



Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING SPECIAL MEETING

August 7, 2012
650 W. State Street, Boise, Idaho
Clear Waters Conference Room, Third Floor

Tuesday, August 7, 2012 – 650 W. State Street, Clear Waters Conference Room, 9:00 a.m.

1. American Heritage Charter School New Charter Petition – 2nd Hearing
2. Heritage Community Charter School Proposed Charter Amendment

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 Board office at 334-2270 or Charter Commission staff before the meeting opens. While the Commission attempts to address items in the listed order, some items may be addressed by the Commission prior to or after the order listed.

SUBJECT

American Heritage Charter School New Charter Petition – Second Hearing

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. At its July 24, 2012, meeting, the PCSC moved to delay a decision regarding the petition to allow additional time for the petitioners to address concerns identified by PCSC staff.

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 notes that the concerns identified in previous staff reviews have been resolved.

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 approve the ACHS charter petition.

August 7, 2012

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

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 _____

August 7, 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

Re-Submitted To:
Idaho Public Charter School Commission
August ~~31~~, 2012

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

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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 B

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

See Appendix C

V. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. Idaho Code § 33-5205(1)(a) & 33-5205(3)

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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 F 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)

I. Overview

American Heritage Charter School will be a CoreKnowledge[®] 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.

A. 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.

B. 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:

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

C. 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:

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) blended program students per grade (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	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

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 E), 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

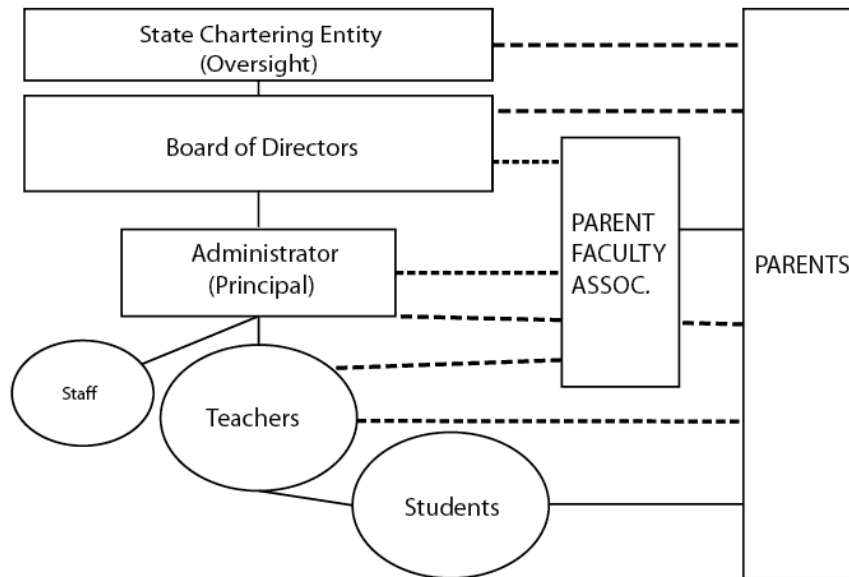
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to AHCS Board by the State of Idaho 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. The Principal will make the final recommendation to the Board concerning hiring per IDAPA 33-523.
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

General Description	A new building would be built on two-acres at the corner of W. Broadway Street and Old Butte Road in Idaho Falls.
Number of Classrooms	14
Amount of Payment	\$650,000 for the property; \$2,776.877 for the building
Renovation/Remodel Needed	None
Space	25,722 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	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.
Operational Costs	See Budget, Appendix U

B. Facility Option 2-Church Renovation (Lease Option) See Also, Appendices H & V

General Description	Renovation of a church listed in the National Register of Historic Places. The building is located at 187 E. 13 th Street in central Idaho Falls, between Holmes Avenue and South Boulevard.
Number of Classrooms	11
Amount of Payment	\$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.’”
Renovation/Remodel Needed	Yes
Space	18,652 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	Renovation of building possible to accommodate expansion into grades 9-12
Operational Costs	See Budget, Appendix V

C. Facility Option 3-New Sweden School Building See Also, Appendices I & W

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

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.

D. 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.

E. 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)

A. School Fiscal Year

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

B. 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.

C. 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.

D. Instructional Hours

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

Minimum Number of Instructional Hours	
Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

E. PIR Days

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

F. 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.

G. 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:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of AHCS; and
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[®], 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[®] Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge[®] 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 21st 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, reinforces 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) , and students with disabilities. (See Also, Tab 3.V)

The rich curriculum available in the CoreKnowledge[®] 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 create 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[®]" 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 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 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 will use the unique aspects of the Core Knowledge[®] Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge[®] 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[®] 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. Portfolios

- 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.

2. 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)

3. 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

Sample Freshman Schedule	Sample Sophomore Schedule
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)
Sample Junior Schedule	Sample Senior Schedule
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
Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
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 Graduation46

GPA of 60% on a 100% scale to receive a diploma

Pass 10th 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)

Academic:		Tech Prep: (examples)	
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		
TOTAL NUMBER OF POSSIBLE CREDITS	22-29	TOTAL NUMBER OF POSSIBLE CREDITS	5

*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 1st 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.

Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
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 K)

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 L for details.)

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

TAB 4: MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

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

AHCS, like all public charter schools in Idaho, is required to meet measurable student education standards annually. Measures such as academic growth, testing scores, graduation rate, passing rates in classes, attendance, retention rates, and attrition rates are some of the indicators of achievement and progress. AHCS has identified the following standards and outlined methods to ensure they are adequately measured and achieved.

A. Standard 1

Beginning in 2016, 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.

1. The State identifies benchmarks each year to measure the proficiency level of all students. The required percentage of AHCS students will meet or exceed these benchmarks in all required subjects as measured by the Smarter Balance Assessment Consortium (SBAC).
2. Because of the rigor of the program, AHCS will be successful in meeting this standard when seventy-five percent (75%) of students 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. If a student does not meet the goal for two consecutive semesters, the Principal will conduct a meeting in which the student, his/her teacher(s), applicable staff as may be required, and parent(s)/guardian(s) will work together to outline a plan of action, including a timeline for review and successful progress toward goals, for the student. 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.

B. Standard 2

One hundred percent (100%) of students currently enrolled at AHCS in grades 11 and 12 will participate in the SAT and Accuplacer tests, and will meet or exceed the mean average of Idaho Falls School District #91 and the mean average of the state.

C. Standard 3

Beginning 2016, the average cumulative score of AHCS students who have been continuously enrolled for two years, will meet or exceed the performance of the Idaho Falls School District #91 and state as measured by the Smarter Balanced Consortium assessment. AHCS will monitor its success in achieving this 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.

D. Standard 4

Beginning 2016, AHCS students who have been continuously enrolled for two years will have a cumulative average that meets or exceeds the cumulative average Adequate Growth Percentile (AGP) of Idaho Falls School District #91 and the state.

E. Standard 5

AHCS will have a graduation rate equal to or higher than ~~the average of~~ Idaho Falls School District #91 and ~~the average of the~~ state.

F. Standard 6

The average cumulative score of AHCS students will meet or exceed the average benchmark scores for College Entrance/Placement Exams as established by the state.

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 2016 when:

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

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.

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 N) 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 N-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 2.24.3. 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 five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School (“parent-Directors”). ~~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. 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 O)

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 found in Appendix O 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, Appendices 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, such as, project-based learning and leadership development. 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, as determined by the Board, have made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS.

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: children of founders, 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

1. 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: First priority group: students returning to AHCS;

2. Second priority group: children of founders, children of full-time employees of AHCS, and 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, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school ;
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 S).

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 Q.

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)

IX. 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

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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 S.

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. After authorization and before the expansion into grades 9-12, AHCS will apply for membership in the Eastern Idaho Technical Consortium, thereby making our students eligible to participate in the Eastern Idaho Professional Technical High School offerings. Idaho Falls School District #91 has indicated that they will allow AHCS students to participate in their professional-technical education (PTE) courses on a space-available basis through dual enrollment.
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. After authorization and before expanding into grades 9-12, AHC will seek a partnership with Melaleuca, Inc., Riverbend Communications, and other local businesses.
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).

D. Resumes of Directors

See Appendix T

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 Z. 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 I. 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 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 U-W

G. Three-Year Operating Budget Form

See Appendices U-W

H. First Year Month-by-Month Cash Flow Form

See Appendices U-W

II. Transportation: Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

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 21st 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 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 X).

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: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school, including face-to-face students;
- 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;
- b. Second priority group: children of founders, children of full-time employees of AHCS, and 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, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school including fact-to-face students;
- 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 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.

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

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 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 will be trained to meet the following ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. 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.) The 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 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 Z

B. Educational Programs

See Tab 3

C. Agreement with Individuals/Businesses

See Appendix I

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 Board, after seeking legal counsel, will facilitate the transition.

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.

August 7, 2012



May 3, 2012

American Heritage Charter School

In evaluating this petition, the American Heritage Charter School Audit Committee used the rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting regarding the American Heritage Charter School petition held by the Idaho Falls School District #91 Board of Trustees on April 3, 2012. In addition, the committee included information provided by the petitioners at a separate meeting with the audit committee held on April 13, 2012.

American Heritage Charter School focuses on creating a sense of patriotism through the implementation of the Core Knowledge curriculum and blended learning. The American Heritage Charter School model has merit. However, a District that approves a charter is required to exercise ongoing compliance monitoring. See Idaho Administrative Procedures Act (IDAPA) § 08.02.04.301. The time and liability costs of compliance monitoring would place an undue burden on the District. The District would have increased demands placed on its resources. In addition, compliance monitoring would increase the risk of liability because the District would assume performance responsibility. Finally, because of the additional risk of compliance monitoring liability, the District would be subject to potential litigation. Each of these would tax the District's existing resources at a time when such resources are being pulled in multiple directions.

The American Heritage Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the Public Charter School Commission.

Committee Members:

Karla LaOrange (Chair), Director of Elementary Education
Trina Caudle, Director of Secondary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

August 7, 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

August 7, 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: 172099 BN: 1304233
1 @ 30.00 = 30.00 INC NONP # 2
1 @ 20.00 = 20.00 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 35th 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 th 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 th 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:

Name	Address
Debra A. Infanger	1240 S 35 th W, Idaho Falls, Idaho 83402
Frank L. VanderSloot	5017 W. 33 rd North, Idaho Falls, Idaho 83402
Belinda VanderSloot	5017 W. 33 rd North, Idaho Falls, Idaho 83402
James R. Dalton	6050 Glen Eagles Drive, Idaho Falls, Idaho 83401
Michael D. Infanger	1240 S 35 th 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.

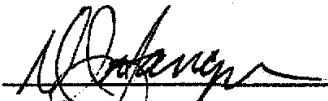
[Signatures Appear on the Following Page]

August 7, 2012

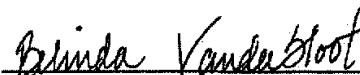
Appendix B: AHCS Articles of Incorporation

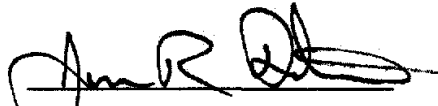
DATED this 28th day of December 2011.

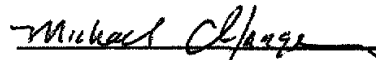
INCORPORATORS

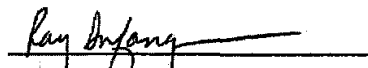

Debra A. Infanger


Frank L. VanderSloot


Belinda VanderSloot


James R. Dalton


Michael D. Infanger


Ray Infanger

HONORARY INCORPORATOR

Brian Frank VanderSloot
In Memoriam

August 7, 2012

AMENDED AND RESTATED
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~~ these Amended and Restated 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. five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School ("parent-Directors").~~ Following the resignation or completion of the Initial Term for any initial Director and after the Parent-Faculty Association ("PFA") has been established as provided under Article IV of these Bylaws, the PFA shall elect, by plurality vote of its members casting votes, a parent-Director. Thereafter, any vacancy in the Seat elected by the PFA shall be filled only by election of the PFA. It is the intention that there always be not less than two (2) Directors who are also parents of enrolled students, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining 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 meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343- (Idaho Open Meeting Law).

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-, including but not limited to Idaho Code § 67-2343 (Idaho Open Meeting 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.

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,~~ provided that not less than two (2) Directors shall be parent-Directors, with one (1) parent-Director always elected by the PFA, and not less than one (1) parent-Director appointed by the affirmative vote of a majority of the remaining Directors. A Director elected or appointed 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 years
Matthew Trent VanderSloot	(Seat Four)	2 years
Tappia F. Infanger	(Seat Five)	3 years
James R. Dalton	(Seat Six)	3 years
Sara Schofield	(Seat Seven)	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.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by majority vote of 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 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.

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
- (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.

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).

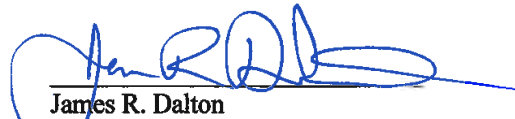
(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

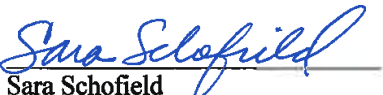
CERTIFICATE OF ADOPTION

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 July, 20 12, and that the same does now constitute the By-Laws of the said Corporation.

