

# Chief Tahgee Elementary Academy Charter



**Chief Tahgee Elementary Academy  
plans to open in August 2013 with an attendance area including  
the Pocatello and Blackfoot school districts and the  
entirety of the Fort Hall Indian Reservation**

**Approved by the  
Idaho Public Charter School Commission  
as amended on  
November 6, 2012**

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**TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement**

**Section 1.1** - Articles of Incorporation I.C. §§33-5204 (1)

**Section 1.2** - Signed Bylaws I.C. §§33-5204 (1), §§30-3-21(1)

**Section 1.3** - Application for Non-Profit Status I.C. §§33-5204 (1)

**Section 1.4** - Signatures of Qualified Electors I.C. §§33-5205 (1)(a), §§33-5205 (3)

**Section 1.5** - Proof of Charter Start 101 Workshop Attendance I.C. §§33-5205 (5)

**Section 1.6** – Vision Statement and Mission Statement I.C. 08.02.04.202

***Section 1.1 - Articles of Incorporation, CTEA, Inc (See Appendix A)***

***Section 1.2 - CTEA Bylaws (See Appendix B)***

***Section 1.3 - Signatures of Qualified Electors***

***1.3.1 Petition of Qualified Electors.*** Chief Tahgee Elementary Academy (CTEA) will provide no less than thirty (30) signatures of qualified electors from the designated attendance area as specified in Idaho Code §§ 33-5205 (1) (a) and §§33-5205 (3) (See Appendix C).

***Section 1.4 - Proof of Attendance at Charter Start 101 Workshop***

***1.4.1 Charter Start 101 Workshop Attendance.*** In compliance with Idaho Code §§33-5205 (5), a founder of CTEA will be required to attend the Charter Start 101 Workshop (See Appendix D).

***Section 1.5 - Vision & Mission Statements I.C. 08.02.04.202***

***1.5.1 Vision Statement.*** CTEA will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape, where culture is an indispensable resource –the very heart and soul of the school. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. In our one-way language immersion program, students who already speak English will be “immersed” in their Native language. CTEA envisions a place of learning where all students are given the opportunity to develop the intellectual skills and social capacities needed to lead successful lives.

***1.5.2 Mission Statement.*** The mission of CTEA is to provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and another language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages:

- Enhanced cognitive skills
- Greater success in cross-cultural communication
- More career opportunities
- Enhanced problem-solving skills
- Preparation for the global economy



**TAB 2: Proposed Operation and Potential Effects of the Public Charter School**

**Section 2.1 - Proposed Operations I.C. §§33-5205 (4)**

- 2.1.1** Open Meeting Law
- 2.1.2** Public Records Law
- 2.1.3** Location & Attendance Area
- 2.1.4** Target Size
- 2.1.4** Facilities
- 2.1.5** Potential Civil Liability

**Section 2.2 - Potential Effects I.C. §§33-5205 (4)**

**Section 2.3 - Insurance Coverage I.C. §§33-5204(4)**

## **Section 2.1 - Proposed Operations**

- 2.1.1 Open Meeting Law.** All Board of Directors meetings will be conducted in compliance with, and subject to, all regulations addressed in the Idaho Open Meeting Law I.C. §§67-2340 through §§67-2347.
- 2.1.2 Public Records Law.** All school functions are subject to all the regulations addressed in the Idaho Public Records Law I.C. §§9-337 through §§9-350.
- 2.1.3 Location & Primary Attendance Area.** CTEA will be physically located within the boundaries of the Pocatello School District #25 on the Fort Hall Indian Reservation. The Fort Hall Business Council FHBC (Resolution CULT-2012-0681) has resolved to provide 20 acres for the CTEA school site located within the area designated as "school reserve" (Resolution LAND-91- 0321) (See Appendix E). Two other suitable site locations have been also identified within the school reserve. The school will have a contiguous primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §33-5205 (3) (j), however, students from other areas may be enrolled (See Appendix F).
- 2.1.4 Target Size.** An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students in grades K-2 and fourteen (14) for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students and grades five (5) and six (6) will retain a cap of fourteen (14) students; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 2.1.5 Facilities.** In order to facilitate the instruction of the student body and operate its academic program, the CTEA Board will acquire and maintain facilities in compliance with federal and state regulations, specifically I.C. §§33-5205 (4). The primary site will be located within the identical boundaries of the Pocatello School District #25. CTEA has been provided a location on the Fort Hall Indian Reservation by resolution of the Shoshone-Bannock Tribal Council for the use of a portable campus model. If deemed more appropriate by the Board and the Shoshone-Bannock Tribal Council, another location may be provided. This facilities plan ensures that adequate instructional, office, library, and other space appropriate for its student population will be available (See Appendix H).

**2.1.5.1 Idaho Code §§39-4130 Compliance.** CTEA will provide the ACE with certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools. All CTEA facilities will be inspected to assure compliance with Idaho Code. §§39-4130 and the Americans with Disabilities Act and a report submitted to the ACE and the State Department of Education no later than thirty (30) days before the school initially opens and then within seven (7) days of receipt, thereafter. The Board will develop all procedures to meet said health and safety requirements in accordance with state and federal regulation.

### **2.1.6 Potential Civil Liability**

**2.1.6.1 Damages and Injury.** The Shoshone-Bannock Tribes, Idaho State Board of Education, the State Department of Education, or the ACE will not be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of CTEA.

**2.1.6.2 Liability to the Shoshone-Bannock Tribes.** The Shoshone-Bannock Tribes will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the Shoshone-Bannock Tribes and the school.

**2.1.6.3 Liability to Authorizing Chartering Entity.** The ACE will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the district or Public Charter School Commission and the school.

## **Section 2.2 Potential Effects**

**2.2.1 Recruiting & Contracts.** CTEA will actively recruit from its compact and contiguous primary attendance area, including, the Blackfoot and Pocatello school districts and the entirety of the Fort Hall Indian Reservation. The Board of Directors retains the authority to contract with outside providers for a variety of special services as deemed appropriate. Examples of these may include: psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, technology, financial, or other administrative.

**2.2.2 Enrollment.** According to state testing statistics, Fort Hall Elementary School averages approximately twenty-nine (29) students per grade, the Blackfoot School District enrolls approximately twenty (20) American Indian students per grade throughout the district, Tyhee Elementary School matriculates approximately twenty-five (25) American Indian students per grade, and the rest of the elementary schools in Pocatello School District enroll approximately twenty (20) students. Also, Lillian Vallely School enrolls approximately five (5) students per grade. This totals a low approximated average of one hundred (100) American Indian students per grade.

**2.2.2.1** CTEA firmly believes that bilingualism develops cognitive ability and increase academic achievement; consequently, the Board encourages enrollment of all

students. CTEA's nondiscrimination policy and broad primary attendance area boundaries are indicative of its desire to include all who would chose to attend. Currently, Fort Hall Elementary School has a student population comprised of eighty-five (85%) percent American Indians. Due to CTEA's program, enrollment cap, and lottery, it is projected that ninety-five percent (95%) of CTEA students will be American Indian; approximately one (1) student per grade would be non-Indian.

**2.2.2.2** CTEA projects a minimum enrollment average of fourteen (14) students per grade and thirty (30) in kindergarten during the initial year of operation fifteen percent (15%) of the American Indian population throughout the attendance area and one percent (1%) of the total student population. At capacity, it is projected that CTEA will enroll approximately twenty-nine percent (29%) of the American Indian student population and two percent (2%) of the total student population throughout its primary attendance area.

**2.2.3 Potential Impacts.** As with all change, there are potential positive and negative impacts on the local communities, school districts, and the students. It is evident that the benefits of CTEA's educational program far outweigh the costs (See Appendix AC).

### **Section 2.3 - Insurance Coverage**

**2.3.1 Insurance.** As delineated in Idaho Code §§33-5204(4), CTEA will secure insurance for liability and property loss. Liability and property insurance will be similar to the coverage purchased by that of other similar districts.

