
Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	88	79.7	73.9	68.8
State	87.2	78.5	72.6	69.3



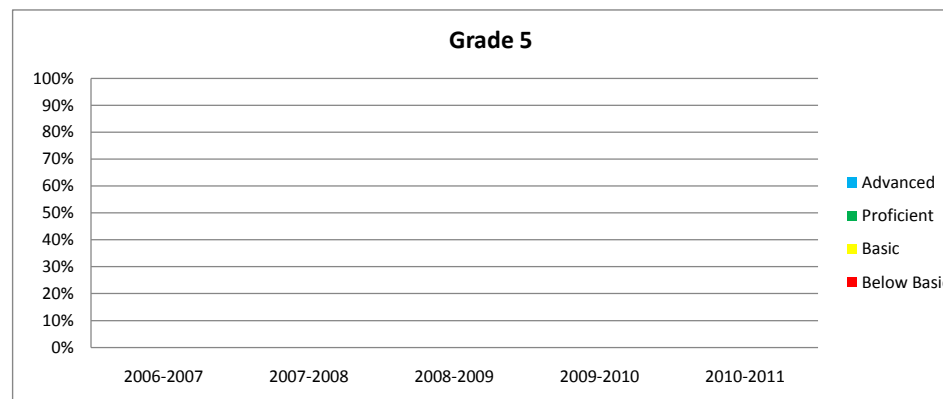
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

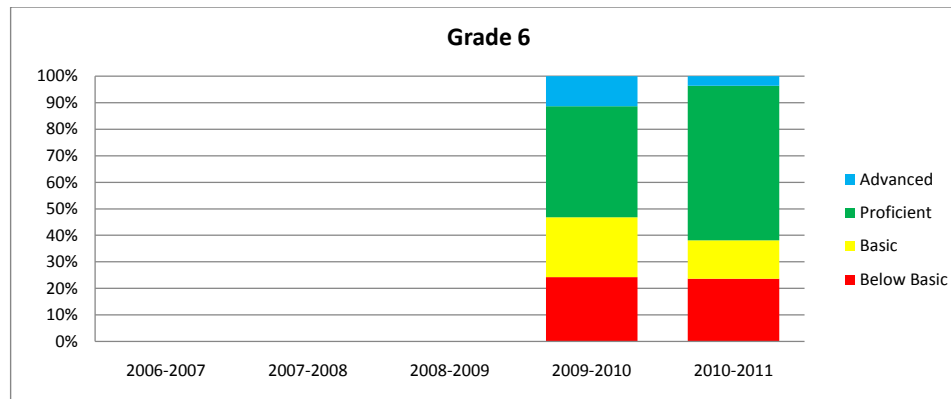


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

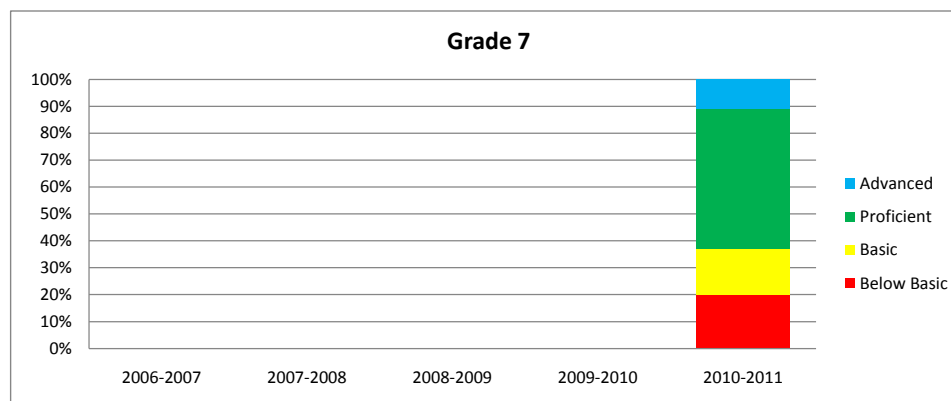




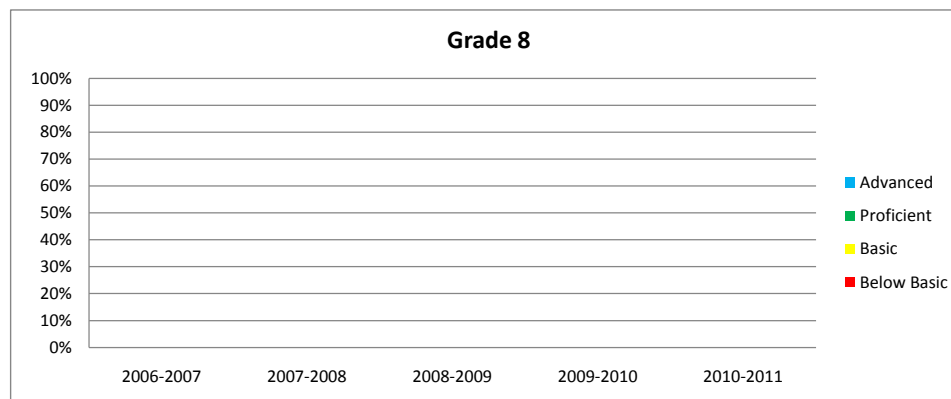
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	24.2	23.6
Basic	#N/A	#N/A	#N/A	22.6	14.5
Proficient	#N/A	#N/A	#N/A	41.9	58.2
Advanced	#N/A	#N/A	#N/A	11.3	3.6



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	19.8
Basic	#N/A	#N/A	#N/A	#N/A	17.3
Proficient	#N/A	#N/A	#N/A	#N/A	51.9
Advanced	#N/A	#N/A	#N/A	#N/A	11.1