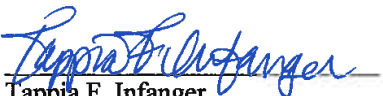
IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 3rd day of July, 20 12.


Debra A. Infanger
Director/Chairman


James R. Dalton
Director/Vice-Chairman


Sara Schofield
Director/Secretary


Michael D. Batt
Director/Treasurer


Tappia F. Infanger
Director


Matthew Trent VanderSloot
Director


Gayle Yakovac-DeSmet
Director

August 7, 2012

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 3rd day of November, 2012.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of July, 2012.

Sara Schofield
Secretary of the Corporation

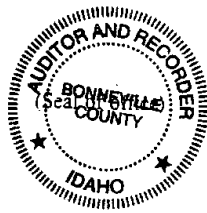
August 7, 2012

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 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
1 Michael Kobe	<i>Michael Kobe</i>	1076 S. 35th W.	IF ID	208-567-5196	10-18-11
2 Edwin Blair Bull	<i>Edwin Blair Bull</i>	1146 Highland Drive	Ammon ID	208-524-488	10-18-11
31 3 V. Lane Clayton	<i>V. Lane Clayton</i>	751-50 35th W	IF	523-7630	10-18-11
37 4 Dianne Richardson	<i>Dianne Richardson</i>	712 S. 35th St	IF	524-207	10-18-11
13 5 HAROLD CARLSON	<i>Harold Carlson</i>	657 S. 35th West	IF	523-2420	10-18-11
36 6 Kevin Ward	<i>Kevin Ward</i>	2378 W. 13th N.	IF	521-8685	10-18-11
13 7 Traci Ward	<i>Traci Ward</i>	507 S. 35th W.	IF	521-4796	10-18-11
13 8 Doreen M. M. M.	<i>Doreen M. M. M.</i>	394 S. 35th W.	IF	589-3508	10-18-11
36 9 J. S. M. M.	<i>J. S. M. M.</i>	390 S. 35th W.	IF	681-2781	10-18-11
36 10 Will Steel	<i>Will Steel</i>	2462 W. 49th N.	IF	520-0344	10-28-11
36 11 Deceh Reed	<i>Deceh Reed</i>	3885 W. 49th N.	IF	380-7191	10-19-11
36 12 Ben Cook	<i>Ben Cook</i>	1177 Corbin St. Av.	IF	313-0279	10-20-11
36 13 Dick Ford	<i>Dick Ford</i>	9628 N. 8th W.	IF	681-9758	10-20-11
36 14 Ladd H. H.	<i>Ladd H. H.</i>	1534 W. 81st N. E.	IF	523-5034	10-20-11
36 15 H. H. H.	<i>H. H. H.</i>	1534 W. 81st N. E.	IF	335-5034	10-20-11

4/16/2008

I-001

August 7, 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. Condie
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
26 Phoebe McIntosh	<i>[Signature]</i>	974 W. B. N.	T.F.	529-5368	10-20-11
34 17 Lex Highway	<i>[Signature]</i>	3335 N. 35 W.	T.F.	251-8402	10-20-11
34 18 Koyan Reed	<i>[Signature]</i>	2272 N. 35 W.	T.F.	522-4691	10-20-11
13 19 Patel Raviary	<i>[Signature]</i>	577 S. 35 W.	T.F.	587-7135	10-20-11
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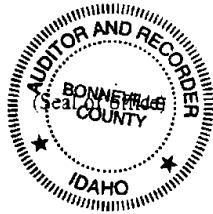
4/16/2008
I-002

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			
- 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
1. Daniel McPherson	<i>[Signature]</i>	6055 Glen Eagles	Idaho Falls	208-568-6271	10/20/11
2. Missy Hyde	<i>[Signature]</i>	5445 Glen Eagles Dr	Idaho Falls	552-9054	10/20/11
3. MARESHAE CAMPBELL	<i>[Signature]</i>	6027 GLEN EAGLES	IDaho FALLS	359-8005	10/20/11
4. Rebecca Mayes	<i>[Signature]</i>	5548 N 5th W	Idaho Falls	520-5883	10/20/11
5. Tomavach Smith	<i>[Signature]</i>	6011 Glen Eagles	Idaho Falls	221-7771	10/20/11
6. Melonie Frasure	<i>[Signature]</i>	285 Glen Eagles Dr	Idaho Falls	522-9701	10/20/11
7. Kimbly Wright	<i>[Signature]</i>	5990 Glen Eagles Dr	Idaho Falls	523-4233	10-20-11
8. Doreen Rieck	<i>[Signature]</i>	6454 Glen Eagles Dr	Idaho Falls	521-5076	10-20-11
9. AUTUMNE RIECK	<i>[Signature]</i>	6454 Glen Eagles Dr	Idaho Falls	521-5108	10-20-11
10. Shari Williams	<i>[Signature]</i>	9827 N 35th W	IF, ID	339-2563	10/20/11
11. Renato Black	<i>[Signature]</i>	1338 Cambridge Dr	IF	419-9830	10/21/11
12. SEANA BROWN	<i>[Signature]</i>	609 Glen Eagles Dr	IF	552-5531	10/21/11
13. Jenni Jensen	<i>[Signature]</i>	6710 N Broadway	IF	509-2119	10/21/11
14. Linda Gunn	<i>[Signature]</i>	5734 W Broadway	IF	523-2497	10/21/11
15. Todd Kinney	<i>[Signature]</i>	5839 N Broadway	IF	523-2432	10/21/11

4/16/2008

I-003

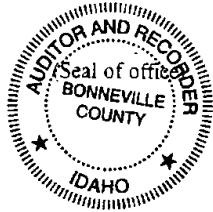
August 7, 2012

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
Charity 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	Jodi Atkinson	5523 Concord Dr	Idaho Falls	352-20255	10/23/2011
17 Eric Anderson	Eric Anderson	5850 Indian Wells	IF	537-0994	10/23/11
18 Tabbi Underwood	Tabbi Underwood	393 Spinglan	IF	624-2957	10-23-11
19					
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30					

4/16/2008

J-004

August 7, 2012

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

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COVINGTON KY 41012 OFFICIAL USE

Postage	\$ 14.35	0473
Certified Fee	\$2.85	08
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 19.50	01/05/2012

Sent To
Internal Revenue Service
Street, Apt. No.,
or PO Box No. *P.O. Box 12192*
City, State, ZIP+4
Covington, Ky 41012-0192
PS Form 3800, August 2006 See Reverse for Instructions

GOODING WPO
GOODING, Idaho
833309998
5480520473-0099
01/05/2012 (208)934-4822 04:56:43 PM

Sales Receipt
Product Sale Unit Final
Description Qty Price Price
COVINGTON KY 41012 \$14.35
Zone-7 Priority Mail
3 lb. 2.50 oz.
Expected Delivery: Sat 01/07/12
Return Rcpt (Green \$2.30
Card)
Certified \$2.85
Label #: 70111570000229797565
Issue PVI: \$19.50

Total: \$19.50

Paid by:
Personal Check \$19.50

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shipping labels with postage. For
other information call
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Clerk:08