**2.3.2 Liability and Property.** CTEA will procure and maintain insurance for liability and property loss in amounts as required by Idaho Code §§33-5204(4). Provision for liability and property loss will be made for general liability, vehicle liability, professional liability, and Directors and officer liability in the annual budget. CTEA will insure all assets, facilities, and equipment against loss and liability of not less than \$1million per person, \$5 million aggregate; in compliance with Idaho State requirements, other such limits may be determined by the Board.

**2.3.3 Errors and Omissions.** CTEA will procure and maintain insurance for errors and omissions with limits not less than \$1 million dollars or deemed in the best interest of the school by the Board of Directors.

**2.3.4 Proof of Insurance.** CTEA will provide the ACE with declaration pages of all other types and amounts of insurance required upon acquisition, or a minimum of thirty (30) days prior to the opening of the school.

**2.3.5 Cancellation or Non-Renewal.** The ACE will be given a sixty-day notice of cancellation or non-renewal of said insurance. A copy of the proof of insurance will be given to the ACE within thirty (30) days each time it is renewed to insure continuous coverage.

### **TAB 3: Educational Program and Goals**

**Section 3.1** – Educated Person in the 21<sup>st</sup> Century I.C. §§33-5205 (3)(a)

**Section 3.2** - How Learning Best Occurs I.C. §§33-5205 (3)(a)

**Section 3.3** - Educational Program and Goals I.C. §§33-1612 & §§33-5205 (3)(a)

**Section 3.4** - Provisions for Special Education and Programs I.C. §§33-5205 (3)(r)

**Section 3.5** - Dual Enrollment I.C. §§33-203 & 33-5205 (3)(s)

**Section 3.6** - Provisions for Gifted and Talented I.C. §§33-2003

**Section 3.7** - Provisions for Limited English Proficiency §§33-1617,  
08.02.03.112(5)

### ***Section 3.1 - Definition of Educated Person in the 21<sup>st</sup> Century***

**3.1.1** The fundamental characteristic of the 21<sup>st</sup> Century is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time the world is becoming increasingly interdependent. To be an educated person and global citizen in the 21<sup>st</sup> Century, our students need to have a foundation of knowledge and skills that will enable them to acquire and critically analyze, synthesize, evaluate, understand, and communicate knowledge and information. An educated person must also have the ability to function effectively whether in familiar or unfamiliar situations, both in personal and intellectual life, and have the ability to develop skills that respond to changing professional requirements and new challenges in society. He or she must have the ability to take skills previously gained from the study of one set of problems and apply them to another. He or she must be able to locate, understand, critically interpret, evaluate, and use information in an appropriate way and ultimately be able to communicate his or her synthesis and understanding of that information in a clear and accurate manner. With these characteristics in mind, and in response to community concerns about low academic achievement, middle and high school dropout rates, and the loss of language and culture, the vision of CTEA evolved. The educational programs at CTEA will be customized to meet the specific needs of the community and designed to accelerate learning and improve academic achievement. Research suggests that a bilingual education fosters greater meta-linguistic awareness, enhances English language development, and reinforces reading and other academic skills. CTEA's goal is to create an educational environment where students will learn in a nurturing and safe setting while pursuing "the Power of Two," or the ability to speak, read, and write proficiently in two languages. Students who have the "Power of Two" are better prepared to meet the challenges of a global society and possess enhanced intellectual skills, increased levels of creativity, greater success in cross-cultural communication, greater academic achievement, and more career opportunities. The method of achieving bilingualism is a one-way immersion model where students who already speak English will be immersed in the heritage language for most of the day in kindergarten. At CTEA each child's language and culture will be regarded as an indispensable resource, the very heart and soul of the school. Students at CTEA will develop habits that include cultural values and moral reasoning, diligence, intellectual curiosity, cross-cultural awareness, and a respect for family, community, and scholarship in order to become empowered citizens in their community and beyond.

### ***Section 3.2 - How Learning Best Occurs***

**3.2.1** Heritage language acquisition best occurs through early and sustained immersion in the target language. Two distinct heritage languages are spoken on the Fort Hall Indian Reservation: Shoshoni and Bannock. The decision to begin with instruction in Shoshoni is directly related to the existing number of available fluent speakers, teachers and resources. However, after successfully establishing a Shoshoni language immersion program and predicated upon the then available fluent speakers, teachers, and resources, the goal is to also initiate a Bannock language immersion program beginning with a

Bannock kindergarten and thereafter adding one grade of Bannock immersion each year. CTEA envisions eventually having a trilingual program: Shoshoni/English or Bannock/English.

- 3.2.1.1** CTEA’s method of achieving bilingualism is one-way immersion in the target language. Students who already speak English will be “immersed” in Shoshoni for most of the day in kindergarten. Each year thereafter, the amount of English instruction will be increased until there is a 50/50 balance between the two languages. The power of this program is that it is a school-wide endeavor rather than an auxiliary program.
- 3.2.1.2** CTEA has extensively researched multiple models of language immersion programs and language immersion methodologies and techniques. This research includes visiting heritage language immersion schools in New Mexico and Arizona where Navajo (Dine) and Acoma Pueblo immersion schools have a long and successful history. Moreover, CTEA is collaborating with scholars from Idaho State University, Utah State University, University of Utah (Center for American Indian Languages), University of New Mexico, and Northern Arizona University. The model for CTEA is Puente De Hozho, a tri-lingual (Navajo/English or Spanish/English) language immersion public magnet school in Flagstaff, AZ. The demographics of Puente’s enrollment area are similar to the student population from which CTEA will draw. Approximately 10% (6,000) of Flagstaff’s population of 60,000 identify as American Indian, although not all of those who identify as American Indian are Navajo who would enroll their students in the Navajo language immersion program. In comparison, CTEA’s enrollment area includes all of the Fort Hall Indian Reservation (5,800 enrolled tribal members), Pocatello School District 25, a population of approximately 54,255 with 1.35% (732) identifying as American Indian, and Blackfoot School District 55, a population of approximately 11,899 with 2.51% (298) identifying as American Indian. In terms of academic achievement, the students at Puente in the Navajo/English one-way immersion program scored at the 71st percentile in Reading and at the 84th percentile in Math on the spring 2003 Stanford 9 Achievement Test (SAT 9) and from 2003 - 2010 made AYP in all categories. Recent scores from Puente demonstrate that students in language immersion programs do better overall than students in English only academic programs.
- 3.2.1.3** At CTEA students will achieve high academic attainment, become highly proficient in two languages, become grounded in the Shoshone-Bannock culture, and develop sensitivities to other cultures. Heritage language immersion is a proven educational methodology in which the school curriculum is taught through the medium of the target language. Research indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering the English language (Met, 2004).
- 3.2.1.4** At CTEA we believe that students learn in multiple ways but largely by constructing meaning for what they experience. Students do not simply absorb knowledge that is presented to them, rather, they try to make sense of it, often by

connecting knowledge being learned to other information or mental organizations already present. Piaget referred to this process as assimilation and accommodation (1970). Research on the learning styles of American Indian students suggests that Native students exhibit learning styles different from mainstream students (Swisher, 1991). Learning styles in general largely reflect a culturally determined set of values. We therefore believe that cultural differences in the socialization process and in learning style preferences develop during children's early learning experiences.