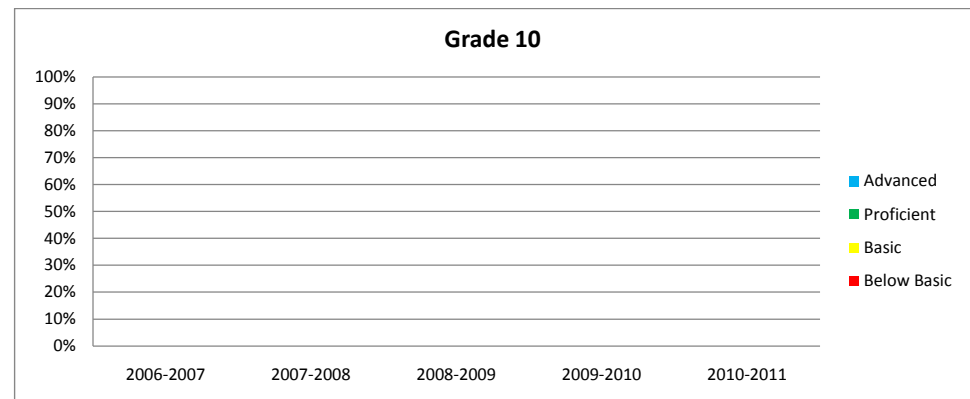


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

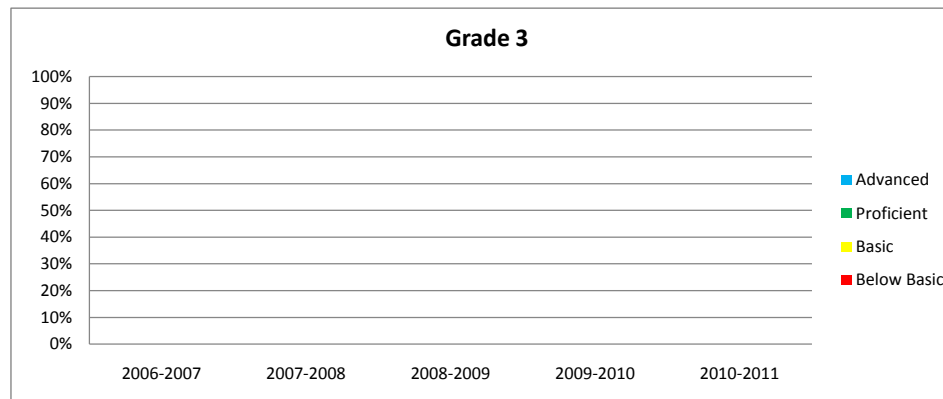


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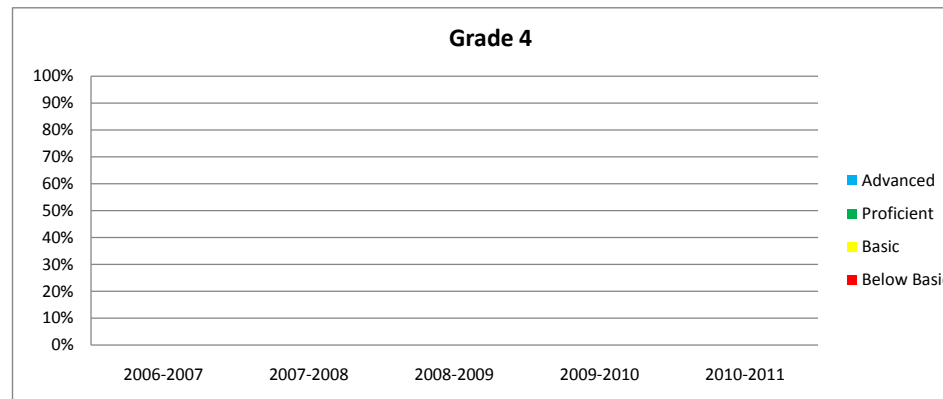
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



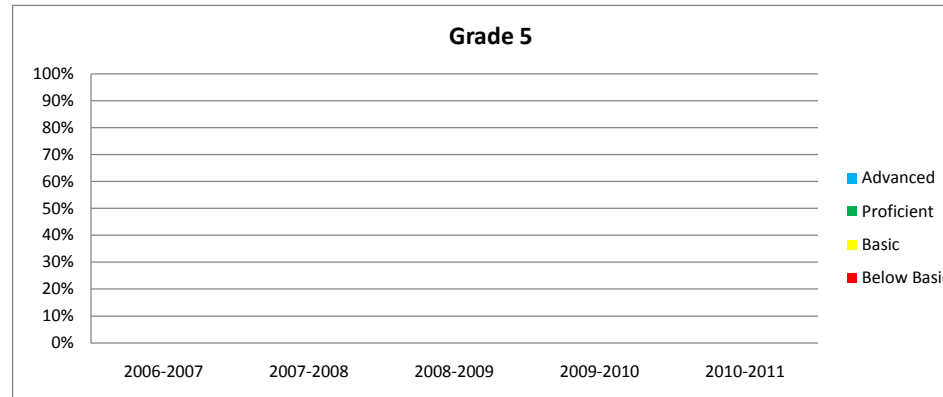
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



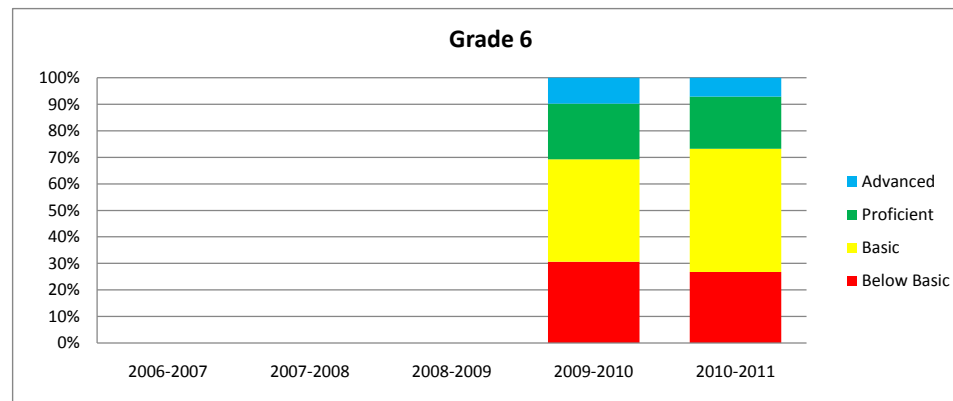
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