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TELL US ABOUT YOUR RECENT
POSTAL EXPERIENCE

YOUR OPINION COUNTS

August 7, 2012

Certificate of Attendance

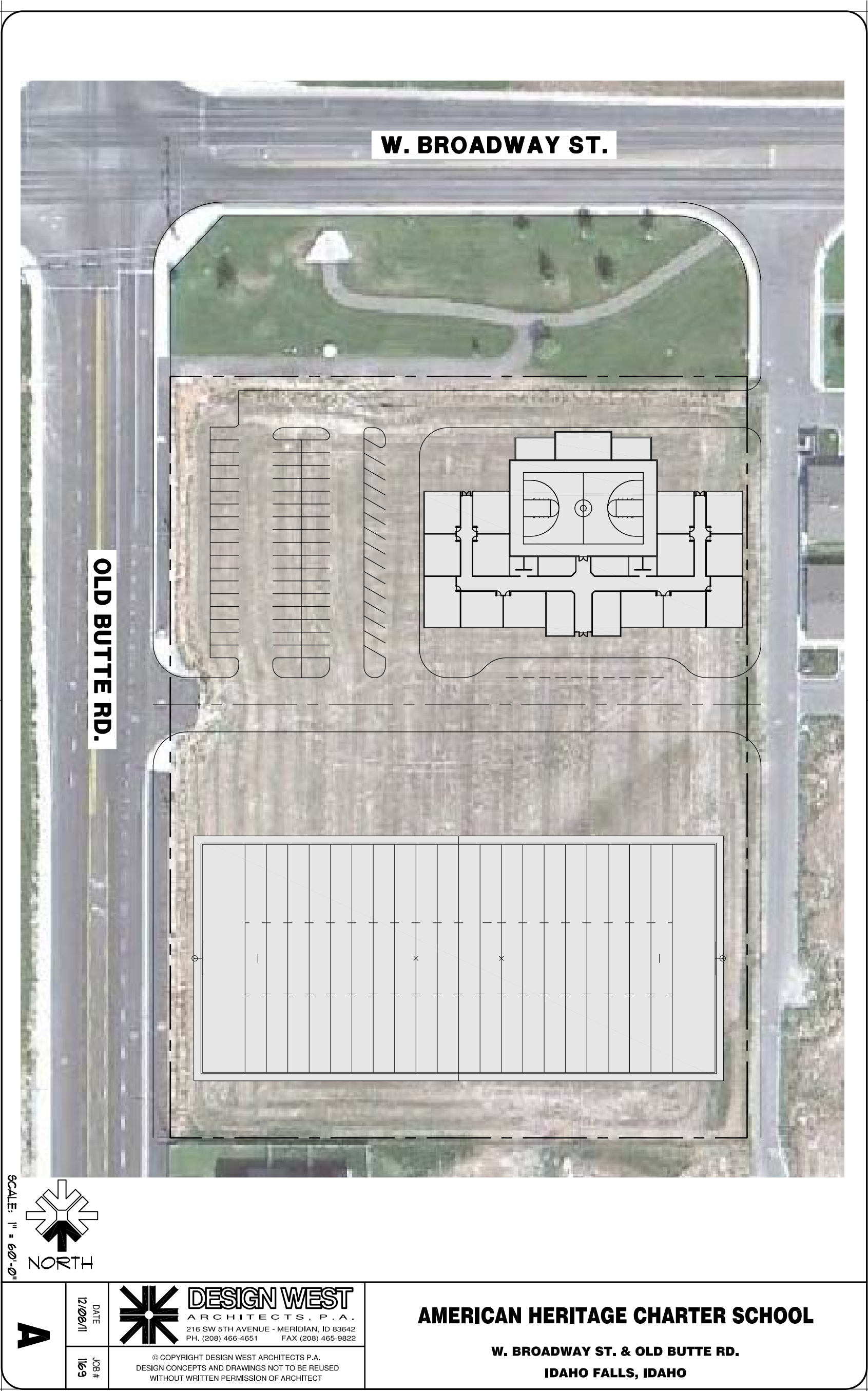
This certificate is awarded to

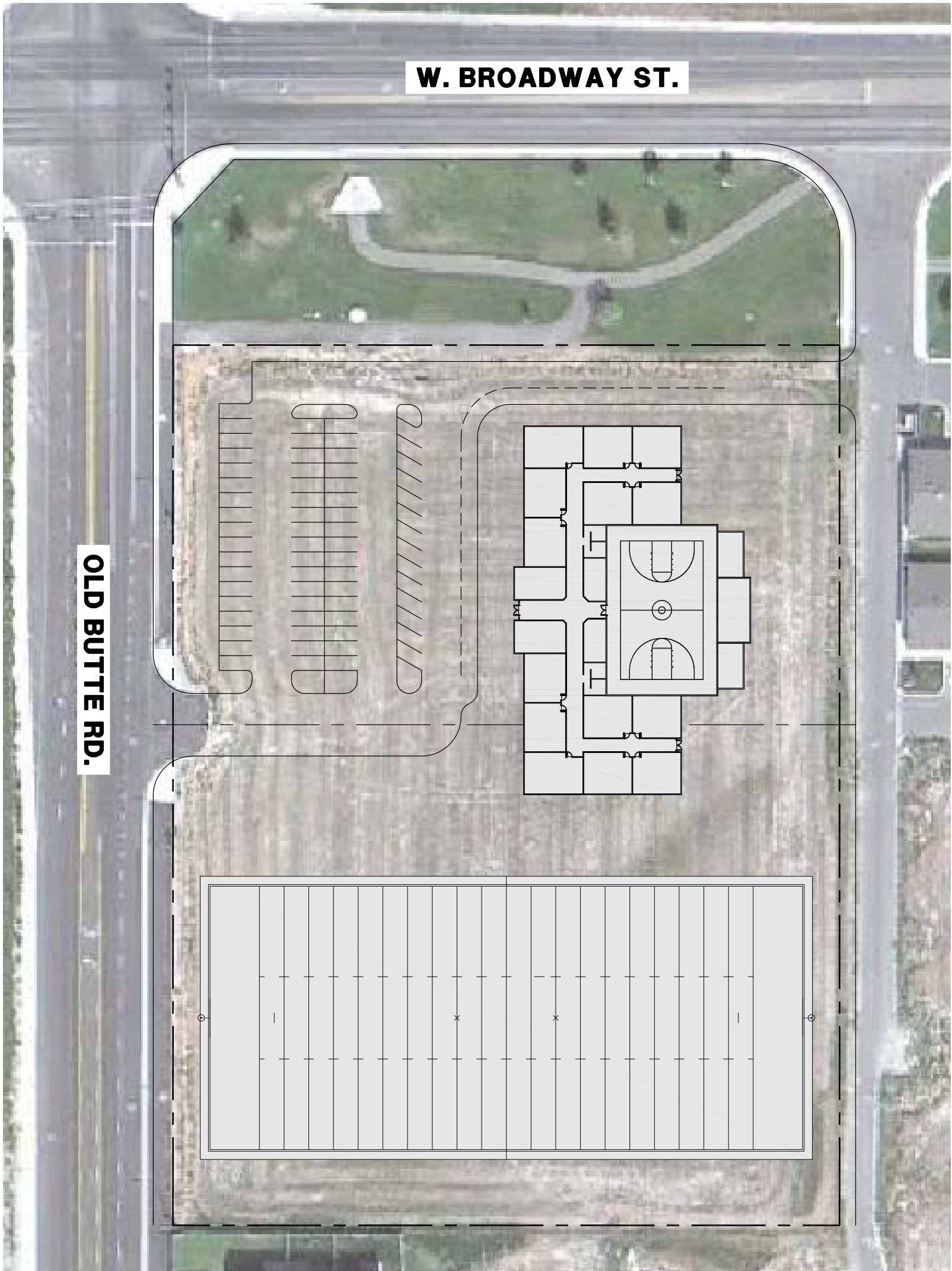
DEBY INFANGER

*For attending the two-day
Charter Start Workshop on
October 6 ~ 7, 2011*

Michelle Clement Taylor

School Choice Coordinator

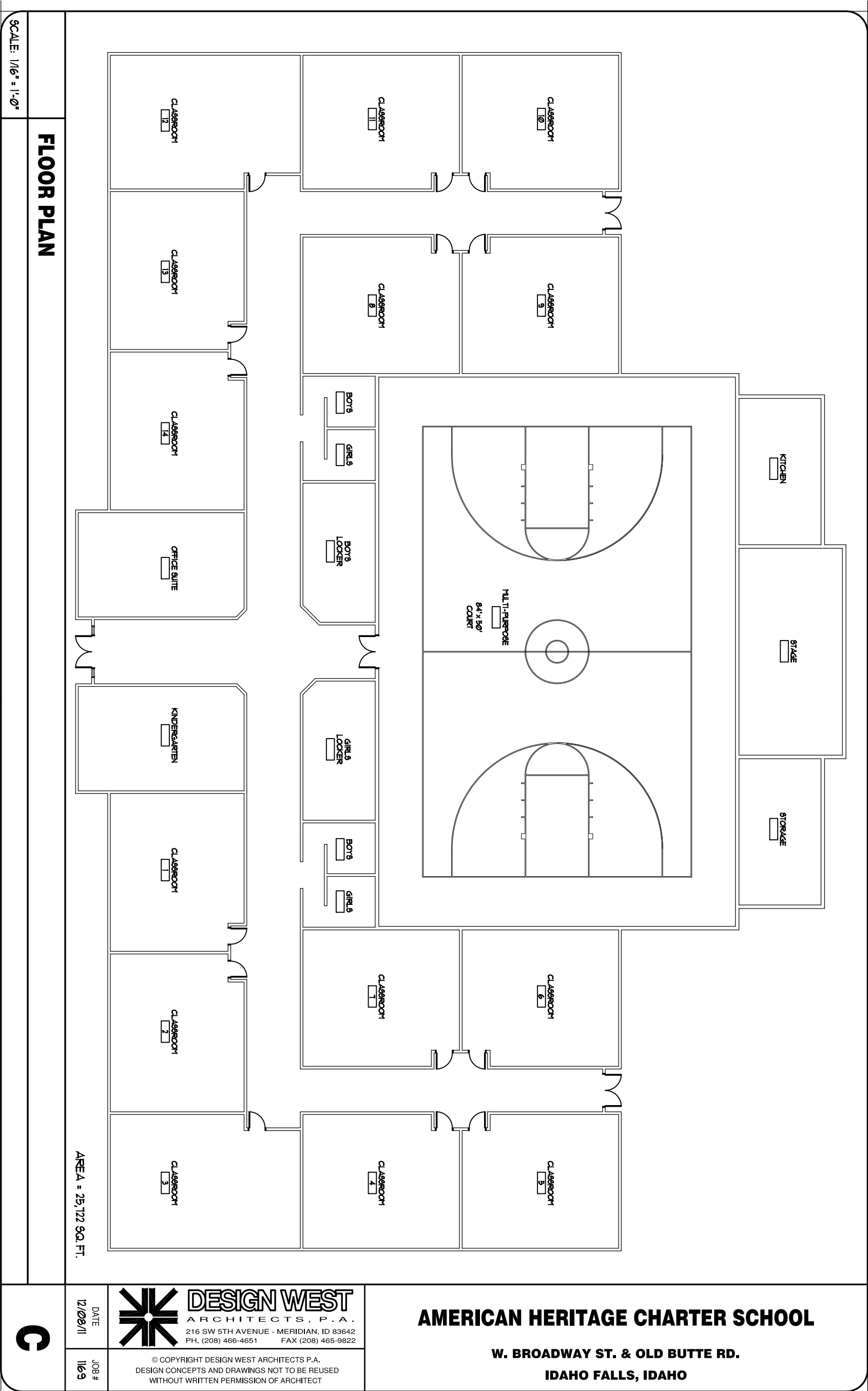


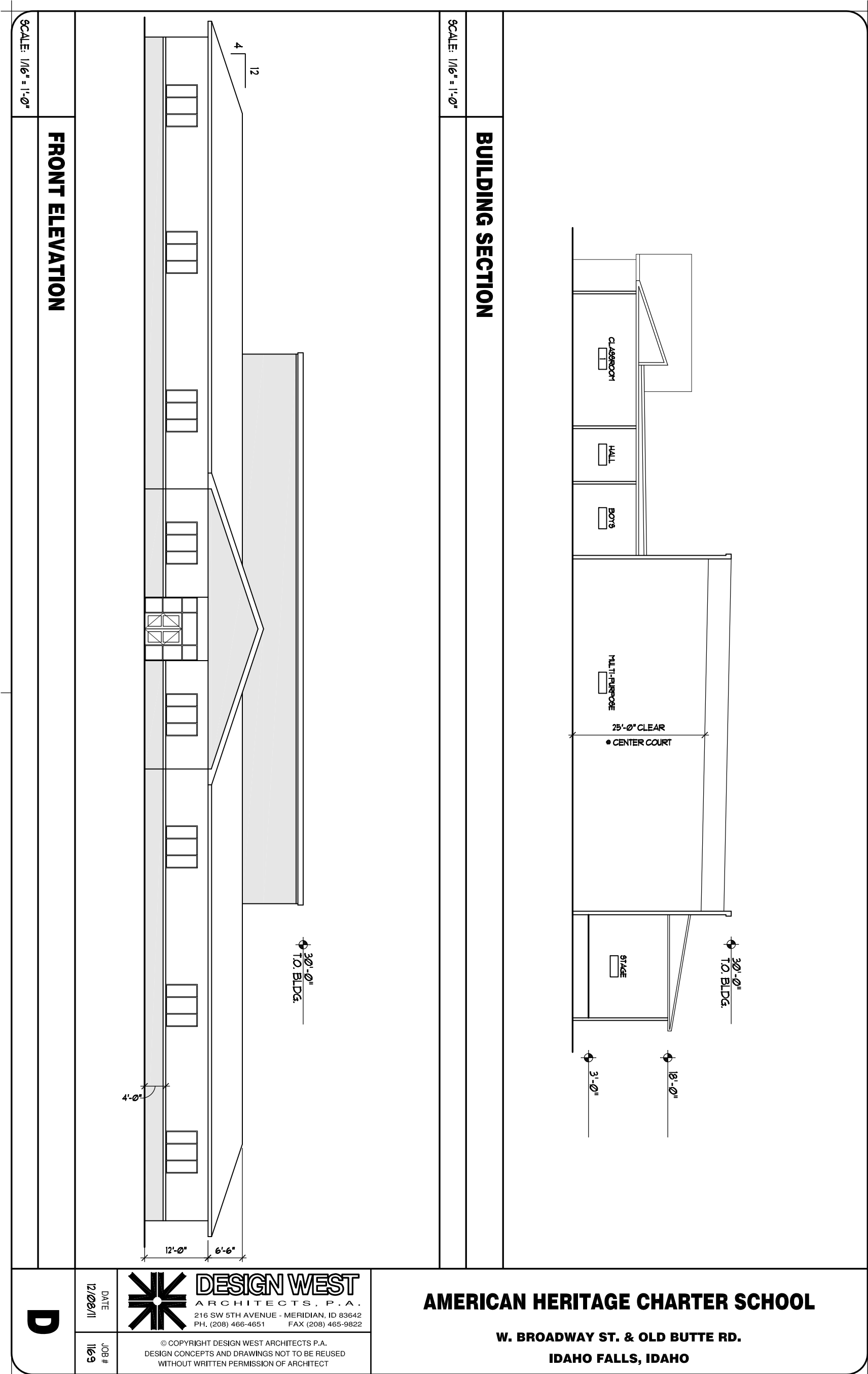


SCALE: 1" = 60'-0"

B	DATE 12/08/11	 DESIGN WEST ARCHITECTS, P.A. 216 SW 5TH AVENUE - MERIDIAN, ID 83642 PH. (208) 466-4651 FAX (208) 465-9822
	JOB # 1169	

AMERICAN HERITAGE CHARTER SCHOOL
W. BROADWAY ST. & OLD BUTTE RD.
IDAHO FALLS, IDAHO





August 7, 2012



December, 2011

Deby Infanger
American Heritage Charter School

P.O. Box 838
Meridian, ID 83680
208.884.0027 P
208.884.4626 F

340 Falls Ave
Twin Falls, ID 83301
208.733.4800 P
208.733.4812 F

www.beniton.com

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.

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-3
ID REG #RCE-834
ID CM #119
NV CON #0049968
NV ENG #0075083
OR LIC #125097
UT LIC #4949987-5501-R100

August 7, 2012

RE-24 VACANT LAND
REAL ESTATE PURCHASE AND SALE AGREEMENT

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.

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 () Date 1/5/12 SELLER'S Initials () Date 12-16-11

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JULY 2011 EDITION RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT Page 1 of 6

August 7, 2012

 The Voice for Real Estate in Idaho	ADDENDUM # <u>2</u> (All addendums shall be numbered sequentially.)	JULY 2011 EDITION Page 1 of 1
	RE-11 ADDENDUM	
	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.	