**3.2.2** Research also suggests that an integrated thematic curriculum centered in culture and the heritage language, accompanied by a constructivist approach along with the use kinesthetic methodologies, best facilitates learning by American Indian students (Crawford, 1992). Families, especially extended families, are the central segment of many American Indian societies, so collaboration between students, teachers and families are an essential element for our students' learning process. Curriculum will be Shoshone-Bannock specific centered on the unifying concept of deniwape (lifeways of the people) with language, content, and culture integrated to address American Indian student's differences in learning styles and to facilitate improved student learning and the best learning outcomes for all students at CTEA. For example, deniwape cultural values incorporated into instructional practices that impact American Indian students' learning styles include discipline, group harmony, and a holistic approach to health and spirituality. These values all speak to the integral aspects of one's life that communicate balance and respect and impact the way in which one approaches a new learning situation. The values of careful listening and careful observation also reflect the cultural value held by many American Indians that it is virtuous to be a good listener and to learn as much as one can from studying the environment, including the many messages that are transmitted by nonverbal behavior. CTEA expects few non-American Indian students. However, CTEA will draw students from three school districts and it is possible that non-Indian families or blended families will want their children to have the advantages of bilingualism. All students will do well in CTEA's educational program. Just as English speaking students in Spanish or other language immersion programs experience success in those programs and typically out-test English only students, we expect that all students will outperform their non-immersion counterparts. In Utah, for example, Chinese immersion students perform 6-11 percent better than non-immersion students on state board examinations (White, 2012). Further, our curriculum will enhance cross-cultural understanding to better prepare all students academically, socially, and culturally to meet the future challenges of a global society

### ***Section 3.3 - Educational Program and Goals.***

**3.3.1 Description.** CTEA is an innovative heritage language immersion school that prioritizes providing a challenging and comprehensive education for Kindergarten through 6<sup>th</sup> grade students and preparing them to be inquisitive and analytic lifelong learners in the 21<sup>st</sup> Century. CTEA began as a grassroots effort to work with School District #25 and School District #55 to address the unique educational needs of American Indian students. Of primary concern were the historically low academic achievement outcomes, absenteeism, and disproportionately high dropout rates of Fort Hall students. The primary intent of the CTEA founders was to find a



way to reverse the history of low academic achievement. Through much research and discussion it became evident that the best method to accomplish this was through language and cultural immersion. Thus CTEA established three major goals: academic achievement, revitalization of the Shoshoni language, and preservation of the Shoshone-Bannock culture. Research indicates that language is inextricably bound to one's cultural values, and that cultural values are psychological imperatives that affect one's self-awareness, identity, interpersonal relationships, self-confidence, and success in life (Crawford, 1992). Evidence-based research also demonstrates that bilingual education enhances cognitive development (Hakuta, 1985; Pease-Alvarez, 1992; Au, 1998; Au, 1995; Diaz, 1985). Children who learn a second language (in this case, heritage language) beginning in early childhood demonstrate certain cognitive advantages over children who do not. Finally, similar indigenous language revitalization programs, such as the Te Kohanga (Maori) in New Zealand, the Cree Way in Quebec, Canada, the Puana Leo (Hawaiian) in Hawaii, and the Hualapai in Arizona, have resulted in lower dropout rates, a heightened sense of heritage and identity, and improved test scores (Stiles, 1997). Preliminary results in Arizona and New Mexico from Navajo language immersion programs are also demonstrating significantly improved test scores (D. Trubakoff, Principal, Puente de Hozho, personal communication, September 19, 20011; M. Fillerup, Bilingual Director, Flagstaff Unified School District, personal communication, M. Madsen, Principal, Eva B. Stokely, Shiprock, NM, personal communication, September 22, 2011; Marlena Shepard, Curriculum Coordinator, Shiprock Consolidated School District, September 22, 2011; September 22, 2011; R. Tayah, Principal, Tsehootsooi Dine Bi Olta, Ft. Defiance, AZ personal communication, September 23, 2011).

**3.3.2 Educational Program.** The Shoshoni first educational program of CTEA is a collaborative effort of the learning community that prioritizes teaching the whole child and Shoshoni language fluency where all courses are taught through the lens of Shoshone culture. Our students will first develop initial literacy in the Shoshoni language and then progress to a complete understanding of Shoshoni and English. Research indicates that the many cognitive processes that underlie the ability to read a language, other than the first language, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud N., 2000). Shoshoni language instruction will provide Fort Hall students with academic, affective, linguistic, cultural, and psychological benefits that will prepare them for success in two worlds. Therefore, instruction is in Shoshoni, so that the students learn to read, write, and speak the Shoshoni language as they learn the standard curriculum. Cross-curricular thematic instruction will be heavily influenced by the sciences, and the performing and visual arts. In essence, our immersion program will not only teach students Shoshoni, it will strengthen their understanding of English and all other academic skills as well.

**3.3.2.1** CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated

and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). At the heart of Shoshone-Bannock culture is the concept “deniwape” which means “lifeways of the people.” Deniwape is the unifying theme of CTEA curriculum which is designed to help students develop themselves intellectually, physically, spiritually, and socially. The curriculum, heavily influenced by the sciences, will be organized around global themes. Global themes are the organizing framework for CTEA's curriculum and represent concepts from deniwape and the corresponding cardinal direction and seasonal cultural activities of the Shoshone-Bannock peoples. Focusing on the same global theme, all subjects will be presented holistically to the students. Thematic units, like those found in the Full Option Science System (FOSS), will be integrated into each global theme. Each thematic unit will include a goal, objectives, key vocabulary, and suggested activities. Objectives will be correlated with the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness and suggested activities will be cross-referenced with the unit objectives. CTEA's program will also build on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards (See Appendix I).

**3.3.2.2** Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

**3.3.2.3** The CTEA educational program is based upon the following assumptions and assertions:

**3.3.2.3.1** Language is the life-blood of culture.

**3.3.2.3.2** The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).

**3.3.2.3.3** It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.

- 3.3.2.3.4** An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 3.3.2.3.5** A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.
- 3.3.2.3.6** The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 3.3.2.3.7** People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.
- 3.3.2.3.8** CTEA K-6 educational program is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real social and cultural world that the students experience. CTEA’s integrated thematic curriculum is a strategy based on the premise that learning is a series of connections. The integrated thematic curriculum uses theme teaching, projects, and units to cover a variety of material centered in deniwape and heavily influenced by the sciences, to effectively teach all Common Core and Idaho State Standards. This approach allows students to learn in a way that is most natural to them. The educational program is enhanced by building webs made up of themes of interest to the children, with benefits for all. These benefits include more adequate coverage of curriculum, use of natural learning, building on children's interests, teaching skills in meaningful contexts, and more flexibility.
- 3.3.2.3.9** CTEA’s thematic teaching units involve a group of correlated activities that are designed around topics or themes and cross several areas of the curriculum. They provide an environment that fosters and encourages process learning and active involvement of all students. They build on students' interests and prior knowledge by focusing on topics relevant to their lives. They will help students relate to real-life experiences and build on what they know. Thematic units provide one of the best vehicles for integrating content areas in a way that makes sense to children and helps them make connections to transfer knowledge they learn and apply it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- 3.3.2.3.10** The benefits of CTEA’s thematic approach include:
- Learning in-depth factual information;
  - Becoming physically involved with learning;
  - Learning process skills;

- Learning “how to learn”;
- Integrating learning in a holistic way;
- Promoting group cohesiveness;
- Addressing individual needs; and
- Motivating students and teachers.

**3.3.3 Educational Goals.** CTEA’s overarching goal is teaching the whole child in order to construct a learning environment where students, teachers, and parents learn, work, and problem-solve together. The measure of high student achievement will be the development of each child to his or her full potential. Students will have both individual and group educational objectives. The seven correlates that guide our program are: strong instructional leadership, a clear and focused culturally relevant mission, a climate of high expectations for success, a safe and orderly environment, frequent monitoring of student progress, opportunity to learn/student time on task, and positive home, school, and community relations. The following are the primary goals of the Shoshoni language immersion program:

**3.3.3.1 BILINGUALISM:** Students will acquire the ability to speak, read, write, and communicate effectively in different social and cultural contexts in their heritage and English languages.

**3.3.3.2 ACADEMIC ACHIEVEMENT:** Students will meet the national, tribal, and state standards in all academic subjects.

**3.3.3.3 CULTURAL ENRICHMENT:** Students will gain an in-depth understanding of the Shoshone-Bannock culture and its relationship philosophically, historically, socially, and spiritually to the social and academic mainstream.

**3.3.3.4** The aim of our curriculum is ambitious: to teach all students at the school through the use of the Shoshoni language (See Appendix K). Since the late 19<sup>th</sup> Century, English only policies in education have been enforced to immerse American Indian children in European-American culture, yet still large academic achievement gaps and high drop-out rates remain. Fort Hall Elementary School is an example of the stark achievement gap between American Indian students and non-Indian students, having been ranked the lowest school in the State of Idaho on achievement test for the past five (5) years in a row. At this time, we are developing Shoshoni language curriculum and curricular materials for Kindergarten and the Kindergarten home-school language outreach program.