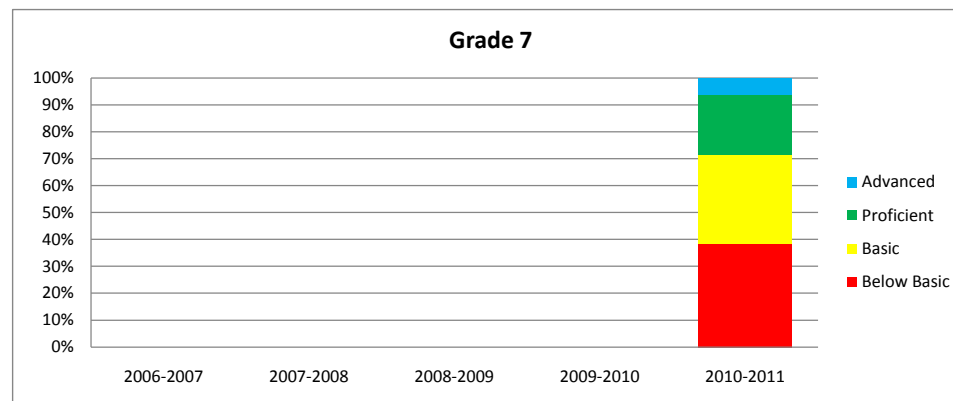
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



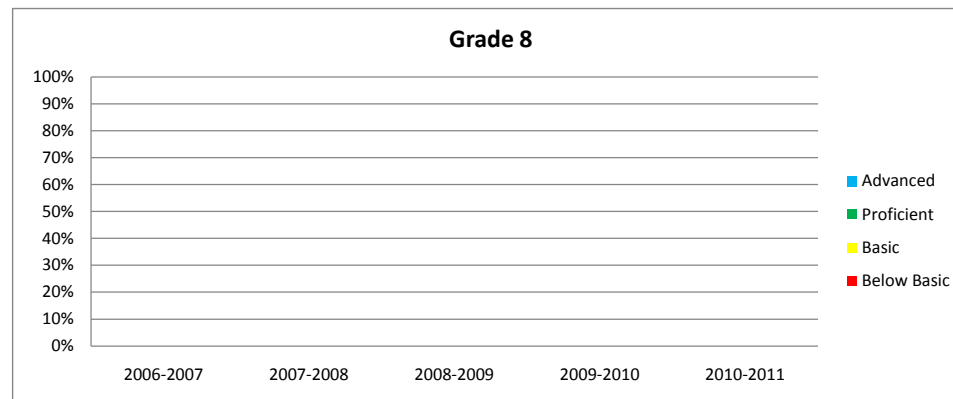
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	30.6	26.8
Basic	#N/A	#N/A	#N/A	38.7	46.4
Proficient	#N/A	#N/A	#N/A	21	19.6
Advanced	#N/A	#N/A	#N/A	9.7	7.1



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	38.3
Basic	#N/A	#N/A	#N/A	#N/A	33.3
Proficient	#N/A	#N/A	#N/A	#N/A	22.2
Advanced	#N/A	#N/A	#N/A	#N/A	6.2