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 Panchari

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

August 7, 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

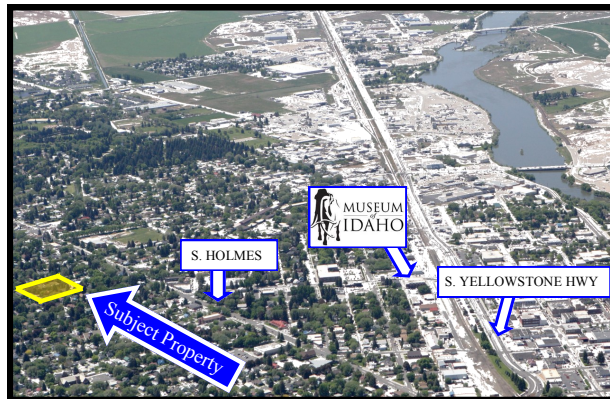
Historical Church

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

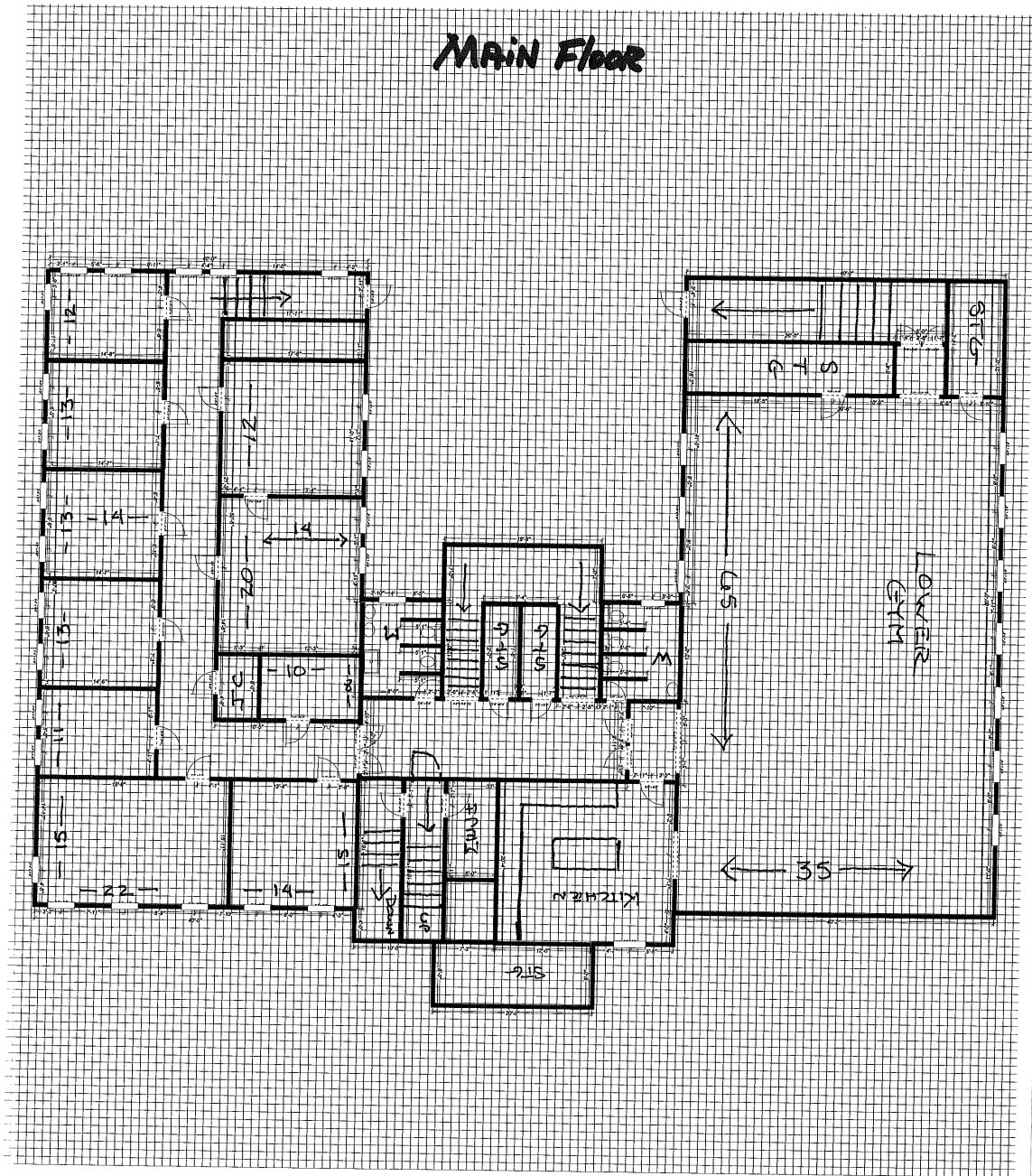
Cell: (208) 521-4564

Fax: (208) 552-8255

Email: shane@ventureoneproperties.com

August 7, 2012

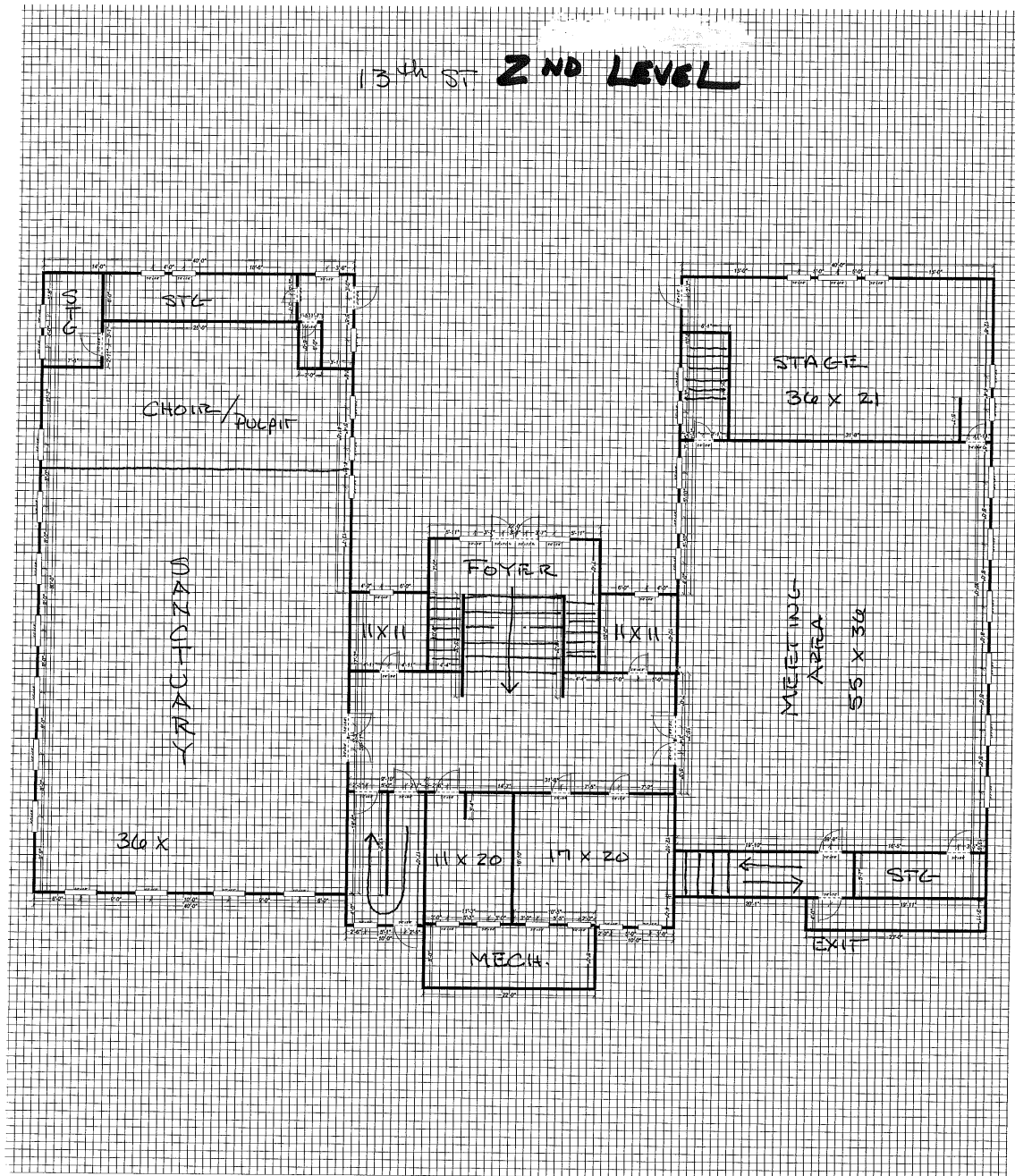




ALL MEASUREMENTS
MORE OR LESS

LOWER LEVEL
187 E 15th ST BLDG

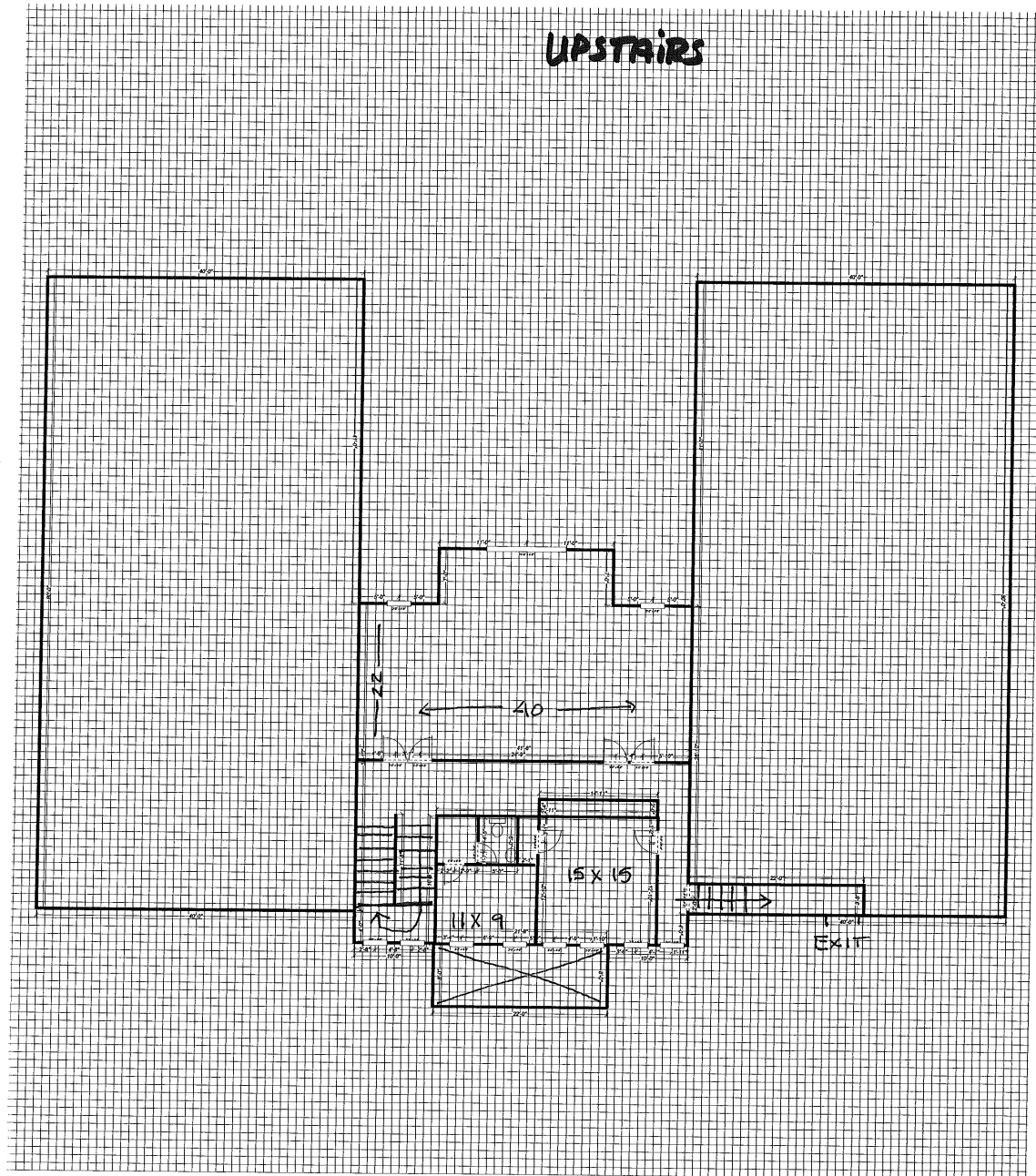
August 7, 2012



ALL MEASUREMENTS
MORE OR LESS

187 E. 13 ST BUILDING

August 7, 2012



ALL MEASUREMENTS
MORE OR LESS

187 E 13th ST BLDG

August 7, 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

August 7, 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

August 7, 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: office@akm-arch.net	G & S Engineers 600 John Adams Pkwy. Idaho Falls, Idaho 83401 P:523-6918, F: 523-6922 Email: gs@gsengineers.net	MTI 1230 N. Skyline Dr. Suite 'C' Idaho Falls, Idaho 83402 P:529-8242.,F: 529-6911 Email: eimti@mti-id.com Email: kunkej@mti-id.com
Keith Kennedy Architects 381 Shoup Ave. Idaho Falls, Idaho 83402 P: 522-4151, F: 522-4151 Email: ktkarch2@yahoo.com	Teton Engineers 136 S. State Street Shelley, Idaho 83274 P:357-2420, F:357-2419 Email: tetoneng@ida.net	CRSA Architects, Attn: Kevin 151 N. Ridge Ave. Suite 113 Idaho Falls, Idaho 83402 P: 524-4621, F: Email: kevin@crsa-us.com
NBW Architects 990 John Adams Parkway Idaho Falls, Idaho 83401 P: 522-8779, F: 522-8785 Email: rah@nbwarchitects.com	Design Intelligence 1037 Erikson Drive Rexburg, Idaho 83440 P: 359-1461, F: Email: designintel60@msn.com	Wallace-Hudson Associates 836 E. Center Street Pocatello, Idaho 83201 P:232-2255, F: 232-3668 Email: swallace@poky.srv.net
Sundberg Associates 111 E. 16 th Street Idaho Falls, Idaho 83404 P: 522-6901, F: 522-6928 Email: bonniego@ida.net	Eagle Engineering 1285 Bear Ave. Idaho Falls, Idaho 83402 P: 535-2241, F: 535-2242 Email: pnforbord@cableone.net	ES2 Engineers 4943 N. 29 th East, Suite 'A' Idaho Falls, Idaho 83401 P: 552-9874, F: 552-9302 Email: contactus@es2eng.com
Ross Johnson, Architect 601 John Adams Court, Apt # 2 Idaho Falls, Idaho 83401 P:881-3365, P:522-7498 Email: ace_architect@ida.net	CRSA Architects, Attn: Robert 151 N. Ridge Ave. Suite 113 Idaho Falls, Idaho 83402 P: 524-4621, F: Email: robertf@crsa-us.com	Prestwich Architect 2555 St. Clair Ave. Idaho Falls, Idaho 83404 P:522-0559 Email: kwparch@if.rmci.net
JRW Associates 1152 Bond Ave. Rexburg, Idaho 83440 P: , F:359-2271 Email: jrwinfo@jrwarchitects.com	Studio I Richard Dodge, R.A. 680 Meppen Drive Idaho Falls, Idaho 83401 P:339-5375, F: Email: rdd@studioi.org	Jensen Hayes Shropshire Architects 280 S. Arthur, 2 nd Level Pocatello, Idaho 83204 P: 232-1223, F: 232-1226 Email: heather@jhsarchitects.com
Advantage Architecture Jay Rice, R. A. P.O. Box 1604 Idaho Falls, Idaho 83403 P: 552-2851, F:n/s,Cell 317-7423 Email: jay@advantage-arch.com	Myers/Anderson Architects 101 N. Main Pocatello, Idaho 83204 P: 232-3741, F:232-3782 Email: maa@myers-anderson.com	Marla Morgan, Architect 722 Brandon Drive Idaho Falls, Idaho 83402 P: 552-4698 Email: morganmrm@cableone.net

August 7, 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

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



Membership Categories

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- ☐ \$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

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- ☐ \$1000 and above

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- ☐ \$25 *Idaho Landscapes* subscription only (no discounts)

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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



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- [The Standards](#)
- [Tax Incentives](#)
- [How To Preserve](#)
- [Sustainability](#)
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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](#).