**3.3.3.5** The school will open in the fall of 2013 with grades K-6. At that time, only kindergarten will be a Shoshoni language immersion classroom with students taught 90 percent of the day through the use of the Shoshoni language. Language and literacy in the target language supports the development of language and literacy in English. Children who speak more than one language are thought to have greater mental flexibility and can use those skills to figure out math concepts and word problems. Bilinguals have also been shown to be better than monolinguals when it comes to learning a third language. The Shoshoni language is written phonetically using the English (Latin) alphabet. For example, kindergarten students will follow words from left to right and from top to bottom on the

printed page; identify the difference between a letter, a word, and a sentence, show the one-to-one correspondence between a spoken word and a printed word, recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words, etc. in two languages—Shoshoni and English. Thirty-five minutes of each day will be afforded directly to English Language Arts. CTEA will prepare students for all standardized testing required by the state. As cited above, students in language immersion programs generally out-test their English only peers. The immersion classroom may demand unique classroom management strategies for the purpose of cultivating language learning. Classroom management strategies utilizing positive behavior support and instructional strategies that build the routines for the target language production are key to production of the target language and include:

- 3.3.5.1** Consistent teacher expectation for students to speak the target language;
  - 3.3.5.2** Clear boundary for separation of languages;
  - 3.3.5.3** Instructional routines/strategies designed to engage students in sustained discourse in the target language;
  - 3.3.5.4** Positive student perception of teacher, classroom environment and the target language; and
  - 3.3.5.5** The ability to motivate students;
- 3.3.3.6** Each year Shoshoni language curriculum and curricular materials will be developed for the following year. CTEA will pre-test several kindergarten language immersion thematic units at the Shoshone-Bannock Tribes Head Start program for the purpose of evaluation and assessment prior to full-time application in Fall 2013.
- 3.3.3.7** CTEA is confident that there are sufficient fluent Shoshoni speakers to fulfill the mission of the school (See Appendix K). Teachers who are highly qualified but newly fluent or gaining fluency will not be classroom Shoshoni language immersion teachers until they have been certified as fluent by the Fort Hall Business Council and then certified as language instructors by the State of Idaho. This same language certification process has been used for high school Shoshoni language instructors. As a result, CTEA Shoshoni language immersion teachers must be certified by the State of Idaho as highly qualified elementary education teachers as well as certified Shoshoni language instructors. All teachers, regardless of classroom experience, will require extensive training and oversight in the use of Total Physical Response (TPR) and other accelerated language acquisition techniques (See Appendix AD). All teachers, whether veteran or new teachers, will also require training on the implementation of the thematic curriculum. The Coordinator of Curriculum & Instruction will provide training and coordination of the instructional activities of teachers, paraprofessionals, aides, and volunteers and oversee curriculum design and evaluation of curriculum goals and objectives. Below is a table reflecting

the number of highly qualified teachers and paraprofessionals required by CTEA:

<b>CTEA Timeline for Highly Qualified Fluent Shoshoni Teachers</b>		
<b>School Year</b>	<b>Total Number of Highly Qualified Fluent Shoshoni Teachers w/ Grades</b>	<b>Total Number of Bilingual .05 FTE (1.0 FTE) Paraprofessionals</b>
2013	1 (K)	4-5
2014	2 (K-1)	6
2015	3 (K-2)	7 (3.5)
2016	4 (K-3)	8 (4)
2017	5 (K-4)	9 (4.5)
2018	6 (K-5)	10 (5)
2019*	6 (K-6)	10 (5)

\*2019 = 5<sup>th</sup> and 6<sup>th</sup> grades will share one full-time, highly qualified, and fluent Shoshoni teacher for 50 percent (three hours) of day.

**3.3.3.8** First through sixth grades will include language and cultural enrichment classes. Each subsequent year an additional grade level of immersion will be implemented until instruction through the use of the Shoshoni language is a school-wide practice. Another CTEA goal is to create positive change in the way K-6 grade education is taught so that our children can achieve their highest learning potential.

**3.3.3.9** CTEA will address student attrition in the later years of operation by enrolling up to 30 students in Kindergarten cohorts as it is not likely empty seats in the upper grades will be possible to fill. CTEA has projected its long-term budget to reflect an attrition rate of ten percent (10%) by the third (3rd) grade and twenty percent (20%) by the 5th grade when the first kindergarten cohort reaches these grades; class sizes would be twenty-seven (27) and twenty-four (24) respectively. Even if attrition rates reach thirty-five percent (35%) by the fifth (5th) grade (20 students), revenue will still be sufficient to operate the school. This also allows for available space within the per-grade caps for all thirty (30) students in a cohort to move up through each grade if they wish to do so. Students in the upper grades will be fluent in the target language and 50% of the day will be taught in the target language. CTEA will require parents wishing to enroll students in the upper grades to visit the classroom with their student(s) to observe instruction to determine whether their student(s) will do well in the immersion environment. The following tables demonstrate the percentage of time each day students spend learning in Shoshoni

and English at each grade level and the targeted benchmark of attaining the language goal:

**Table 1. Projected Benchmarks for Shoshoni Language Immersion**

<b>Grade</b>	<b>Percentage of Day (time) in Shoshoni</b>	<b>Percentage of Day (time) in English Language</b>	<b>Benchmark Year</b>
K*	90%	10%/35 min.	2013
1	85%	15%/55 min.	2014
2	80%	20%/1 hr. 15 min.	2015
3	70%	30%/ 1 hr. 50 min.	2016
4	60%	40%/2 hrs. 20 min	2017
5	50%	50%/ 3 hrs.	2018
6	50%	50%/3 hrs.	2019

\*Full-day Kindergarten

**Table 2. First Year Shoshoni Immersion -- 2013**

<b>Grade</b>	<b>Percentage of Day (time) in Shoshoni</b>	<b>Percentage of Day (time) in English Language</b>
K	90%	10%/35 min
1 & 2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

**Table 3. Second Year Shoshoni Immersion -- 2014**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language</b>
K	90%	10%/35 min.
1	85%	15%/55 min.
2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5, & 6	Language and cultural enrichment classes only	85%

**Table 4. Third Year Shoshoni Immersion – 2015**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language Arts</b>
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

**Table 5. Fourth Year Shoshoni Immersion – 2016**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language</b>
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4, 5 & 6	Language and cultural enrichment classes only	85%



**Table 6. Fifth Year Shoshoni Immersion – 2017**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language</b>
K	90%	90%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5 & 6	Language and cultural enrichment classes only	85%

**Table 7. Sixth Year Shoshoni Immersion – 2018**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language</b>
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/ 3 hrs.
6	Language and cultural enrichment classes only	85%

**Table 8. Seventh Year Shoshoni Immersion – 2019**

<b>Grade</b>	<b>Percentage of Day in Shoshoni</b>	<b>Percentage of Day in English Language</b>
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/3 hrs.
6	50%	50%/3 hrs.

**3.3.3.10** The above tables illustrate the primary goals and benchmarks of the CTEA language immersion program. However, after evaluation and assessment it may be necessary to adjust percentages of time spent each day in the target and English languages to meet student needs. Additionally, CTEA may find it necessary to temporarily modify these benchmarks in order to respond to events such as loss of certified fluent

staff and/or student attrition. An example of modified language benchmarks could be the 50/50 model (as opposed to the above incremental language immersion model) utilized by the bilingual (Mandarin, French, and Spanish) programs in the State of Utah. However, CTEA's Board and administration assures the ACE that an intense, long-term commitment in remaining true to the school's vision and will return as quickly as possible, if compromise is necessary, in order to ensure the fulfillment of the charter.

**3.3.4 *Instructional Materials.*** CTEA will follow the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness when selecting or developing its curricular materials. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between teachers, parents, Director, Coordinator, and the Board of Directors. CTEA plans to purchase a thematic curriculum such as the Foss Science system. The Coordinator of Curriculum and Instruction, in collaboration with the Shoshone-Bannock Tribes Language and Cultural Preservation Department language and cultural specialists, will adapt, modify, and develop curricular materials in Shoshoni. The CTEA Board believes that the Coordinator of Curriculum & Instruction position is critical to the success of CTEA and has accounted for this position in the projected budget; however, in the event that finances do not permit this position to be filled, the Board will ensure continued oversight. As in other indigenous language programs, one year of curricular materials will be developed each year as the immersion students progress to the next grade. Kindergarten curricular materials are now being developed for the 2013-2014 school year. Costs for the production and printing of Shoshoni curricular materials and language specialists will be incurred by the Shoshone-Bannock Tribes. CTEA has entered into a memorandum of agreement with the Shoshone-Bannock Tribes Language and Cultural Preservation Department to solidify this collaboration and agreement (See Appendix AB). Costs for curriculum design are included in CTEA budget projections.