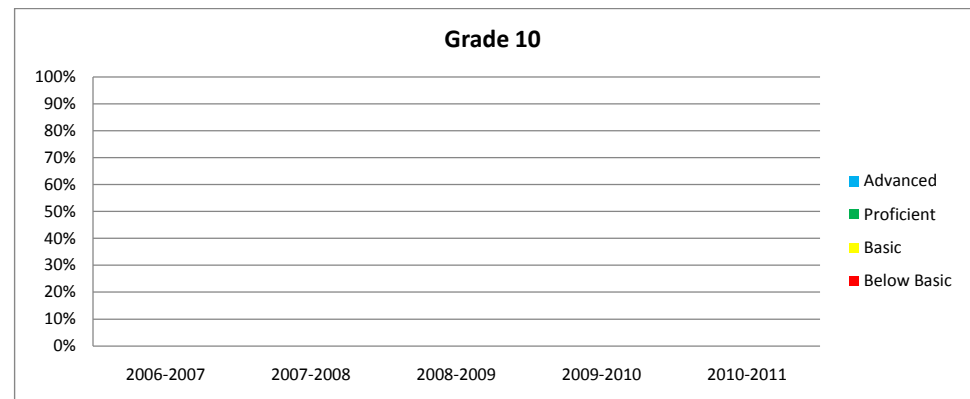


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

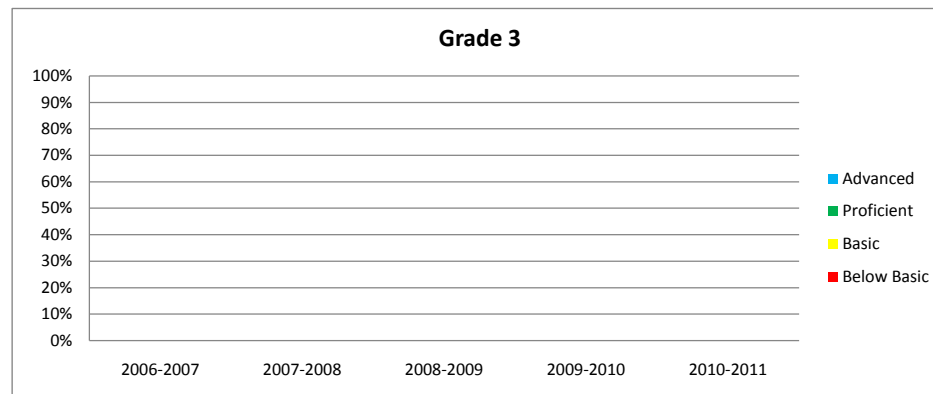


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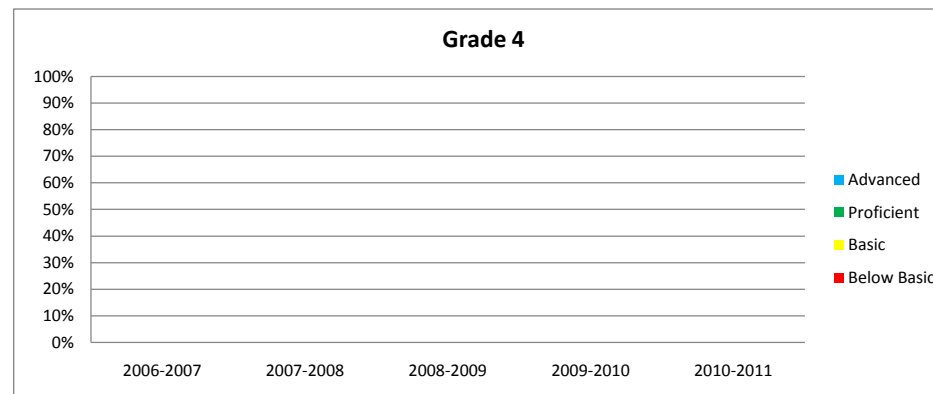
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



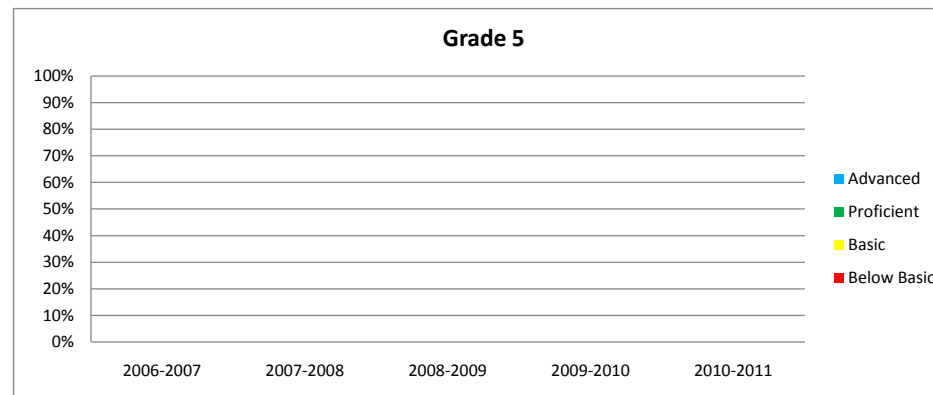
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

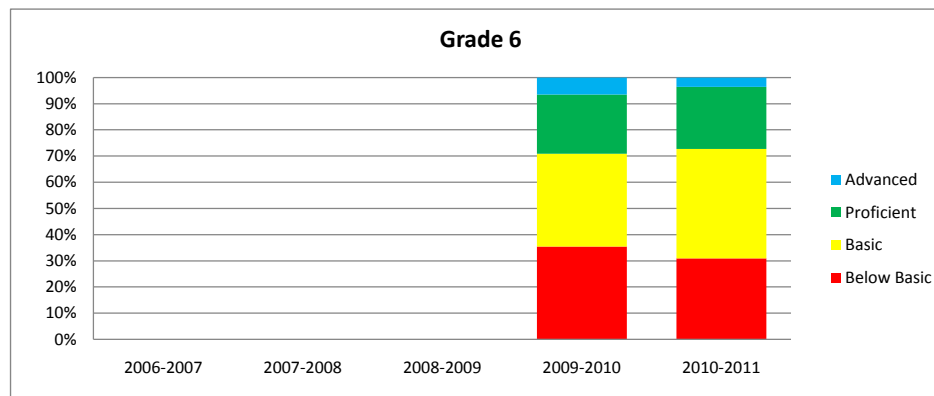


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A

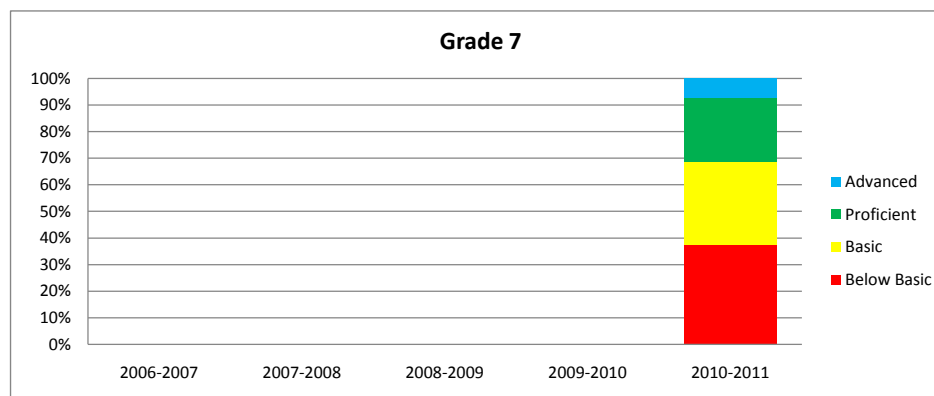


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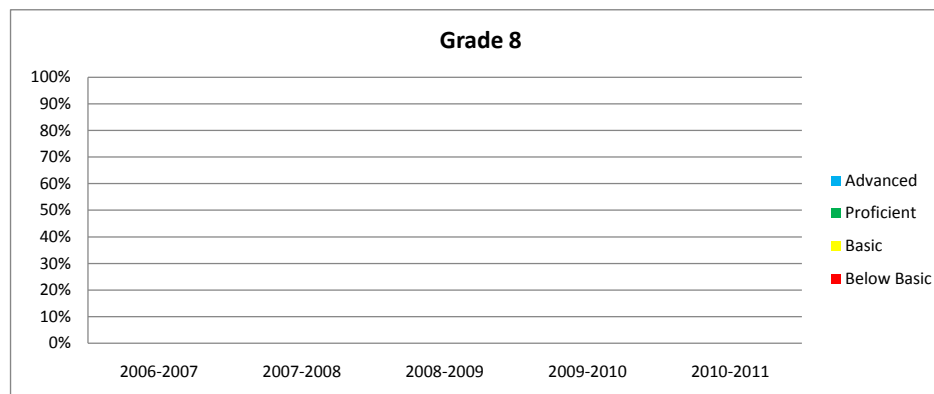
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	35.5	30.9
Basic	#N/A	#N/A	#N/A	35.5	41.8
Proficient	#N/A	#N/A	#N/A	22.6	23.6
Advanced	#N/A	#N/A	#N/A	6.5	3.6