August 7, 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:

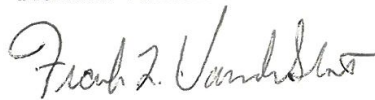
We write to support the petition of the American Heritage Academy as a new public charter school in Idaho Falls School District 91.

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 55th West, Idaho Falls, Idaho 83402 Phone: 208-528-6635 Fax: 208-528-6636

August 7, 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

August 7, 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

August 7, 2012



ARCHITECTURE • PLANNING • INTERIORS

151 N RIDGE AVE STE 113 • IDAHO FALLS, ID 83402 • 208.524.4621 • 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 1st, 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 1st, 2014.

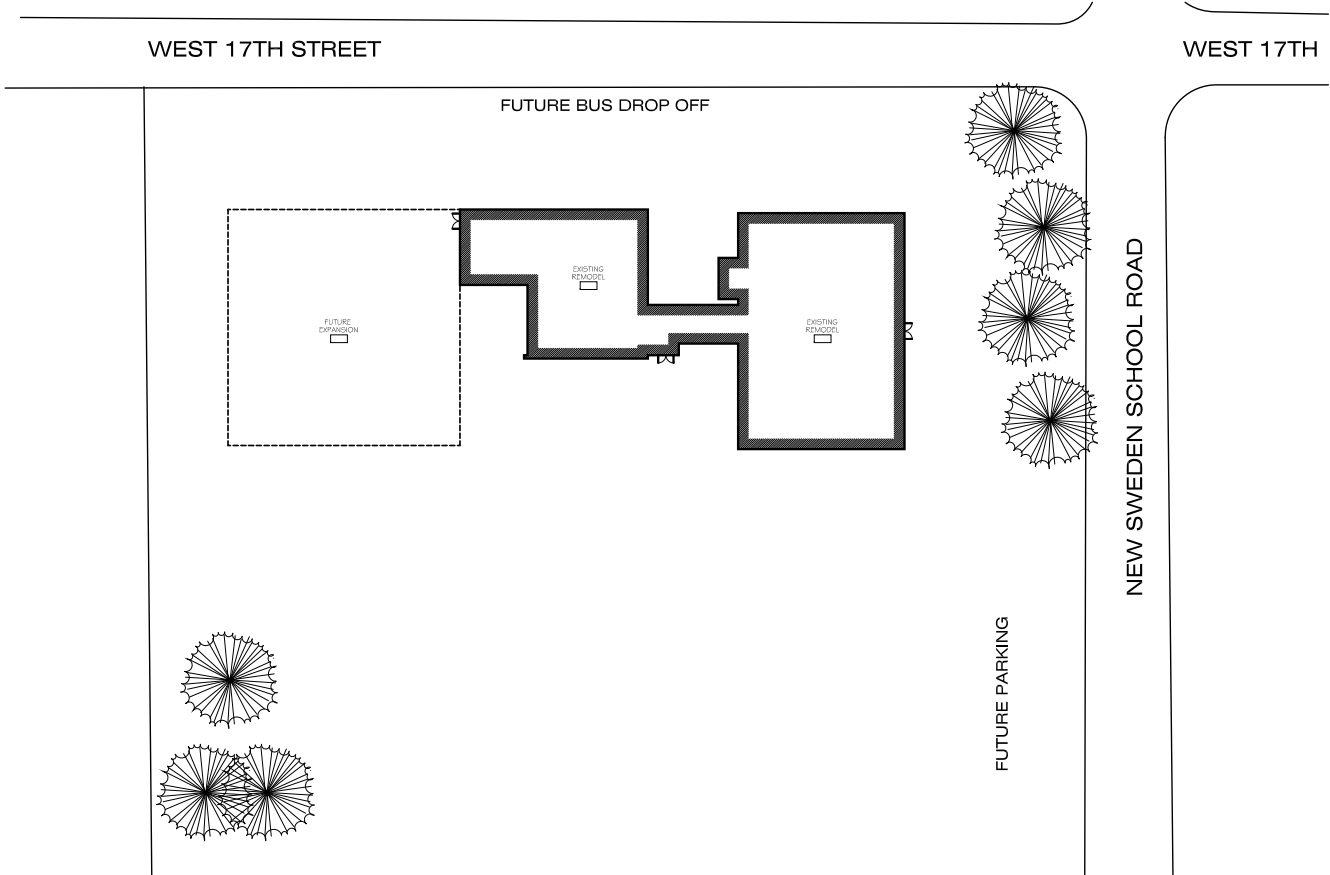
Respectfully,

A handwritten signature in blue ink, appearing to read "K. DeKold", is written over a faint, light blue circular stamp.

Kevin DeKold, AIA
CRSA, Idaho Falls Director – Senior Principal

C: Deby Infanger

New Sweden Charter School



Description:
Preliminary site plan layout.

Site Plan

SCALE: 1/8"=1'±



Printed 7/5/12

New Sweden Charter School



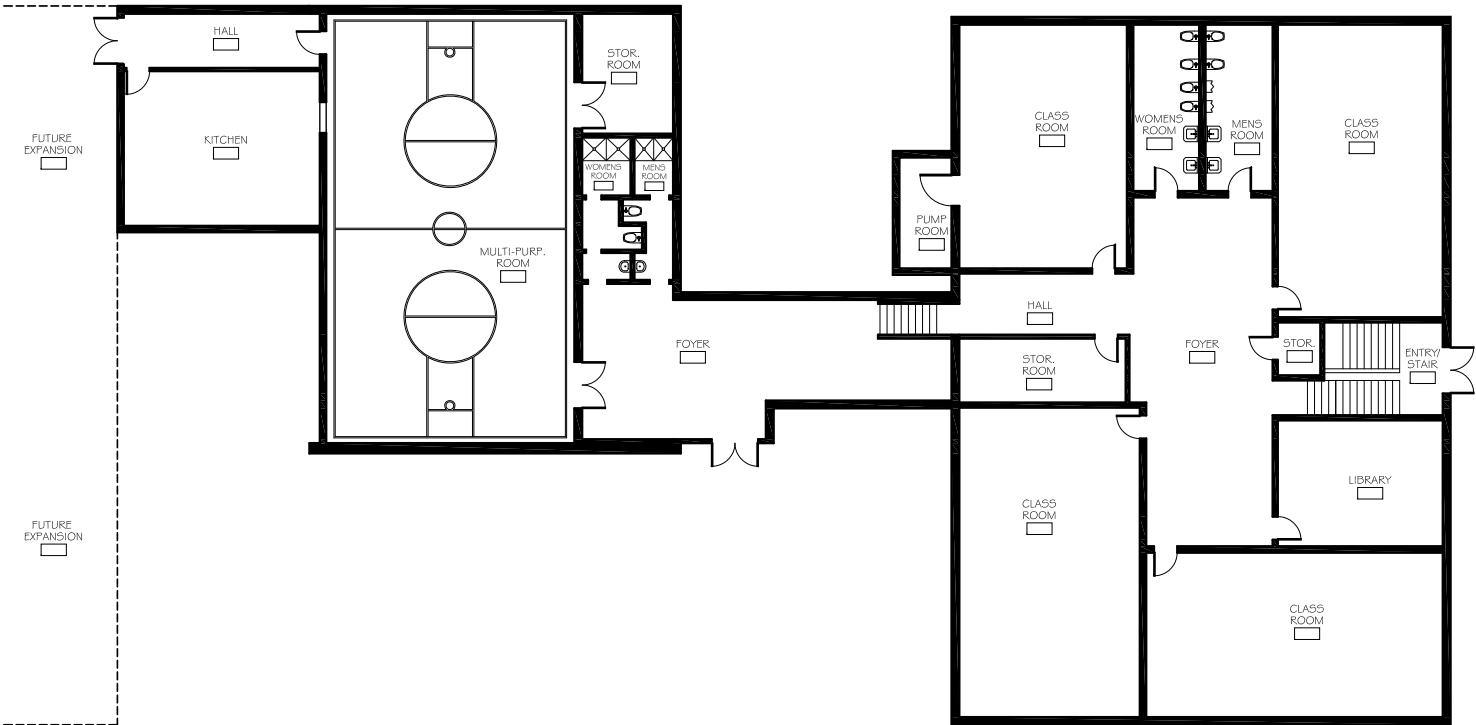
Description:
Preliminary Floor plan layout.

Main Floor Plan



Printed 7/5/12

New Sweden Charter School



Description:
Preliminary Floor plan layout.

Basement Floor Plan



SCALE: nbs



Printed 7/5/12

August 7, 2012

Appendix I: Facility Option 3-New Sweden School

From: **Kevin DeKold** <kevin@crsa-us.com>
Date: Wed, Jul 25, 2012 at 9:51 AM
Subject: RE: timeline
To: Deby Infanger <debyinfanger@gmail.com>
Cc: "trent@eiradio.com" <trent@eiradio.com>, "cs@rbhi.us" <cs@rbhi.us>

Deby, let me know whether or not the information below satisfies your needs;

- July through November 2012 – Design
- October 2012 – Roof demolition and replacement
- November 2012 – Asbestos abatement, interior demolition
- December 2012 – Permitting and bidding
- January through June 2013 – Interior and Exterior restoration/remodel, septic or sewer installation, sitework and landscaping

Our hope is that construction will occur sooner, and the above is a reflection of the latest construction can take place to meet your July 1st 2013 deadline. If you need more detail than this, please let me know.

Kevin DeKold, AIA
Senior Principal
Idaho Falls Director

Architecture • Design • Interiors

August 7, 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

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:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Art Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes

Appendix K: Gifted and Talented Program Supplements

First Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Second Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Third Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Fourth Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Fifth Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes

Appendix K: Gifted and Talented Program Supplements

Sixth Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Seventh Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
Eighth Grade Plus:	Core Knowledge Reading List Additional material that promotes student growth in Mathematics, Reading & Language Arts, Science, Social Studies Enter suggested online educational games and projects Projects that are Patriotic Projects that teach Money Management Great American Heroes
9-12 Secondary Plus:	Summer and Classic Reading List Read Atlas Shrugged and Friedrich Hayek Additional work in Mathematics, English, Literature, Science, Social Studies, Technology and computer programs (See Note and Items 4 and 5 Above for specific details) Modules emphasizing all the knowledge we want students to possess upon leaving high school that we do not have time or opportunity to teach Great American Heroes and World Leaders

Appendix L: AHCS Limited-English Proficiency Program

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.

Appendix L: AHCS Limited-English Proficiency Program

II. Progression of Student through LEP 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.

Appendix L: AHCS Limited-English Proficiency Program

- 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 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:

Appendix L: AHCS Limited-English Proficiency Program

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.

Appendix L: AHCS Limited-English Proficiency Program

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. 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

Appendix L: AHCS Limited-English Proficiency Program

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.

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 30th 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:

Appendix L: AHCS Limited-English Proficiency Program

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 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.

Appendix L: AHCS Limited-English Proficiency Program

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.

Appendix L: AHCS Limited-English Proficiency Program

- d. Cooperative learning strategies (Kagan, 1985).
 - 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) 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.

Appendix L: AHCS Limited-English Proficiency Program

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 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.”

Appendix L: AHCS Limited-English Proficiency Program

V. Equal Access to Other School District Programs

- A. Statewide Assessments: Idaho Standards Achievement Test (ISAT) and Idaho Reading Indicator (IRI)
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:

Appendix L: AHCS Limited-English Proficiency Program

- 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.
- 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:

Appendix L: AHCS Limited-English Proficiency Program

- a. Race/ethnicity
 - b. Gender
 - c. Migrant, Immigrant or Refugee status
 - d. Free or reduced lunch
 - e. Individualized Education Plan (IEP) for special education
 - f. Gifted
 - g. LEP Program of service
 - h. 1st 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)

Appendix L: AHCS Limited-English Proficiency Program

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.
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.

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 6th 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:_____

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						
TOTAL POINTS						

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).

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.