**3.3.5 *Educational Thoroughness Standards.*** CTEA will fulfill the thoroughness standards identified in Idaho Code. Idaho Code §§33-1612 defines a thorough system of public schools by the following standards:

**3.3.5.1 *Standard 1.*** A safe environment conducive to learning is provided.

**3.3.5.1.1 *Goal:*** Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

**3.3.5.1.2 *Objectives:*** CTEA will:

**3.3.5.1.2.1** Develop policy and procedure for physical safety. These guidelines will include, but 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.

**3.3.5.1.2.2** Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

**3.3.5.1.2.3** 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.

**3.3.5.1.2.4** Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

**3.3.5.2 Standard 2.** Educators are empowered to maintain classroom discipline.

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

**3.3.5.2.2 Objectives:** CTEA will:

**3.3.5.2.2.1** Develop a school-wide positive behavior support system, centered in Shoshone-Bannock cultural ways, to create a school environment that promotes and supports appropriate behavior of all students.

**3.3.5.2.2.2** Adapt the policies into a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

**3.3.5.2.2.3** Provide a school-wide process for teachers to handle minor and major infractions in the classroom setting.

**3.3.5.2.2.4** Teach appropriate behaviors and foster responsible decision-making skills.

**3.3.5.2.2.5** Establish and maintain consistent rules aligned throughout the school.

**3.3.5.3 Standard 3.** The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

**3.3.5.3.1 Goal:** Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

**3.3.5.3.2 Objectives:** CTEA will:

- 3.3.5.3.2.1 Utilize the general philosophy of the Shoshone-Bannock Tribes' cultural program and standards to instill important values.
- 3.3.5.3.2.2 Emphasize the importance of adults modeling culturally important values at school.
- 3.3.5.3.2.3 Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- 3.3.5.3.2.4 Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

3.3.5.4 **Standard 4.** The skills necessary to communicate effectively are taught.

3.3.5.4.1 **Goal:** Teach students a range of effective communication skills required for future success.

3.3.5.4.2 **Objectives:** CTEA will:

- 3.3.5.4.2.1 Emphasize meaningful language experience in the language arts, enhanced by dramatization and the heritage language along with accelerated language learning methods, e.g., Total Physical Response (TPR).
- 3.3.5.4.2.2 Provide access to computers to teach students basic computer skills and appropriate communication through technology (via e-mail and the Internet).
- 3.3.5.4.2.3 Provide instruction in the heritage language. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

3.3.5.5 **Standard 5.** A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

3.3.5.5.1 **Goal:** Develop an educational program that is dynamic, interactive, and integrated. CTEA will employ a thematic approach, heavily influenced by the sciences through global themes which exist in Shoshone-Bannock culture (e.g., Foss Science System).

3.3.5.5.2 **Objectives:** CTEA will:

- 3.3.5.5.2.1 Meet the Common Core Standards, including those related to English, and use the standards to drive the critical elements of the educational program. CTEA will adopt curriculum mapping to ensure that the Idaho State Standards and the Common Core standards are aligned and that curriculum and assessment are integrated. Curriculum mapping allows for both horizontal and vertical alignment and also organizes content, skills, assessments, and resources over time. The Coordinator of Curriculum & Instruction will, in collaboration with the Director of School Programs and the language and cultural specialists of the Shoshone-Bannock Tribes Language & Cultural Preservation Department, align cultural and language requirements with the common core state standards. An example of CTEA Kindergarten Shoshoni language standards and alignment is attached in Appendix J:
- 3.3.5.5.2.2 Use a variety of methods to ensure student learning, including but not limited to: accelerated language learning methods and techniques (e.g. language immersion and Total Physical Response) that will be utilized across all content areas.
- 3.3.5.5.2.3 Present subject matter (language arts, science, math, social studies, etc.) holistically through global themes. Instruction will be experience-based and project-centered and will encourage the use of hand-on activities and critical interaction with peers, teachers, and texts.
- 3.3.5.5.2.4 Together, the student, parents and educator will consider the student's strengths and weaknesses to improve student learning.

3.3.5.6 **Standard 6.** The skills necessary for the students to enter the workforce are taught.

3.3.5.6.1 **Goal:** Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

3.3.5.6.2 **Objectives:** CTEA will:

- 3.3.5.6.2.1 Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- 3.3.5.6.2.2 Provide an environment encouraging the effective use of technology.
- 3.3.5.6.2.3 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; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- 3.3.5.6.2.4 Enable students to develop the following personal habits important in the work place: 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; organizational skills; study skills; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

3.3.5.7 **Standard 7.** The students are introduced to current technology.

3.3.5.7.1 **Goal:** Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

3.3.5.7.2 **Objectives:** CTEA will:

- 3.3.5.7.2.1 Use interactive technology as tools in an integrated educational program.
- 3.3.5.7.2.2 All students leaving CTEA will possess grade level competencies in using both a word processing and spreadsheet package.
- 3.3.5.7.2.3 Use computers as tools for such activities as language learning, accessing research information, authoring, computation, record keeping and data storage, time and scheduling software (e.g., Outlook Express), and communication (email).
- 3.3.5.7.2.4 Students will be required to complete a technology assessment portfolio documenting their proficiency.

3.3.5.8 **Standard 8.** The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

**3.3.5.8.1 Goal:** Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

**3.3.5.8.2 Objectives:** CTEA will:

**3.3.5.8.2.1** Provide a comprehensive program of community service by the third year of operation that reflects responsible citizenship in a democratic society and an interdependent world.

**3.3.5.8.2.2** Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

**3.3.5.8.2.3** Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

**3.3.5.9 Achievement.** CTEA will achieve the Thoroughness Standards through well trained, competent, highly qualified faculty members and staff. Faculty training will focus on individual improvements, both personal and instructional; regularly scheduled staff meetings and in-service days will be designated for this purpose. The school's size will facilitate the necessary enculturation, school/community participatory behaviors, and a safe environment. A strong emphasis on understanding and developing self-efficacy and motivation will guide the decision-making process and relationships throughout the school.

**3.3.6 Data Collection and Measurement.** In all program areas and at all levels, CTEA will measure student progress toward achieving learner goals and program area performance standards including: the content and data, the development of critical thinking and reasoning, and student attitude. CTEA expectations are that student attendance, engagement, and rates of achievement will accelerate beyond the levels they were attaining before attending CTEA and will meet or exceed proficiency levels as defined by the No Child Left Behind Act (NCLB) and the State Department of Education. In order to demonstrate these achievements, student performance will be measured using a variety of assessments, including state and federally mandated standardized tests, curriculum-based assessments, content standard assessments, and rubrics developed for determination of progress in technological literacy, project and experiment composition, engagement, and motivation.

**3.3.7 Curriculum Development and Approval.** With the ultimate approval of the Board of Directors, curriculum development will be led by the Director and the Curriculum, Instruction, and Assessment Coordinator. Initial development of each grade of Shoshoni language curriculum and curricular materials will be, at minimum a seven year project with one year of curriculum and curricular materials developed each year. Additionally, curriculum development will be on ongoing process with evaluation, assessment, and refinement annually. The curriculum will be implemented and evaluated through observations of the Coordinator, teachers, stakeholders, parents and students. Curriculum will also be evaluated through all assessments required by the No Child Left Behind Act (NCLB) or State of Idaho Waiver and the State Department of Education, curriculum-based assessment, content-based assessment, and rubrics.

**3.3.8 Software and Textbooks.** CTEA will follow the Idaho State Standards, the Common Core State Standards, and Rules Governing Thoroughness when selecting its curricula. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between the teachers, parents, Director, Coordinator, and Board of Directors.