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	37.5
Basic	#N/A	#N/A	#N/A	#N/A	31.3
Proficient	#N/A	#N/A	#N/A	#N/A	23.8
Advanced	#N/A	#N/A	#N/A	#N/A	7.5

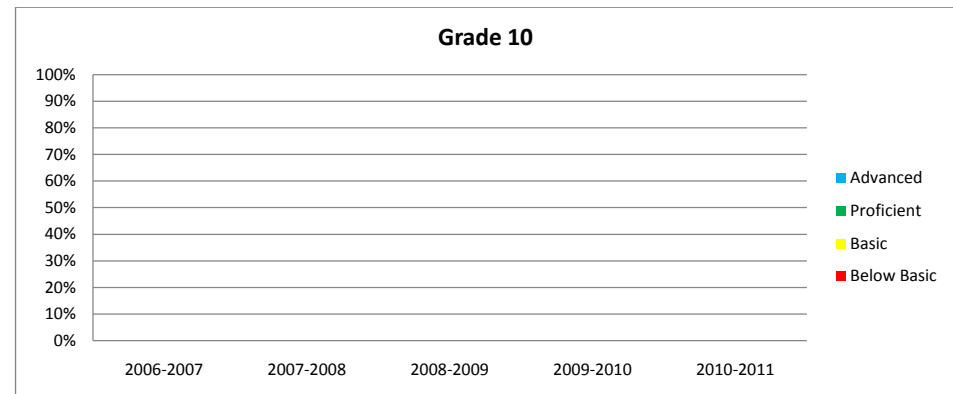


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



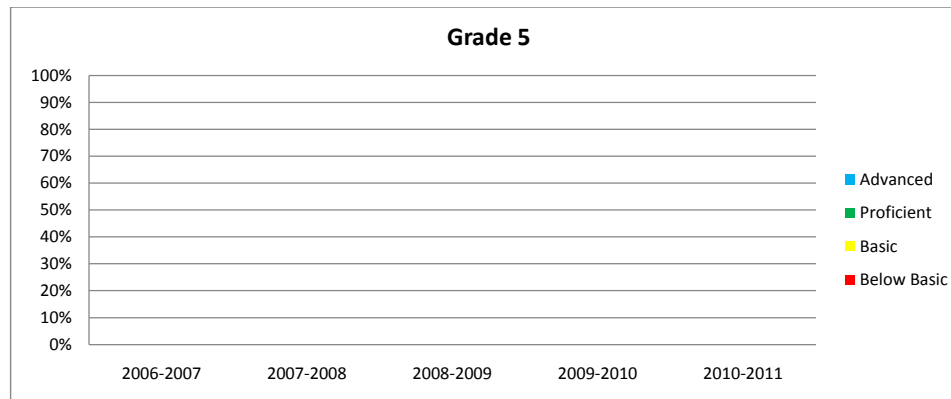
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Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

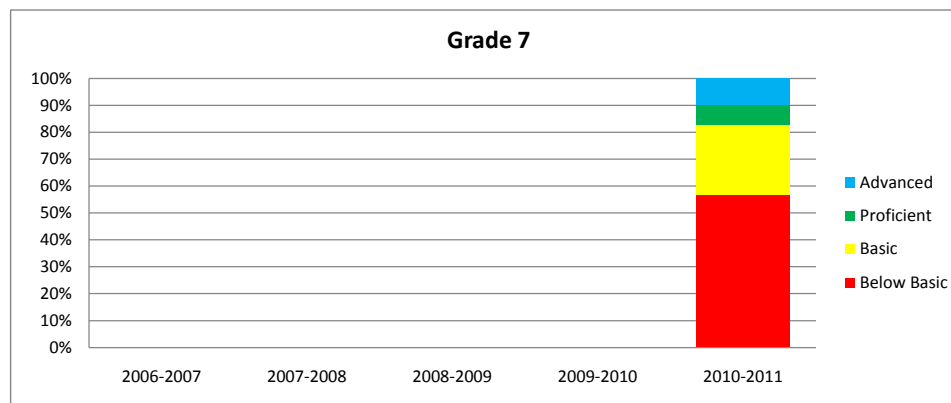




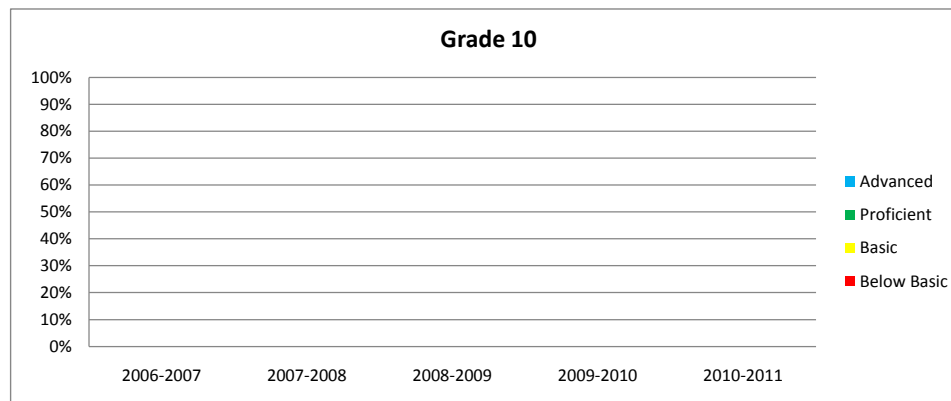
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A



Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9
Proficient	#N/A	#N/A	#N/A	#N/A	7.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9

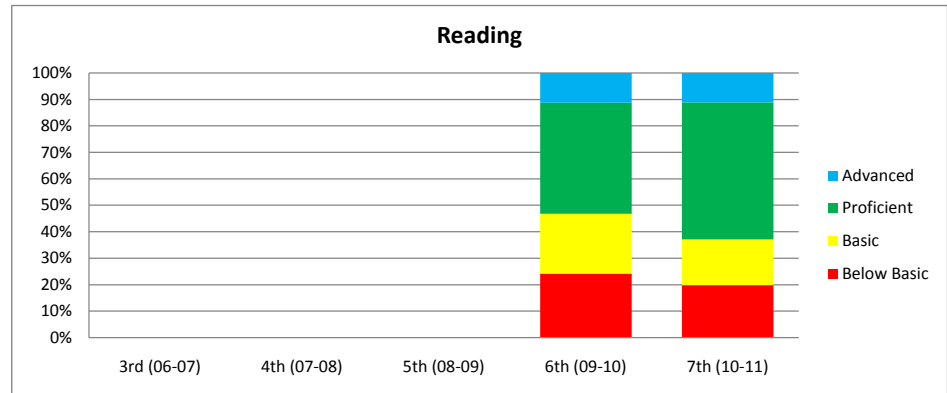


Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

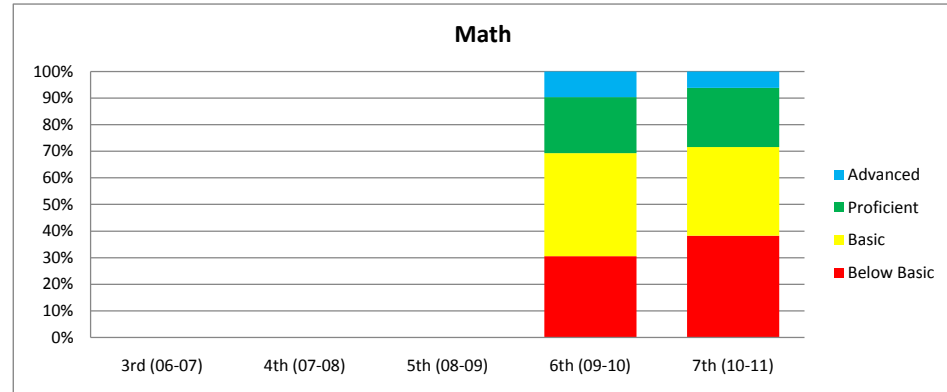


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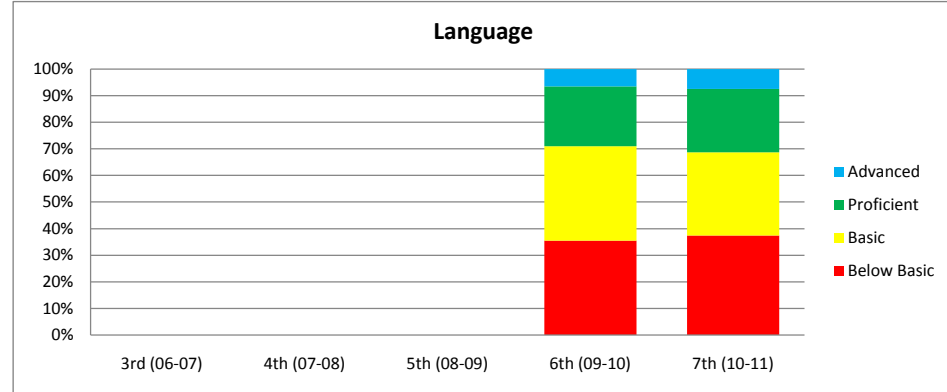
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	24.2	19.8
Basic	#N/A	#N/A	#N/A	22.6	17.3
Proficient	#N/A	#N/A	#N/A	41.9	51.9
Advanced	#N/A	#N/A	#N/A	11.3	11.1



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	30.6	38.3
Basic	#N/A	#N/A	#N/A	38.7	33.3
Proficient	#N/A	#N/A	#N/A	21	22.2
Advanced	#N/A	#N/A	#N/A	9.7	6.2

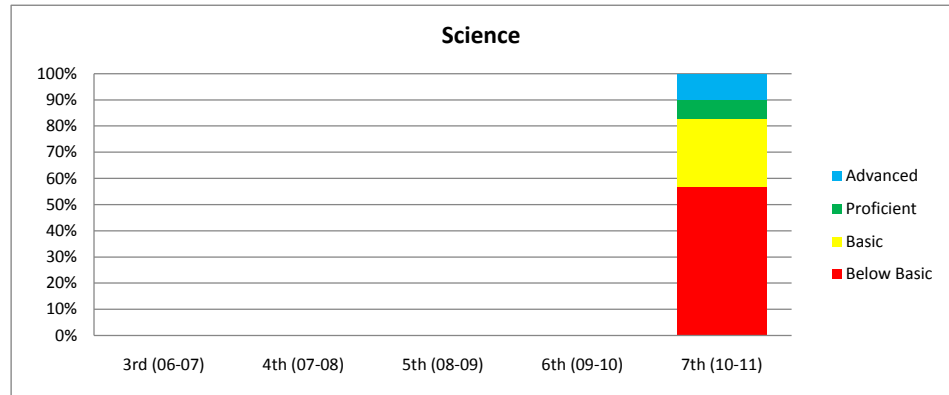


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	35.5	37.5
Basic	#N/A	#N/A	#N/A	35.5	31.3
Proficient	#N/A	#N/A	#N/A	22.6	23.8
Advanced	#N/A	#N/A	#N/A	6.5	7.5