Appendix M: Portfolios

PORTFOLIO REQUIREMENT BY GRADE

Kindergarten	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
First	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
Second	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
Third	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
Fifth	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
Sixth	Teacher facilitates student collection of best work in each grading period in each subject and hero project to be included in the portfolio. Required best work in each of the following areas: Reading, Language, Mathematics, Science, Social Studies, Art Required best in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding
Seventh	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 7th Grade Cross Curricular Project

Appendix M: Portfolios

Eighth	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 8th Grade Cross Curricular Project
Ninth	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 9th Grade Cross Curricular Project Recommended Inclusion: Student evidence of Senior project
Tenth	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 10th Grade Cross Curricular Project Recommended Inclusion: Student evidence of Senior project
Eleventh	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 11th Grade Cross Curricular Project Required Inclusion: Student evidence of development of the Senior project
Twelfth	Teacher facilitates student collection of best work in each grading period in each subject to be included in the portfolio. Required best work in each of the following areas: English, Mathematics, Science, Social Studies, Selected elective Required best work in one of the monthly Hero Projects: Work must show individuality, creativity, and understanding Required Inclusion in the portfolio is the Required 12th Grade Cross Curricular Project Required Inclusion: Senior project (paper, presentation, project, pictures of Academic Fair participation)

Sample Portfolio First Grade Portfolio

Student Name:

Year:

Entries	Description	✓
Reading	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.	
Language	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.	
Mathematics	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.	
Social Studies	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.	
Science	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.	
Art	Create examples of art that show knowledge of color, line, and shape as elements of art.	
Hero Project	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.	
Core Knowledge Project	Identify: Country, People, Art and Music from CK emphasis for 1 st 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.

Appendix M: Portfolios

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:

Appendix M: Portfolios

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>)

Appendix N: AHCS School Improvement Plan

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.

Appendix N: AHCS School Improvement Plan

- 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).

Appendix N: AHCS School Improvement Plan

F. Timeline

Plan Timeline & When the Status Takes Effect	School Requirements	Authorizing Charter Entity Requirements and Board
<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>	<i>Fall</i> Participate in Instructional Core Focus Visit Begin providing School Choice Begin providing Supplemental Tutoring Services <i>Winter/Spring</i> Create school level Turnaround Plan aligned with turnaround principles and other state requirements	<i>Fall</i> Participate in Instructional Core Focus Visit Enroll Board and school in appropriate technical assistance programs Choose school Turnaround Option Create level plan for school turnaround principles <i>Winter/Spring</i> Oversee the development of school level Turnaround Plan Review school level Turnaround Plan for approval before submission to the State
Turnaround Plan -Year 2 <i>Consecutive year after "Turnaround Plan – Year 1"</i>	Full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements Submit updates and revisions to Turnaround Plan	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

Appendix N: AHCS School Improvement Plan

Plan Timeline & When the Status Takes Effect	School Requirements	Authorizing Charter Entity Requirements and Board
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.

Appendix N: AHCS School Improvement Plan

B. Timeline

Plan Timeline & When the Status Takes Effect	School Requirements	Authorizing Charter Entity and Board
<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>	<i>Fall</i> Participate in Instructional Core Focus Visit Begin providing School Choice Begin providing Supplemental Tutoring Services Create school level Rapid Improvement Plan aligned with turnaround principles and other state requirements	<i>Fall</i> Enroll school in appropriate technical assistance programs Oversee the development of school level Rapid Improvement Plan Review school level Turnaround Plan for approval before submission to the State
Rapid Improvement Plan - Year 2 <i>Consecutive year after "Rapid Improvement Plan – Year 1"</i>	Full implementation of school level Rapid Improvement Plan and other state requirements Submit updates and revisions to Rapid Improvement Plan	Provide continuous support and monitoring of school level Rapid Improvement Plan aligned and other state requirements Review updates and revisions to school level Rapid Improvement Plan for approval before resubmission to the State

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.

Appendix O: AHCS Evaluations: Policy, Job Description, and Forms

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.

Appendix O: AHCS Evaluations: Policy, Job Description, and Forms

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.

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: _____

Appendix O: AHCS Evaluations: Policy, Job Description, and Forms

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.

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

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:

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

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 lime 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 ----->			

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	Mandated accountability of existing keys be means of biannual inventories. Develop and implement staff training in the area of key control.		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 catalog 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 or www.sprc.org.

**AMERICAN HERITAGE CHARTER SCHOOL
INTERNET ACCESS CONDUCT POLICY AND AGREEMENT**

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. Internet Access Conduct Agreements

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.

G. 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.

H. 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 ____

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.

August 7, 2012

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.

August 7, 2012

American Heritage Charter School

Student Handbook
2013-14 Academic Year

Go, Patriots!



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 10th 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 11th 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. seq.) 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.
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

American Heritage Charter School Charter School

Go! Patriots!

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
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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
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**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 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 student's 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:

- Radio Stations – Riverbend Communications' stations; Rich Broadcasting's stations; Sandhill Media's stations; Idaho Wireless Corporation's stations; Pacific Empire Radio's stations; and KBYI & KISU.
- Television Stations – KIFI & KIDK and then KPVI
- Post Register – Breaking news alerts KLIX 1310 AM, KART 1400 AM, KVMX MIX 103 FM radio stations, and KMYT 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 use the same methods and vendors listed above 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 ~~Coeur d'Alene~~ Coeur d'Alene School District #91 as determined by AHCS and ~~Coeur d'Alene~~ Coeur d'Alene School District #91 ~~(GSD)~~.

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 ~~Cheney Bus Company~~ a contracted transportation provider. ~~Cheney Bus Company~~ The contracted transportation provider 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.

Debra Ann Bailey Infanger

1240 S. 35th W. Idaho Falls, Idaho 83402 (208) 539-7271
debyinfanger@yahoo.com

EDUCATION RELATED EXPERIENCE

NORTH VALLEY ACADEMY, INC.	2006-PRESENT
• Founder, President and Board Chair	Gooding, Idaho
GOODING SCHOOL DISTRICT	1997-2007
• Substitute teacher at secondary level	Gooding, Idaho
LDS CHURCH EDUCATIONAL SYSTEM	1995-2006
• Volunteer Early Morning Seminary Teacher	Gooding, Idaho
• Managed Small Budget, Developed Lesson Plans, Instructed over 200 students	
GOODING SCHOOL DISTRICT VOLUNTEER PARTICIPATION	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

STATE FARM INSURANCE	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	
INFANGER CONSTRUCTION	2002-2010
• Manager of family partnership	Gooding, Idaho
• Oversaw construction and sale of seven homes and remodel of North Valley Academy Charter School	
GOODING NOVUS REPAIR (WINDSHIELD REPAIR BUSINESS)	1983-2004
• Owner and Operator	Gooding, Idaho
VILLAGE PROPERTIES	1982-1992
• Licensed Realtor	Gooding, Idaho

EDUCATION

Western Governors University	Currently enrolled
• One year left, BS Business Management	
BYU-JERUSALEM	Winter 1996
• Travel seminar on Middle Eastern studies Israel	
ATTENDED BOISE STATE UNIVERSITY	1978-1979
• Courses in Business, Accounting and Real Estate	
KUNA HIGH SCHOOL.	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

August 7, 2012

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 WADDOUPS, 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

OTHER HONORS/AWARDS

GOVERNOR'S MEDALLION , <i>presented by Idaho Governor for outstanding public service</i>	2003
PRESIDENTIAL SCHOLAR AWARD , <i>awarded in Washington D.C. by President Clinton</i>	1994

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)

August 7, 2012

JAMES R. DALTON

- 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

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 1st 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)

August 7, 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 & 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 & 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

(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

4538 S FAIRPLAY CT, AURORA, CO 80015 • (208) 681-9826 • MTVANDERSLOOT@GMAIL.COM

EDUCATION; ACADEMIC AND EXTRACURRICULAR LEADERSHIP

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

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

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.

August 7, 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	
Revenues:									
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
Total Revenues			\$1,774,714			\$1,905,282			\$2,123,609
Expenses:									
Salaries:									
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
Total Salaries			\$671,760			\$897,740			\$977,690
Benefits:									
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
Total Benefits			\$214,630			\$287,280			\$312,860
Operating Expenses:									
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						
Total Operating Expenses			\$664,765			\$518,489			\$497,445
Program Expenses:									
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
Total Program Expenses			\$202,314			\$188,505			\$210,281
Total Expenses			\$1,753,469			\$1,892,014			\$1,998,276
Net Operating Income/(Loss)			\$21,245			\$13,268			\$125,333
Beginning Fund Balance			0			21,245			34,513
Ending Fund Balance			21,245			34,513			159,846

includes consumables
On-line program tuition + Speech Services
40 Yr. Mortgage (\$3.7)

August 7, 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.

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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.

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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.

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August 7, 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	
Revenues:									
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
Total Revenues			\$1,684,714			\$1,755,282			\$1,933,609
Expenses:									
Salaries:									
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
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Instructional Aides - Title IA	\$17,000	1.5	25,500	\$17,170	2	34,340	\$17,430	2	34,860
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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
Total Salaries			\$671,760			\$897,740			\$977,690
Benefits:									
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
Total Benefits			\$214,630			\$287,280			\$312,860
Operating Expenses:									
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						
Total Operating Expenses			\$531,900			\$373,680			\$359,350
Program Expenses:									
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
Total Program Expenses			\$202,314			\$188,505			\$210,281
Total Expenses			\$1,620,604			\$1,747,205			\$1,860,181
Net Operating Income/(Loss)			\$64,110			\$8,077			\$73,428
Beginning Fund Balance			0			64,110			72,187
Ending Fund Balance			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

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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
RECEIPTS															
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													
Total REVENUE	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	
Total Cash Available (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
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	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			
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			
SUBTOTAL	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															
TOTAL CASH PAID OUT	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	
Cash Position (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	
ESSENTIAL OPERATING DATA (non cash flow information)															

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.

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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	
Revenues:									
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
Insert Revenue Lines Here									
Total Revenues			\$1,534,344			\$1,663,142			\$1,695,322
Expenses:									
<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

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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
<u>Benefits:</u>									
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
<u>Operating Expenses:</u>									
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

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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
<u>Program Expenses:</u>					
Transportation	\$ 607	\$114,190	\$ 536	\$125,890	\$ 611 \$147,890
Nutrition Program	\$ 337	68,350	\$ 191	46,326	\$ 230 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

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**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		
Revenues:									
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
Insert Revenue Lines Here									
Total Revenues			\$1,634,714			\$1,680,282			\$1,883,609
Expenses:									
<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

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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

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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
<u>Program Expenses:</u>						
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

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**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		
Revenues:									
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
Insert Revenue Lines Here									
Total Revenues			\$1,581,934			\$1,651,622			\$1,626,869
Expenses:									
<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

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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									

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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	\$ 592 \$147,890
Nutrition Program	\$ 337	68,350	\$ 191	46,326	\$ 230 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

August 7, 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												
Total REVENUE	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	
Total Cash Available (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		
SUBTOTAL	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														
TOTAL CASH PAID OUT	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
Cash Position (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)

[illegible]

Appendix X: Interaction Activities

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.

Materials Needed

You will receive online handouts throughout this course that you may save and print.

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:

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

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

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.

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.

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.

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.

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

Appendix Z: AHCS Cooperative Professional Development Plan

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.

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR ONE PRIOR TO OPENING

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1, 2}	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

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR 1 IN THE SUMMER BETWEEN YEAR 1 AND YEAR 2

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management

YEAR TWO

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR TWO

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

YEAR THREE

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR THREE

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
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 ^{1,2}) 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.

August 7, 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 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
K12 Partner

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APPENDIX AA

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

APPENDIX AA

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 K¹² 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 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**

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

August 7, 2012

APPENDIX AA

K-12 PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

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 withdraws 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)

\$60.00 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

3

Online Educational Products and Services Order

K12 Partner

AA-4

August 7, 2012

APPENDIX AA
K-12 PARTNER ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

No refunds, credits or cancellations are allowed.

\$200 per Full-Time Student enrolled in 4 to 6 courses as of September 30.

EXAMPLE

4
Online Educational Products and Services Order
K12 Partner
AA-5

August 7, 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 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.

0
Online Educational Products and Services Order
Aventa Partner
AB-1

August 7, 2012

APPENDIX AB
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 Recovery

- ☐ 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:

August 7, 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.)

Connections
Academy Offers:



Do Other
Schools You're
Considering
Offer This?

☐

Accredited program


☐

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


☐

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


☐

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


☐

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


☐

Community Activities

Field trips and other group outings offered throughout the year


☐

Extensive offering of extracurricular activities and clubs


☐

August 7, 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
Office: 443 529 1276
Cell: 208 954 3473





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EXAMPLE



PARTNER OBJECTIVES

The North Valley Academy is a Kindergarten-12th 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 12th 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 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 21st 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 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

August 7, 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 35th 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

August 7, 2012

Appendix AC: Contracted Transportation Services



American Heritage Charter School

February 16, 2012

C/O Deby Infanger

1240 South 35th West

Idaho Falls, ID 83401

208-539-7271

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

AC-1

August 7, 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

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

AD-1

Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline

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

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.

Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline

- **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).

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

Appendix AE: AHCS Board Training, Standards, and Pre-Opening Timeline

- ⌚ 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

August 7, 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 35th 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

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

August 7, 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

Proposed Charter School Name: American Heritage Charter School	
District Location: Idaho Falls School District # 91	
Proposed Physical Location: Idaho Falls School District – facility options outlined in appendices	
Authorized Representative: Debar Infanger	
Address: 1240 S. 35 th W, Idaho Falls, Idaho 83402	
Telephone: 208-539-7271	E-mail: debyinfanger@gmail.com
Alternative Contact: Jim Dalton	
Address: 6040 Gleneagles Drive, Idaho Falls, Idaho 83401	
Telephone: 208-528-6635	E-mail: jd@rbhi.us
Proposed Opening Date: Fall 2013	
Proposed Grade Levels: K-8	
Initial Enrollment Goal: 244	
Focus of School: Core Knowledge, Character Development, Patriotism	
Date Submitted for Review: January 9, 2012, February 22, 2012	
Date of Review Completion: February 7, 2012, February 27, 2012	
Review Comments: 2nd Review: 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. 1st Review: 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. 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. As an FYI - 33-357 – Internet based expenditure website – in the fiscal planning and development this law will need to be reviewed and implemented.	