**3.3.9 Supplemental Educational Programs and Services.** Provision of supplemental educational programs and services such as HIV/AIDS education, family life education, occupational education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them from the first day of school. The Board of Directors, Director, faculty association, and parent association will work together to determine the need for, and estimated cost and value of, these programs. Outside contracts to meet specific identified needs will be negotiated by the Director on a need basis.

**3.3.10 Academic Freedom and Controversial Issues.** CTEA will offer an educational program appropriate to the level of student understanding which: 1) allows students to study and discuss controversial issues; 2) provides opportunities to examine evidence, facts, and differing viewpoints; and 3) teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

### ***Section 3.4 - Provisions for Special Education and Programs***

**3.4.1 Compliance with Federal and State Law.** The Board of Directors acknowledges the right of every student to receive a quality education; consequently, CTEA 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.

**3.4.2 Idaho Special Education Manual.** CTEA will adopt and comply with the most up-to-date version Idaho Special Education Manual. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing



individualized education plans, planning services, informing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

- 3.4.3 *Differentiated Instruction.*** All special education, Section 504, IDEA, ADA, and Title I of the Improving America's Schools Act (IASA) of 1994 (Title I) classified 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.
- 3.4.4 *Policies and Procedures.*** The Board of Directors 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 Director. All students at CTEA will receive appropriate services as outlined in the following provisions.
- 3.4.5 *Resources.*** The Board of Directors will provide the necessary resources to ensure that students with disabilities receive adequate personnel, physical facilities, funding and contractual arrangements as required in Section 504, IDEA, ADA, and outlined in the students' Individualized Education Program (IEP).
- 3.4.6 *Enrollment.*** CTEA 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. CTEA will be prepared to provide special education services the first day of school.
- 3.4.7 *Information Management.*** CTEA will use the forms for special education as outlined in the Idaho Special Education Manual.
- 3.4.8 *Multidisciplinary Teams.*** The Director or 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.
- 3.4.9 *Individualized Education Program.*** 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 a pullout 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.

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

**3.4.10** *Screening.* The Director or 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, CTEA will:

**3.4.10.1** 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.

**3.4.10.2** Ensure that staff and the school's constituents are informed of the availability of special education services.

**3.4.10.3** Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

**3.4.11** *Least Restrictive Environments.* In compliance with the Idaho Special Education Manual and as identified on each student's IEP, CTEA 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 CTEA, another local school district site (if contract agreement is made), 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:

**3.4.11.1** *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.

**3.4.11.2** *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.

**3.4.11.3** *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.

**3.4.11.4** *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.

**3.4.11.5** *Accommodations and/or Adaptations:* 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.

**3.4.11.6** *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.

**3.4.12** *Discipline.* Multidisciplinary teams will be formed to address disciplinary problems by special education students. CTEA 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.

**3.4.12.1** *Discipline Policy.* The discipline policy as set forth in the Idaho Special Education Manual and outlined in Tab 7 of this petition will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

**3.4.12.1** a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior;

**3.4.12.2** the result of an inappropriate placement, and/or

**3.4.12.3** the lack of provision of services consistent with the IEP and placement.

**3.4.13** *Contracts.* CTEA may 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.

**3.4.14** *Highly Qualified.* The Director will ensure that special education and special services personnel meet highly qualified standards as delineated in Tab 6 of this document.

**3.4.15** *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 Director or designee will provide a comprehensive professional development plan regarding special education, Section 504, IDEA, and ADA (See Appendix AD).

**3.4.16** *Transportation.* Transportation for special needs students will be provided as dictated by the nature of the disability, which would 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 who resides further than (15) miles by road of the school's physical location.

**3.4.17 *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, tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, CTEA will administer assessment to admit students into all special programs. Students deemed at risk will be screened and monitored using the Response to Intervention model and the appropriate interventions will be implemented as needed.

**3.4.18 *Parent Participation.*** The Board of Directors understands the importance of parent participation in their child's education. Consequently, CTEA 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 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.

### ***Section 3.5 - Dual Enrollment***

**3.5.1 *Dual Enrollment Students in Other Districts.*** As delineated in Idaho Code §§33-203 and §§33-5205 (3)(s), CTEA students will have the opportunity to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended. Dual enrollment arrangements will be made between parents and the schools.

### ***Section 3.6 - Provisions for Gifted and Talented***

**3.6.1 *Differentiated Instruction.*** All gifted and talented 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 environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This may include, but not be limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and pullout classes.

**3.6.2 *Policies and Procedures.*** CTEA will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §§33-2003.

- 3.6.3 Definition.** Gifted and talented students are those 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.
- 3.6.4 Identification.** CTEA will identify gifted and talented students using a variety of formal assessments (ISAT, Aprenda, 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 screening criteria will be age/grade appropriate, nondiscriminatory, and comply with the procedures set forth in all state and federal legislation. This will include a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review.

### ***Section 3.7 - Provisions for Limited English Proficiency***

- 3.7.1 Differentiated Instruction.** All English Language Learners (ELL) 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 environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's area of special needs. For LEP students, this may include, but not be limited to, clustering, push-in and pullout settings, and newcomer classes. In accordance with the Board's philosophy to provide a quality educational program for all students, CTEA will provide an appropriate planned instructional program for identified students whose dominant language is not English.
- 3.7.2 Purpose.** The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided with appropriate services.
- 3.7.3 Definition.** CTEA will apply the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA.
- 3.7.4 Participation.** CTEA will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources and staffed by appropriate prepared personnel; (3) periodic program evaluation. The Board will include provisions for the LEP programs in its Strategic Plan.

- 3.7.5 Oversight.** The Director or designee will implement and supervise an LEP Program that meets the legal requirements for LEP program compliance.
- 3.7.6 Screening.** CTEA will follow the Idaho LEP Program Manual guidelines and procedures for identification of students whose dominant language is not English.
- 3.7.7 Individual Needs.** The LEP program will be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support will be provided while the student is learning English to ensure achievement of academic standards.

**TAB 4: Assessment of Student Educational Progress**

**Section 4.1** - Measurable Educational Standards I.C. §§33-5205 (3)(b)

**Section 4.2** - Method of Measurements I.C. §§33-5205 (3)(c)

**Section 4.3** - Provision for Standardized Testing I.C. §§33-5205 (3)(d)

**Section 4.4** - Provision for Accreditation I.C. §§33-5205 (3)(e),  
08.02.02.140

**Section 4.5** - Provision for Learning Improvement per No Child Left Behind  
08.02.03.112, 08.02.03.114

**Section 4.6** - Middle Level Credit and Advancement I.C. 08.02.03.107

## ***Section 4.1 - Measurable Educational Standards***

- 4.1.1** CTEA will demonstrate student achievement in measurable terms and actively participate in state requirements for student achievement and accountability. CTEA's plan includes systematic data collection and reporting of progress toward our three primary goals of academic excellence, bilingualism, and cultural enhancement. Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, written and oral language assessments and rubrics developed for the determination of student progress in the target language, cultural awareness and knowledge, and behavior/attendance.
- 4.1.2** CTEA's expectations are that students' will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. CTEA students who have been continuously enrolled since the beginning of each school-year for three (3) consecutive years will meet the following benchmarks:
- 4.1.2.1 MSES #1:** Seventy-five percent (75%) of students continuously enrolled at CTEA will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.
- 4.1.2.2 MSES #2:** Seventy-five percent (75%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of mathematics.
- 4.1.2.3 MSES #3:** Seventy percent (70%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of English language arts.
- 4.1.2.4 MSES #4:** Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of reading.
- 4.1.2.5 MSES #5:** Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of mathematics
- 4.1.2.6 MSES #6:** Seventy percent (70%) of the students continuously at CTEA will achieve an SGP of 50 in the area of English language arts.
- 4.1.2.7 MSES #7:** Once quantitative norms have been established for a grade level, seventy-five percent (75%) of CTEA students will demonstrate grade level proficient in the Shoshoni language.