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Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9
Proficient	#N/A	#N/A	#N/A	#N/A	7.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9



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					CURRENT FISCAL YEAR BUDGET COMPARISON
<u>Wings Charter Middle School</u> <u>#467 - 05-31-2012 Report</u>	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text, <i>PCSC staff notes in italics.</i> )
<b>REVENUE</b>					
Salary Apportionment	\$613,997.00	\$137,975.00	\$613,997.00	22.47%	
Benefit Apportionment	\$86,844.00	\$0.00	\$86,844.00	0.00%	
Entitlement	\$274,764.00	\$634,874.08	\$274,764.00	231.06%	
State Transportation	\$65,000.00	\$0.00	\$65,000.00	0.00%	
Lottery	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other State Funds (Specify)	\$32,083.00	\$55,589.50	\$32,083.00	173.27%	<i>MOE funds, SED Funds, Technology</i>
Special Ed - Regular	\$31,039.00	\$23,958.35	\$31,039.00	77.19%	
Special Ed - ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	
Title I	\$24,714.00	\$0.00	\$24,714.00	0.00%	
Federal Title I Funds : ARRA	\$0.00	\$0.00	\$0.00	#DIV/0!	
Medicaid Reimbursement	\$15,000.00	\$8,185.05	\$15,000.00	54.57%	
Title IIA	\$3,803.00	\$1,792.99	\$3,803.00	47.15%	
Local Revenue (Specify)	\$11,653.00	(\$845.66)	\$11,653.00	-7.26%	<i>Erate Reimb</i>
Federal Startup Grant	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other Grants (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Fundraising	\$0.00	\$0.00	\$0.00	#DIV/0!	
Interest Earned	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	(\$57,233.00)	\$0.00	(\$57,233.00)	0.00%	Holdbacks
<b>TOTAL REVENUE</b>	<b>\$1,101,664.00</b>	<b>\$861,529.31</b>	<b>\$1,101,664.00</b>	<b>78.20%</b>	
<b>EXPENDITURES</b>					
<b>100 Salaries</b>					
Teachers	\$262,761.00	\$220,831.27	\$262,761.00	84.04%	
Special Education	\$30,000.00	\$17,938.80	\$30,000.00	59.80%	
Instructional Aides	\$40,150.00	\$23,868.34	\$40,150.00	59.45%	
Classified/Office	\$35,000.00	\$42,788.61	\$35,000.00	122.25%	
Administration	\$71,000.00	\$66,000.00	\$71,000.00	92.96%	
Maintenance	\$4,250.00	\$1,083.31	\$4,250.00	25.49%	
Other (Specify)	\$22,740.00	\$17,055.00	\$22,740.00	75.00%	Guidance
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Salaries</b>	<b>\$465,901.00</b>	<b>\$389,565.33</b>	<b>\$465,901.00</b>	<b>83.62%</b>	
<b>200 Employee Benefits</b>					
PERSI/FICA/Benefits	\$197,327.00	\$157,178.82	\$197,327.00	79.65%	
Other (Specify)	\$2,600.00	\$0.00	\$2,600.00	0.00%	Workman's Comp
<b>Total Benefits</b>	<b>\$199,927.00</b>	<b>\$157,178.82</b>	<b>\$199,927.00</b>	<b>78.62%</b>	
<b>300 Purchased Services</b>					
Management Services	\$6,500.00	\$6,500.00	\$6,500.00	100.00%	
Staff Dev/Title IIA	\$6,662.00	\$7,734.41	\$6,662.00	116.10%	
Legal Pub/Advertising	\$1,800.00	(\$51.22)	\$1,800.00	-2.85%	Refund on overpayment
Legal Services	\$720.00	\$0.00	\$720.00	0.00%	
Special Education	\$87,300.00	\$14,362.40	\$87,300.00	16.45%	Refund on overbilling
Liability & Property Ins	\$3,500.00	\$0.00	\$3,500.00	0.00%	
Substitute Teachers	\$1,200.00	\$3,286.25	\$1,200.00	273.85%	
Board Expenses	\$2,854.00	\$250.00	\$2,854.00	8.76%	
Computer Services	\$10,600.00	\$7,968.96	\$10,600.00	75.18%	
Transportation	\$85,500.00	\$74,586.07	\$85,500.00	87.24%	
Travel	\$2,400.00	\$64.50	\$2,400.00	2.69%	
Other (Specify)	\$0.00	\$951.28	\$0.00	#DIV/0!	Postage
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Services</b>	<b>\$209,036.00</b>	<b>\$115,652.65</b>	<b>\$209,036.00</b>	<b>55.33%</b>	