Required Elements		Idaho Code
Tab 1: Vision, Mission, Legal Status		
Vision and Mission Statements		08.02.04.202
Meets Standard		
Comments: 2nd Review: Changes were made to the cover page indicating the school will have grades K-12. 1st Review: 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)
Meets Standard		
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.		33-5204(1)
Meets Standard		
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)
Meets Standard		
Comments: 2nd Review: Changes were made to the order of the petitions – all are included in the correct order. 1st Review: 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)
Meets Standard		
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)
Meets Standard		
Tab 2: Proposed Operations		

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)
Meets Standard	
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)
Meets Standard	
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)
Meets Standard	
Comments: A commitment for property loss and liability insurance is included.	
Tab 3: Educational Program and School Goals	
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
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 2nd Review: 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. The English/Speech credit was change to correct the error in the initial petition. The Online credit requirements have been added. 1st Review: 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. 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. Reference to the 2 credits from an online course should be added to the requirement explanation as well.	
Describe what it means to be an “educated person” in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
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)
Meets Standard – 2nd Review	
Comments: 2nd Review: 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. 1st Review: Please review the Special Education checklist included with this review. Many of the items have not been addressed or need to be revised. 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.	

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
Meets Standard 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.	
Describe the manner in which gifted and talented students will be served.	33-2003
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 2nd Review: 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. 1st Review: 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. • 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. • 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 administering the program is required to have a GT endorsement. Would this be a requirement for hiring the administrator? • 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? • 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. • 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.” This section of the charter needs revision by someone who understands the GT child, GT course work, and most preferably possesses a GT endorsement.	
Describe the manner in which Limited English Proficiency services will be provided. Meets Standard – 2nd Review	33-1617 08.02.03.112(5)

Required Elements	Idaho Code
Comments: 2nd Review: The appropriate changes were made to all of the sections discussed below. 1st 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. • 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. • 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. • 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. • #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." • #5. LEPX students are NOT counted for state or federal funding. Please change this on your petition. • 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. • 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? • 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 www.ncela.org, http://www.tesol.org/s_tesol/index.asp, http://www.cal.org/create/research/index.html, http://www.cal.org/, and http://dwww.ed.gov/ for resources and more current research. • 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. • No mention of the English language development curriculum that will be used to build English language proficiency.	

Required Elements	Idaho Code
Tab 4	
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)
Meets Standard – 2nd Review Comments: 2nd Review: 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.) 1st Review: 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. 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. 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%. Note: 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. 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.	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard – 2nd Review Comments: The standard of 75% is too low. The target should be to meet or exceed state standards. Because the state tests will be changing within the next year, charter should say “ISAT or other state assessments”. Part A #4, needs to be measurable. What is positive growth? Define it numerically.	
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
Meets Standard 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.	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Meets Standard	
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
Meets Standard – 2nd Review Comments: 2nd Review: Changes were made that reflect the comments of the reviewer. 1st 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.	
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
Meets Standard – 2nd Review Comments: 2nd Review: 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. 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.	
Tab 5	
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
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement in the governance structure.	33-5205(3)(f)
Meets Standard 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)
Meets Standard – 2nd Review 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) 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 & 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. 33-5210(3) – each school will comply with reporting requirements of 33-701sections 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.	
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)
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 2nd Review: 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. 1st Review: • 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. • The information regarding a waiver should be removed. Waivers are not an option. Alternate certification or provisional certification could be listed as options. • The information regarding certification should be specifically stated under the qualifications section. • 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.	
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
Meets Standard	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
Meets Standard – 2nd Review	
Comments: 2nd Review: 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. 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.	
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
Meets Standard – 2nd Review	

Required Elements		Idaho Code
Comments: 2nd Review: 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 them meet the SDE guidelines and requirements. 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.		
Include a provision that ensures all employees of the school undergo a criminal history check.		33-5210(4)(d) 33-130
Meets Standard		
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
Meets Standard		
Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) Federal Social Security Worker’s Compensation Insurance		33-5205(3)(m) Unemployment Insurance Health Insurance
Meets Standard		
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)
Meets Standard		
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)
Meets Standard – 2 nd Review		
Comments: 1st Review: 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.		

Required Elements	Idaho Code
Tab 7: Admissions, Discipline, Student Policies	
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)
Meets Standard – 2nd Review Comments: There are several items in the admissions/equitable selection section that need to be revised. They are as follows: • 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. • 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. • The children of founders and full-time employees, together is limited to no more than 10% of the capacity.	
Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)
Meets Standard	
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)
Meets Standard	
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)
Meets Standard	
Describe the school’s plan for denial of attendance to any student who is or has been: ▪ An habitual truant, ▪ Incurable, ▪ Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, ▪ Detrimental to the health and safety of the other students, or ▪ Expelled from any other school district or state.	33-5205(3)(i) 33-205 33-206
Meets Standard	
Describe the school’s disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210

Required Elements	Idaho Code
Meets Standard	
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)
Meets Standard 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)
Meets Standard – 2nd Review 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
Meets Standard 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
Meets Standard	
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
Meets Standard	
Tab 8: Business Plan, Transportation, School Lunch	

Required Elements	Idaho Code
A detailed business plan including: • Business description • Marketing plan • Management plan • Resumes of the directors of the nonprofit corporation and current board • School's financial plan • Start-up budget with assumptions form • Three year operating budget form – in the IFARMS format • First year month-by-month cash flow form	08.02.04.202
Meets Standard – 2nd Review Comments: 2nd Review: 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. 1st 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. 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. 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. Expenses related to Gift and Talented are not included in any of the budgets. GT expenses need to be budgeted including assessment and training.	
Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.	33-5205(3)(t) 33-5208(4)
Meets Standard	
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 08.02.04.202.
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 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. 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.	
Tab 9: Business Arrangements, Community Involvement, School Closure	
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
Meets Standard – 2nd Review Comments: 2nd Review: 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. 1st 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.	
Describe the school’s plan for termination of the charter by the board of directors, to include: • Identification of who is responsible for dissolution of the charter school; • A description of how payment to creditors will be handled; • 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 • A plan for the disposal of the public charter school’s assets, including those purchased with Federal funds. • A procedure for transferring personnel records to the employees.	5205(3)(u) 5206(8)
Meets Standard	
Tab 10: Virtual Schools and Online Programs	
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)

Required Elements		Idaho Code
Meets Standard		
If the petition is for a virtual school, describe how the school meets the definition of a virtual school.		33-5202A(8)
Not Applicable		
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.		
Describe the learning management system by which courses will be delivered		33-5205(6)(a)
Meets Standard		
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.		
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)
Meets Standard		
Describe the plan for the provision of professional development specific to the public virtual school environment.		33-5205(6)(c)
Meets Standard		

Required Elements	Idaho Code
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." 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.)	
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)
Meets Standard Comments: 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)." 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.	
Describe the plan for technical support relevant to the delivery of online courses.	33-5205(6)(f)
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 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.” 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?	
Describe the means by which the school will provide opportunity for student-to-student interaction.	33-5205(6)(g)
Meets Standard	
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)
Meets Standard – 2nd Review	
Comments: 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. 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.	
Describe how the school will provide services for all special education students that are located throughout the attendance area.	33-5205(3)(q)
Meets Standard – 2nd Review	

Required Elements	Idaho Code
Comments: 2nd Review: Changes were made to address the concerns. 1st 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.	
Tab 11: Professional-Technical Regional Public Charter Schools -do not complete this section if the school is not a virtual school. Not Applicable	

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	Manual; Plan to adopt Idaho Special Education Manual from State Dept. of Ed
Yes – 2 nd Review	Physical facilities; 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	Teacher; Plan to hire Special Ed Teacher/Coordinator
Addressed 2 nd review	Provide Continuum of Services; 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 nd review	Related Services: 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 nd review	Supplementary Aids, Services: 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 nd review	Related Services: Positive Behavioral Intervention, Adaptive Technology, Extended School Year <i>Notes: Not addressed in petition.</i>
Addressed 2 nd review	Determine eligibility; 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 general curriculum. <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 ADAA and subsequently applied to Section 504 are inappropriately used in the petition and not done in accordance with federal law.</i>
Addressed – 2 nd Review	LRE: 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. <i>Notes: Same concerns as noted in the Continuum of services above.</i> <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>
Addressed – 2 nd Review	Research Based Curriculum; Use of supplemental and replacement for students with disabilities,

	requires curriculum that s scientifically research based curriculum due to the increased accountability. <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>
Yes	Discipline of student under IDEA; 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	Discipline of student under IDEA: When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS) . <i>See Above.</i>
Addressed – 2 nd Review	Contractual arrangements: 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>
Addressed – 2 nd Review	Child Find: (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>
Addressed in Enrollment Opportunities section	Child Find: 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>
Addressed – 2 nd Review	Confidentiality; 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>

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

Name of Proposed Public Charter School: ***American Heritage Charter School***
Date: **7/27/12 (Second review date 7-12-12; previous review dated 5/30/12)**

Petition Delivered to Commission Staff: **7/27/12**
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
- ☒ 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.*

Both of these items were addressed. It was thought the amended and updated bylaws replaced the original bylaws in the appendices before the second submission, but this was not the case.

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. These were addressed at the meeting.

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 21st 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.***

Changes were made in the petition per these recommendations.

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)(i)
- 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?*

We will begin gathering updated information as soon as we are authorized. The Timeline depends on the date of authorization, but a tentative one has been included in Appendix I. The VanderSloot's have ownership in radio and print news, and have offered to advertise for the school at no cost to the school. We will begin as soon as possible.

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	☐ NO
Special education	X YES	☐ NO
Transportation	X YES	☐ NO
Meals	☐ YES	X NO
Legal	☐ YES	X NO
Accounting	X YES	☐ 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 an 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.**

This, like the amended bylaws, was changed and thought to be included in the second submission, but wasn't. It is now included.

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?** As explained at the meeting, AHCS' clerk was not certain how Mr. VanderSloot would choose to handle the donation of the facility, whether it would be a lease/mortgage payment or a \$0 line item. We desired to give him and his accountant the respect and flexibility to determine the best scenario for him. The net effect on the budget from AHCS' standpoint is the same, NET Zero.
- **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 depends on these contributions. This is the case with all budget scenarios. Is this correct?** See comments above in regard to the facility; in addition, there will be donations made by the VanderSloot Foundation or other entities they control to replace the Federal Start up grant in the first three years only. **Additionally, are the VanderSloots personally guaranteeing the amount of the contributions listed in the budgets?** Mr. VanderSloot was present at the hearing and gave a 100% guarantee.

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? Yes
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? Depends on the arrangement explained in detail above under Appendix U. Again in regards to facilities, the net effect is \$0. As far as replacing Federal Start up funds, that is also covered above.

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).* The donation amount does not include a lease amount as Mr. VanderSloot has clarified that for this building, his intent is to donate the use. *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.* The balance as stated is accurate.
- 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? Yes* What is the \$100,000 and \$15,000 in July and August respectively? I believe all budget concerns have been covered with the VanderSloot guarantee.
- 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?* See response above and below.
- In the most likely 12 month cash flow budget what are the capital purchases?* It appeared that all budget concerns have been covered.

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?* It is the experience of our founders, as shown by their track record at NVA, that there will not be a need for substantial subsidizing after year three. The "subsidizing" was just to replace the Federal Start up grant that has been utilized in the past by new charter schools. But as stated by Mr. VanderSloot, if there is a need, he will cover it.

Appendix AE:

- **Although the timeline will vary, a rough estimate should be provided. (For example: Obtain building permits September-October 2012 etc.)** The architect gave a letter giving his expert opinion that it would be done. It is included in Appendix I. Anything more than that can be forwarded from the builder as we keep the Commission in the loop going forward if you desire.

Appendix AF:

- **Is not necessary. The approved sufficiency review in appendix AH is sufficient.** AF and AG were removed.

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.

SUBJECT

Heritage Community Charter School Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5206(8)

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. The school's board recently elected to eliminate the high school program for the 2012-13 school year.

DISCUSSION

HCCS will present a proposed charter amendment that would double the school's 8th grade enrollment cap beginning in Fall 2012. The increase from 30 to 60 8th grade students is currently approved to take place in Fall 2013. The proposed amendment would permit the expansion one year earlier than planned.

Budgets provided by the school indicate that the additional students are necessary to enable HCCS to end FY13 with a positive fund balance. However, it should be noted that these budgets are based on \$0 carryover from FY12; the actual carryover was approximately \$201,000.

HCCS's intention is to propose another amendment in the near future; this amendment would permit the school to add high school grades at a rate of one grade per year beginning in Fall 2013.

IMPACT

If the PCSC approves the proposed charter amendment, the school will immediately begin operating under the amended charter. If the PCSC denies the proposed charter amendment, the school could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the proposed charter amendment with regard to increased enrollment at HCCS.