## ***Section 4.2 - Methods of Measurement***

- 4.2.1** CTEA students will participate in multiple assessments to best meet the needs of the students and comply with state and federal requirements. In addition, CTEA will use curriculum based measurements (such as AIMSWeb) to monitor progress toward each measureable educational standard. These assessments include:
- 4.2.1.1 Method of Measurement for MSES #1 through MSES #6:** MSES 1 through MSES 6 will be measured using a state approved standard achievement test in each grade. The



state standard achievement test is composed of reading, language usage, and mathematics tests. Multiple-choice items are used to assess what a student knows and is expected to do on the Idaho content and Common Core standards. These items are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

**4.2.1.2 Method of Measurement for MSES #7** Shoshoni language fluency test (written and oral): The Shoshoni language proficiency exam will be designed in conjunction with the SDE and modeled after established oral and written proficiency exams, such as the Navajo language proficiency exam and those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL), like the Student Oral Proficiency Assessment (SOPA). Quantitative norms for each grade level will be established after testing three different cohorts at each grade level.

### ***Section 4.3 - Provisions for Providing Standardized Testing***

**4.3.1** The ultimate goal for CTEA will be that all enrolled students meet the statewide performance standards developed by the Idaho State Department of Education. Consequently, students at CTEA will be tested with the same standardized tests as other Idaho public school students as delineated in Idaho Code §§33-5205 (3)(d) and defined by the Idaho State Board of Education. Chief Tahgee Elementary Academy will administer any and all State mandated assessments during the testing windows outlined by the State Department of Education, including the testing of any LEP students on the IELA (Idaho English Language Assessment).

### ***Section 4.4 - Provisions for Accreditation***

**4.4.1** Chief Tahgee Elementary Academy will comply with all accreditation standards and obtain accreditation in accordance with Idaho Code §§33-5205 (3)(e) and the Idaho Administrative Procedures Act (IDAPA) 08.02.02.140.

### ***Section 4.5 - Provisions for In Need of Improvement***

**4.5.1** Chief Tahgee Elementary Academy is committed to a school where student success is our top priority; consequently, all efforts will be made to ensure the success of all students, which include but are not limited to, the employment of a faculty designated as highly qualified. If it were ever determined that, based on student performance, CTEA was classified as a school “in need of improvement” as delineated by the NCLB, or rated as a one to three star school as defined in the Idaho ESEA Waiver, the Director and the Board of Directors, will develop a legally compliant comprehensive plan for improving performance until it has met AYP or achieved four or five stars for two consecutive years and no longer considered in need of improvement.

### ***Section 4.6 - Middle Level Credit and Advancement***

**4.6.1** Chief Tahgee Elementary Academy is an elementary school and does not enroll middle level student.

## **TAB 5: Governance Structure**

**Section 5.1** - Description of Governance Structure I.C. §§33-5205 (3)(f)

**Section 5.2** - Parental Involvement Procedures I.C. §§33-5205 (3)(f)

**Section 5.3** - Financial and Programmatic Audits I.C. §§33-5205 (3)(1), §§33-5206(7),  
§§33-5210 (3)

**Section 5.4** - Dispute Resolution I.C. §§33-5209

## ***Section 5.1 - Description of Governance Structure.***

**5.1.1 Governance.** CTEA, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act in accordance with Idaho Code §§30-3-1. The Board of Directors will be the public agents who control and govern the charter school according to the Bylaws and Articles of Incorporation. CTEA will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

**5.1.2 Board of Directors.** The Board of Directors of CTEA is responsible for supervision and control of the business, property, and affairs of the school, except as otherwise expressly provided by law, the Articles of Incorporation, or its Bylaws. The Board will conduct or direct the affairs of CTEA and exercise its powers, subject to applicable education law, not-for-profit corporation law, Idaho Nonprofit Corporations Act, the CTEA Charter, and its Bylaws. The Board may formally delegate appropriate management of the activities of CTEA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Authority is given to CTEA's Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. §§33-5201).

**5.1.3.1 General Responsibilities.** The Board of Directors will be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board will:

**5.1.3.1.1** Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report; of the corporation;

**5.1.3.1.2** Approve all expenditures;

**5.1.3.1.3** Establish procedures and policies which will govern and provide oversight for the expenditures and respective requirements of any such funding all CTEA operations;

**5.1.3.1.4** As needed, secure the services of an attorney and/or legal counsel;

**5.1.3.1.5** Secure general liability and errors and omissions insurance as customary and proper for the operation of similar non-profit corporations;

**5.1.3.1.6** Hire and terminate all faculty and non-classified employees of CTEA;

**5.1.3.1.7** Conduct any and all business of the organization CTEA to ensure the health and welfare of the corporation and its goals and purposes.

**5.1.4 Relationship between Board of Directors and School Administration.** Administrative services for CTEA will be provided for by the Director of School Programs. The Director must possess a valid Idaho Administrator Certificate. Under the direction of the Board, the

Director will determine the day-to-day operations of the school in accordance with Title 33 of Idaho Code. The Director will be ultimately responsible to oversee the following areas:

#### **5.1.4.1 Responsibilities of the Director of School Programs**

- 5.1.4.1.1** Accountability & Testing
- 5.1.4.1.2** Capital Accounts
- 5.1.4.1.3** Collective Bargaining Cost Analysis
- 5.1.4.1.4** Construction/Facilities/Maintenance
- 5.1.4.1.5** Fiscal Forecasting
- 5.1.4.1.6** Grants, Gifts & Fundraising
- 5.1.4.1.7** Insurance & Fringe Benefits
- 5.1.4.1.8** Medicaid Management
- 5.1.4.1.9** Payroll
- 5.1.4.1.10** Purchasing & Contracts
- 5.1.4.1.11** Technology
- 5.1.4.1.12** Transportation
- 5.1.4.1.13** Strategic Planning
- 5.1.4.1.14** Human Resources
- 5.1.4.1.15** Budget/Budget Reporting
- 5.1.4.1.16** Interscholastic Relations – Charter & Traditional
- 5.1.4.1.17** Curriculum, Instruction & Special Programs
- 5.1.4.1.18** External Organizations/Agencies
- 5.1.4.1.19** Federal Programs – Impact Aid (PL 81-874), Johnson O'Malley, Title II-A, Title I-A, Title VI-B, Title VII
- 5.1.4.1.20** Athletics/Activities/Afterschool Programs
- 5.1.4.1.21** Professional Development & Assessment
- 5.1.4.1.22** Public Relations & Marketing
- 5.1.4.1.23** Principal – Head of School
- 5.1.4.1.24** Schools & Administrators
- 5.1.4.1.25** Board Relations

**5.1.4.2 Contracts.** When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. Supplemental services may also be contracted as needed. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. The Director will serve as the liaison between the selected contractors, Board of Directors, the ACE, the State Department of Education, Idaho State Board of Education, community, and parents.

**5.1.4.3 Reporting.** Annual programmatic operations and financial reports will be presented by the Director to the Board of Directors and the Authorizing Chartering Entity (ACE) when the data becomes available and in a timely manner.

**5.1.4.4 Evaluation.** The Director will receive a yearly evaluation according to his/her performance. Annual prioritized goals and objectives will be agreed upon by the Director and the Board. Student achievement and a valid performance measure based on the Administrator Professional Standards and the annual prioritized

goals and objectives will be used to evaluate the Director. All evaluations will be retained in the Director's personnel file.

**5.1.4.5 Vacancies.** During the vacancy of the Director position, the Board will reassume complete oversight. Within thirty (30) days, the Board will appoint an interim Director of School Programs to oversee the day-to-day operations until the position can be filled as soon as a suitable candidate can be found.

**5.1.4.6 Stakeholders.** Board members, founding family members, faculty, staff, and community stakeholders will be utilized according to their background and experience, which includes fund raising experience, grant writing expertise, etc.

**5.1.4.7 Other Administrators.** The CTEA 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 Director. If deemed necessary and financially viable, other administrators may be retained by the Board (e.g. Coordinator of Curriculum and Instruction); other administrators will be supervised by the Director and evaluated annually by the Director with approval of the Board. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director.

**5.1.4.8 Faculty and Unclassified Staff.** All faculty and unclassified staff will be retained by the Board of Directors and accountable to the Director. The state funding formula will be used for funding faculty through the regular budgetary process. In order to attract the most highly qualified teachers, additional resources will be sought through grants, volunteers, and fundraising efforts.