July 24, 2012

					CURRENT FISCAL YEAR BUDGET COMPARISON
<u>Wings Charter Middle School</u> <u>#467 - 05-31-2012 Report</u>	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes (School notes in plain text, <i>PCSC staff notes in italics.</i> )
<b>Facilities</b>				#DIV/0!	
Building Lease	\$158,684.00	\$150,164.48	\$158,684.00	0.00%	
Land Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	
Modular Lease	\$0.00	\$0.00	\$0.00	#DIV/0!	
Utilities, Phones, Lndscp	\$25,800.00	\$27,717.34	\$25,800.00	12.74%	
Site Preparation	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$2,500.00	\$16,961.80	\$2,500.00	318.76%	Maintenance Contracted
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Facilities</b>	<b>\$186,984.00</b>	<b>\$194,843.62</b>	<b>\$186,984.00</b>	<b>104.20%</b>	
<b>400 Supplies and Maintenance</b>					
Textbooks	\$1,200.00	\$0.00	\$1,200.00	0.00%	
School Supplies	\$3,600.00	\$4,144.76	\$3,600.00	115.13%	
Power School	\$0.00	\$0.00	\$0.00	#DIV/0!	
Custodial Supplies	\$1,800.00	\$2,584.23	\$1,800.00	143.57%	
Other (Specify)	\$1,716.00	\$1,362.57	\$1,716.00	79.40%	<i>Administrative Supplies</i>
Other (Specify)	\$500.00	\$4,759.14	\$500.00	951.83%	<i>Maintenance Supplies</i>
<b>Total Supplies</b>	<b>\$8,816.00</b>	<b>\$12,850.70</b>	<b>\$8,816.00</b>	<b>145.77%</b>	
<b>500 Capital Objects</b>					
Furniture	\$3,000.00	\$549.57	\$3,000.00	18.32%	
Technical AV Equipment	\$3,000.00	(\$183.90)	\$3,000.00	-6.13%	Refund on destroyed equipment
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
Other (Specify)	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Capital Objects</b>	<b>\$6,000.00</b>	<b>\$365.67</b>	<b>\$6,000.00</b>	<b>6.09%</b>	
<b>Debt Service</b>					
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Debt Service</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	
<b>Grant Purchases</b>					
Specify	\$0.00	\$4,068.90	\$0.00	#DIV/0!	Kindles bought with technology money
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
Specify	\$0.00	\$0.00	\$0.00	#DIV/0!	
<b>Total Grant Purchases</b>	<b>\$0.00</b>	<b>\$4,068.90</b>	<b>\$0.00</b>	<b>#DIV/0!</b>	
Reserve Fund	\$25,000.00		\$25,000.00	0.00%	
Building Fund				#DIV/0!	
<b>Total Expenses</b>	<b>\$1,101,664.00</b>	<b>\$874,525.69</b>	<b>\$1,101,664.00</b>	<b>79.38%</b>	
Carryover from Previous FY	\$157,916.70	\$157,919.70	\$157,916.70	100.00%	
<b>Reserve/(Deficit)</b>	<b>\$157,916.70</b>	<b>\$144,923.32</b>	<b>\$157,916.70</b>	<b>91.77%</b>	

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Wings Charter School #467 FY13	Proposed Budget	Notes	UPCOMING FISCAL YEAR BUDGET COMPARISON
<b>REVENUE</b>			
Local Revenue	\$0.00		
<b>State Revenue</b>			
Entitlement	\$274,764.00	Enrollment of 185 with ADA 170	
<b>Wages</b>			
Administration	\$66,147.00		
Teachers	\$472,581.00		
Classified	\$96,453.00		
Medicaid	\$15,000.00		
Benefit	\$87,242.00		
Transportation	\$65,000.00		
<b>Federal Revenue</b>			
Title I	\$24,000.00		
Special Ed	\$32,000.00		
Title II	\$3,500.00		
Startup Grant	\$0.00		
Other Sources (Specify)	\$12,000.00	Erate	
Other Sources (Specify)	\$35,000.00	SED funds	
Other Sources (Specify)	\$3,000.00	Exception Child Equivalency	
<b>Total Revenue before holdback</b>	<b>\$1,186,687.00</b>		
<b>PROPOSED HOLDBACK</b>		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.	
Teacher Salaries	\$23,629.05		
Classified Salaries	\$4,822.65		
Admin Salaries	\$3,307.35		
Benefits	\$4,362.10		
Entitlement	\$13,738.20		
Transportation	\$3,250.00		
<b>Total Holdback</b>	<b>\$53,109.35</b>		
<b>Total Revenue after holdback</b>	<b>\$1,133,577.65</b>		
<b>EXPENDITURES</b>			
<b>100 Salaries</b>			
Teachers	\$270,000.00		
Admin	\$72,000.00		
Classified	\$48,000.00		
Special education	\$30,000.00		
Other (Specify)	\$22,740.00	Guidance	
Other (Specify)	\$40,000.00	Business	
<b>Total Salaries</b>	<b>\$482,740.00</b>		
<b>200 Benefits</b>			
Benefit Dollars	\$114,240.00	all benefits	
PERSI/Payroll taxes	\$96,456.00		
Other (Specify)	\$3,057.00	workman's comp	

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Wings Charter School #467 FY13	Proposed Budget	Notes	UPCOMING FISCAL YEAR BUDGET COMPARISON
Total Benefits	\$213,753.00		
<b>300 Purchased Services</b>			
Transportation	\$85,500.00		
Special Education	\$87,300.00		
Proctor costs	\$0.00		
Legal	\$720.00		
Insurance	\$5,010.65		
Copier Lease	\$3,600.00		
Printer Lease	\$0.00		
Facility Lease	\$164,685.00		
Utilities	\$22,200.00		
Professional Development	\$6,595.00		
Technology	\$13,600.00		
Management Services	\$6,500.00		
Legal Publications/Advertising	\$1,800.00		
Substitute Teachers	\$1,200.00		
Board Expenses	\$2,854.00		
Other (Specify)	\$0.00		
Other (Specify)	\$0.00		
Total Purchased Services	\$401,564.65		
<b>Supplies &amp; Materials</b>			
Teacher/Classroom	\$3,600.00		
Office	\$3,120.00		
Janitorial	\$1,200.00		
Textbooks	\$1,200.00		
Other (Specify)	\$4,800.00	Building/Classroom Equipment	
Other (Specify)	\$3,600.00	Building Contract Services	
Total Supplies & Materials	\$17,520.00		
<b>Grant Expenditures</b>			
Specify			
Specify			
Specify			
Total Grant Expenditures	\$0.00		
<b>Capital Outlay</b>			
Total Capital Outlay	\$0.00		
<b>Debt Retirement</b>			
Total Debt Retirement	\$0.00		
<b>Insurance &amp; Judgements</b>	\$0.00		
Total Insurance & Judgements	\$0.00		
<b>Transfers</b>			

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Wings Charter School #467 FY13	Proposed Budget	Notes	UPCOMING FISCAL YEAR BUDGET COMPARISON
Total Transfers	\$0.00		
Contingency Reserve	\$18,000.00		
Building Fund	\$0.00		
Total Expenditures	\$1,133,577.65		
Carryover from Previous FY	\$157,916.70	Reflects projected reserve/(deficit) from "current year" worksheet	
Reserve/(Deficit)	\$157,916.70		