August 7, 2012

COMMISSION ACTION

A motion to approve Heritage Community Charter School's proposed charter amendment related to the enrollment cap.

OR

A motion to deny Heritage Community Charter School's proposed charter amendment related to the enrollment cap.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12. ~~The total first year enrollment will be 520 with a maximum enrollment of 780 students in the 2017-2018 school year.~~

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade ~~in the school years 2012-2018 as each full grade level (60 students) moves up one grade.~~ Maximum enrollment in HCCS will be 540 students. While the founders of HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors.

August 7, 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	
Revenues:													
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	
Total Revenues				\$2,873,930			\$2,513,246			\$2,667,466	-\$360,684	-\$206,464	
Expenses:													
Salaries:													
Certified	Administration	\$ 85,000	1	\$85,000		1	\$85,000		1	\$85,000		\$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	
	Title 1 Coordinator	\$ 37,164	1	\$37,164		1	\$37,164		1	\$37,164		\$0	
	Title 1 Math	\$ 31,750	1	\$31,750		2	\$31,750		2	\$31,750		\$0	
	Fed Programs Director	\$ 50,000	1	\$50,000		1	\$50,000		1	\$50,000		\$0	
	Special Ed/SLP	\$ 31,750	1	\$31,750		2	\$31,750		2	\$31,750		\$0	
Classified	Nutritional Program	\$ 24,000	1	\$24,000		1	\$24,000		1	\$24,000		\$0	
	Maintenance/Other	\$ 20,800	1	\$20,800		1	\$20,800		1	\$20,800		\$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	
	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	
	Total Salaries		36	\$1,354,728		34	\$1,214,887		34	\$1,214,887	-\$139,841	-\$139,841	
	Benefits:												
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		
Total Benefits			\$394,648			\$363,423			\$363,423	-\$31,225	-\$31,225		
Operating Expenses:													
Fundraising/PTSO			\$7,500	\$ 10.00	\$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	\$ 10.00	\$7,500	\$0	\$0		
Testing & Assessment			\$2,000		\$2,500		\$2,500		\$2,500	\$500	\$500		
Copy Machine Lease			\$15,000		\$15,000		\$15,000		\$15,000	\$0	\$0		
Equipment/ Furniture			\$5,000		\$5,000		\$5,000		\$5,000	\$0	\$0		
Technology			\$15,832		\$15,832		\$15,832		\$15,832	\$0	\$0		
Special Ed services/IDEA/Gen			\$25,000		\$25,000		\$25,000		\$25,000	\$0	\$0		
Special Ed Supplies			\$5,000		\$5,000		\$5,000		\$5,000	\$0	\$0		
Title 1 Supplies			\$10,000		\$10,000		\$10,000		\$10,000	\$0	\$0		
Legal			\$12,000		\$12,000		\$12,000		\$12,000	\$0	\$0		
Accounting/ Audit fee			\$5,000		\$5,000		\$5,000		\$5,000	\$0	\$0		
Marketing/Legal Publications			\$2,000		\$2,000		\$2,000		\$2,000	\$0	\$0		
Utilities			\$35,000		\$35,000		\$35,000		\$35,000	\$0	\$0		
Liability & Property Insurance			\$11,000		\$11,000		\$11,000		\$11,000	\$0	\$0		
Staff Development			\$22,000		\$22,000		\$22,000		\$22,000	\$0	\$0		
Rents and Leases			\$493,889	17%	\$493,889	20%	\$493,889	20%	\$493,889	\$0	\$0		
Portables/secondary fac	\$ 7,944.00	2	\$15,888	1%	\$0	0%	\$0		\$0	-\$15,888	-\$15,888		
Permits and fees	\$ 20,000.00	2	\$40,000		\$0		\$0		\$0	-\$40,000	-\$40,000		
Custodial supplies			\$10,000		\$10,000		\$10,000		\$10,000	\$0	\$0		
High School Lockers			\$3,500		\$0		\$0		\$0	-\$3,500	-\$3,500		
Supplies - admin-HR/ postage			\$5,000		\$5,000		\$5,000		\$5,000	\$0	\$0		
Grounds & Maintenance			\$2,000		\$2,000		\$2,000		\$2,000	\$0	\$0		
Professional fees/Board Exp			\$0		\$0		\$0		\$0	\$0	\$0		
Total Operating Expenses			\$742,609		\$683,721		\$683,721		\$683,721	-\$58,888	-\$58,888		
Program Expenses:													
Transportation	\$ 365		\$220,000	\$ 365		\$220,000	\$ 365		\$220,000	\$0	\$0		
Nutrition Program	\$ -		113,652	\$ -		113,652	\$ -		113,652	\$0	\$0		
Total Program Expenses			\$333,652		\$333,652		\$333,652		\$333,652	\$0	\$0		
Total Expenses			\$2,825,637		\$2,595,683		\$2,595,683		\$2,595,683	-\$229,954	-\$229,954		
Net Operating Income/(Loss)			\$48,293		-\$82,437		\$71,783		\$71,783	-\$130,730	\$23,490		
Beginning Fund Balance			0		0		0		0	\$0	\$0		
Ending Fund Balance			48,293		-82,436		71,784		71,784	-\$130,729	\$23,491		
Support Units													
Discretionary	604974	30.7		496985	25.22		544280	27.62					
Benefit	244382			206137			219165						
SBA	1354667			1142667			1235514						

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FY13 - 2012/2013						0.1155	0.0765	3900	0.1155				0.0765	3900
Assignment	FTE	K-12 ALL GRADES	Salary	PERSI	FICA/MED	Health Ins	K-8 (30 students in 8th)							
							FTE	Salary	PERSI	FICA/MED	Health Ins			
K	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
K	1	Leon, Carely	31,750	3,667	2,429	3,900	1	Leon, Carely	31,750	3,667	2,429	3,900		
1	1	Rupp, Dawn Marie	31,750	3,667	2,429	3,900	1	Rupp, Dawn Marie	31,750	3,667	2,429	3,900		
1	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
2	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
2	1	Ramirez, Kayce	31,750	3,667	2,429	3,900	1	Ramirez, Kayce	31,750	3,667	2,429	3,900		
3	1	Bayne, Holly	31,750	3,667	2,429	3,900	1	Bayne, Holly	31,750	3,667	2,429	3,900		
3	1	Tams, Ana	31,750	3,667	2,429	3,900	1	Tams, Ana	31,750	3,667	2,429	3,900		
4	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
4	1	Rodriguez, Eden	34,524	3,988	2,641	3,900	1	Rodriguez, Eden	34,524	3,988	2,641	3,900		
5	1	Stringfield, Melissa	31,750	3,667	2,429	3,900	1	Stringfield, Melissa	31,750	3,667	2,429	3,900		
5	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
6/ Eng. Hist.	1	Storey, Deb	31,750	3,667	2,429	3,900	1	Storey, Deb	31,750	3,667	2,429	3,900		
6/7 Math/Logic	1	Buck, Archie	48,150	5,561	3,683	3,900	1	Buck, Archie	48,150	5,561	3,683	3,900		
6-8 Latin/HS W.	1	Harris, Matt	31,750	3,667	2,429	3,900	1	Harris, Matt	42,481	4,907	3,250	3,900		
6/8 Science	1	TBD	31,750	3,667	2,429	3,900	1	Cull, Andrea	31,750	3,667	2,429	3,900		
7/8 English	1	TBD	31,750	3,667	2,429	3,900	1	Estrada, Kristy	31,750	3,667	2,429	3,900		
7/8 Math	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
7/8 Social Studi	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
9-12 Science	1	Cull, Andrea	34,522	3,987	2,641	3,900			-	-	-	-		
Math HS	1	TBD	31,750	3,667	2,429	3,900			-	-	-	-		
Music	1	Huddleston, Richard	31,750	3,667	2,429	3,900	1	Huddleston, Richard	31,750	3,667	2,429	3,900		
PE	1	Rodgers, Angie	31,750	3,667	2,429	3,900	1	Rodgers, Angie	31,750	3,667	2,429	3,900		
HS English	1	Estrada, Kristy	31,750	3,667	2,429	3,900			-	-	-	-		
HS Econ. Gov. H	1	TBD	31,750	3,667	2,429	3,900			-	-	-	-		
	25	PARAS/SUBS	70,000		5,355		21	PARAS/SUBS	50,000					
Counselor	1	Mullanix, Shantall	46,768	5,402	3,578	3,900	1	Mullanix, Shantall	46,768	5,402	3,578	3,900		
Title I Math	1	Mattravers, Jenny	31,750	3,667	2,429	3,900	1	Mattravers, Jenny	31,750	3,667	2,429	3,900		
Title I Coord	1	Labertaux, Kimberly	37,164	4,292	2,843	3,900	1	Labertaux, Kimberly	37,164	4,292	2,843	3,900		
SPED - SLP	0	Contracted	-	-	-	-	0	Contracted	-	-	-	-		
SPED	1	TBD	31,750	3,667	2,429	3,900	1	TBD	31,750	3,667	2,429	3,900		
Fed Prog Dir	1	TBD	50,000	3,927	2,601	3,900	1	TBD	50,000	3,927	2,601	3,900		
									944,087					
Principal/ED	1	Castenada, Javier	85,000	9,818	6,503	3,900	1	Castenada, Javier	85,000	9,818	6,503	3,900		
Secretary	1	Finley, Stacy	24,000	2,772	1,836	3,900	1	Finley, Stacy	24,000	2,772	1,836	3,900		
Bookkeeper	1	Miller, Peggy	20,800	2,402	1,591	3,900	1	Miller, Peggy	20,800	2,402	1,591	3,900		
Bus. Mgr.		TBD	-	-	-	-		TBD	-	-	-	-		
IT	1	Carrion, Angel	47,000	5,429	3,596	3,900	1	Carrion, Angel	47,000	5,429	3,596	3,900		
Lunch Mgr	1	Ramirez, Mike	24,000	2,772	1,836	3,900	1	Ramirez, Mike	24,000	2,772	1,836	3,900		
Maintenance	1	Nicholls, Steve	20,800	2,402	1,591	3,900	1	Nicholls, Steve	20,800	2,402	1,591	-		
Paras/Hourly			50,000		3,825				70,000					
Totals	61	\$ 1,738,303.78	1,354,728	140,763	102,413	140,400	53	\$ 2,511,813.90	2,179,774	127,014	84,126	120,900		

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		0.1155	0.0765	3900	
Assignment	FTE	K-8(60 students in all grades)	Salary	PERSI	FICA/MED Health Ins
K	1	TBD	31,750	3,667	2,429 3,900
K	1	Leon, Carely	31,750	3,667	2,429 3,900
1	1	Rupp, Dawn Marie	31,750	3,667	2,429 3,900
1	1	TBD	31,750	3,667	2,429 3,900
2	1	TBD	31,750	3,667	2,429 3,900
2	1	Ramirez, Kayce	31,750	3,667	2,429 3,900
3	1	Bayne, Holly	31,750	3,667	2,429 3,900
3	1	Tams, Ana	31,750	3,667	2,429 3,900
4	1	TBD	31,750	3,667	2,429 3,900
4	1	Rodriguez, Eden	34,524	3,988	2,641 3,900
5	1	Stringfield, Melissa	31,750	3,667	2,429 3,900
5	1	TBD	31,750	3,667	2,429 3,900
6/ Eng. Hist.	1	Storey, Deb	31,750	3,667	2,429 3,900
6/7 Math/Logic	1	Buck, Archie	48,150	5,561	3,683 3,900
6-8 Latin/HS W.	1	Harris, Matt	42,481	4,907	3,250 3,900
6/8 Science	1	Cull, Andrea	31,750	3,667	2,429 3,900
7/8 English	1	Estrada, Kristy	31,750	3,667	2,429 3,900
7/8 Math	1	TBD	31,750	3,667	2,429 3,900
7/8 Social Studi	1	TBD	31,750	3,667	2,429 3,900
9-12 Science				-	-
Math HS				-	-
Music	1	Huddleston, Richard	31,750	3,667	2,429 3,900
PE	1	Rodgers, Angie	31,750	3,667	2,429 3,900
HS English				-	-
HS Econ. Gov. H				-	-
	21	PARAS/SUBS	50,000		
Counselor	1	Mullanix, Shantall	46,768	5,402	3,578 3,900
Title I Math	1	Mattravers, Jenny	31,750	3,667	2,429 3,900
Title I Coord	1	Labertaux, Kimberly	37,164	4,292	2,843 3,900
SPED - SLP	0	Contracted	-	-	-
SPED	1	TBD	31,750	3,667	2,429 3,900
Fed Prog Dir	1	TBD	50,000	3,927	2,601 3,900
			944,087		
Principal/ED	1	Castenada, Javier	85,000	9,818	6,503 3,900
Secretary	1	Finley, Stacy	24,000	2,772	1,836 3,900
Bookkeeper	1	Miller, Peggy	20,800	2,402	1,591 3,900
Bus. Mgr.		TBD	-	-	-
IT	1	Carrion, Angel	47,000	5,429	3,596 3,900
Lunch Mgr	1	Ramirez, Mike	24,000	2,772	1,836 3,900
Maintenance	1	Nicholls, Steve	20,800	2,402	1,591 -
Paras/Hourly			70,000		
Totals	53	\$ 2,511,813.90	2,179,774	127,014	84,126 120,900