**5.1.4.9 Classified Personnel.** All classified staff is retained by the Director of School Programs and accountable to the Director.

**5.1.4.10 Administrator Professional Standards.** All administrators at CTEA will be required to follow the most current Administrator Professional Standards Policy. The Board has adopted these standards to guide the practices of the administration. The standards will be reviewed annually and provide a framework from which the Board and administrators can develop their goals, objectives and evaluations (See Appendix Y).

**5.1.4.11 Code of Ethics.** All administrators will abide by the Code of Ethics for Idaho Professional Educators as a condition of employment.

## **Section 5.2 - Parental Involvement**

**5.2.1** In accordance with Idaho Code §§33-5205 (3)(f), all parents with students enrolled at CTEA will be encouraged to be highly involved in their child's education and may at any time consult with the Director regarding direction and operation of the school. CTEA will be committed to the continual betterment of efficient and effective lines of communication with parents and teachers. Likewise, parents of students who attend CTEA will be afforded

every opportunity to participate in the education of their child, including but not limited to volunteer work. Parents possess unique and critical insight into the personalities, learning strategies, motivational state, weaknesses, and strengths of their child that enhance individual and school success. Some processes to facilitate parental involvement will include, but are not limited to the following:

- 5.2.1.1** Parents will receive a student/parent handbook at registration.
- 5.2.1.2** Parents will receive written information regarding the function of the school on a monthly basis.
- 5.2.1.3** Parents will be sufficiently notified of and encouraged to attend two parent teacher conferences per year.
- 5.2.1.4** Parents will be asked to complete a satisfaction survey at the end of each semester to address their perceptions of: the happiness of their children, safety of students, classroom attention, school-wide discipline, child's response to classroom atmosphere, the progress of their child, the learning environment as a whole, and other general concerns and satisfactions.
- 5.2.1.5** Parents will be encouraged to be involved in the parent association/committee and to become an integral part of CTEA community, this may include volunteering for school projects, programs, or committees, working with students, and supporting academic and other activities directed toward personal and character development.
- 5.2.1.6** Parents will be encouraged to serve as members of the Board of Directors.
- 5.2.1.7** Parents will be encouraged to volunteer their time and talents to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest; this will allow parents to provide the most meaningful service, and simultaneously, provide the school with the ability to coordinate all volunteers.
- 5.2.1.8** Background checks will be performed on all volunteers and as deemed necessary by the Director or designee.

### ***Section 5.3 - Financial and Programmatic Audits***

- 5.3.1** CTEA will comply with all the reporting requirements of Idaho Code §§33-5205 (3)(l), §§33-5206(7), and §§33-5210(3), §§33-701 (5) through §§33-701 (10) and IDAPA 08.02.04.300.03 and 08.03.01.301.12. An annual educational programmatic operations and financial audit will be conducted during each year of operation; the results will be submitted in a timely manner to the Board of Directors, the ACE, stakeholders, and the State Department of Education.

### ***Section 5.4 - Dispute Resolution.***

- 5.4.1** CTEA Board of Directors and the ACE 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 State Board of Education for notice of defect and submission of a corrective action plan.



## **TAB 6: Employees, School Climate, Health, and Safety**

**Section 6.1** - Employee Qualifications I.C. §§33-5204A, §§33-5205 (3)(g), §§33-5210 (4)(a)

**Section 6.2** - Employee Contracts I.C. §§33-5206 (4)

**Section 6.3** - Criminal History Background Check I.C. §§33-5210 (4)(d), §§33-130

**Section 6.4** - Transfer Rights §§33-5205 (3)(p), §§33-1217

**Section 6.5** - PERSI, Social Security, Unemployment, Worker's Compensation, and Health Insurance I.C. §§33-5205 (3)(n)

**Section 6.6** - Collective Bargaining I.C. §§33-5205 (3)(q)

**Section 6.7** - Evaluation 08.02.02.120

**Section 6.8** – Personnel Files

**Section 6.9** - School Climate & Safety I.C. §§33-5205 (3)(h), §§33-210 (3), 08.02.03.160

- 6.9.1** Climate and Safety
- 6.9.2** Six Pillars of School Climate
- 6.9.3** Drug and Alcohol Free School Zone
- 6.9.4** Weapon-Free Schools
- 6.9.5** Violence Prevention
- 6.9.6** Suicide Prevention
- 6.9.7** Crisis Management

**Section 6.10** - Health and Wellness I.C. §§33-5205 (3) (h), 08.02.03.160

- 6.10.1** Health and Wellness
- 6.10.2** Immunizations



## ***Section 6.1 - Employee Qualifications.***

- 6.1.1** The Board of Directors recognizes that student success is directly correlated to a talented and capable faculty and staff. Moreover, all employees will possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of CTEA and will be required to follow the professional code of ethics of their respective positions.
- 6.1.2** The Director will be selected upon criteria to be developed by the Board; emphasis will be placed on a broad spectrum of employment experience and educational coursework. CTEA reserves the right to employ the Director based on its selected criteria, which will be based around, but not limited to, the State of Idaho rules regarding administrator certification. All individuals selected as the Director must possess no less than a Masters Degree from an accredited university and must also possess a valid Idaho Administrator Certificate.
- 6.1.3** All certified faculty members will meet or exceed the qualifications considered *highly qualified* (HQT) in their subject area as required under NCLB and state regulations, and possess an Idaho Education Credential or be in application thereof.
- 6.1.4** According to Idaho Code §§33-1280, all heritage language immersion teachers will be designated as highly and uniquely qualified by the Shoshone-Bannock Tribes and certified as American Indian language teachers by the State Department of Education.
- 6.1.5** Recruiting and retaining highly qualified bilingual teachers is a priority for CTEA, therefore we are incorporating a broad range of recruitment practices into our Bilingual Teacher Recruitment Plan. (See Appendix K).
- 6.1.6** All paraprofessionals classified as a Title I Instructional Assistant, ELL Instructional Assistant, Special Education Instructional Assistant, Youth Companion, Occupational Therapy or Physical Therapy Technician, or Library Media Assistant will meet one of the following three requirements before being hired:
- 6.1.6.1** completed two years (48 credits) of study at an institution of higher education; or
  - 6.1.6.2** obtained an associate's (or higher) degree; or
  - 6.1.6.3** pass the state ParaPro Assessment.
- 6.1.7** When applicable, CTEA's ancillary staff members will hold the appropriate state licensure or certification to provide services to students at the school.
- 6.1.8** When deemed in the best interests of the educational program, the Board reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education. Additionally, CTEA reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

**6.1.9** CTEA will be an equal opportunity employer; job announcements and all other hiring practices will be free of discriminatory language.

**6.1.10** A copy of the certificates for all certified administrators, teachers, and staff members will be kept on file at CTEA, provided upon request, and available to the public through the State Department of Education website.

### ***Section 6.2 - Employee Contracts.***

**6.2.1** The Director will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member, including the Director, will be on a written contract in a form approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.

**6.2.2** Certified teachers and administrators at CTEA are public school employees; their service at CTEA counts as one year experience on the state indexing scale.

**6.2.3** Employee contracts are considered public documents; therefore, a copy of all contracts will be kept on file at CTEA and posted on the school's website.

**6.2.4** All employees will be required to undergo an annual performance review before the renewal of a contract.

### ***Section 6.3 - Criminal History Background Checks.***

**6.3.1** All employees will undergo criminal history background and fingerprinting checks.

**6.3.2** All volunteers who potentially will be working with or alone with students unsupervised will undergo criminal history background and fingerprinting checks.

### ***Section 6.4 - Employee Transfer Rights.***

**6.4.1** Employees of CTEA are not employees of any local school district, and consequently, will not be eligible for an in-district transfer; however, they may apply to work in any district.

### ***Section 6.5 - Employee Benefits.***

**6.5.1** The Board will provide CTEA employees with: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

### ***Section 6.6 - Collective Bargaining.***

**6.6.1** CTEA's staff and employees will be a separate unit for purposes of collective bargaining.

## ***Section 6.7 – Evaluation.***

- 6.7.1 *Other Administrators.*** It will be the responsibility of the Director to evaluate all other CTEA administrators annually. Such evaluation will be based on 1) the appropriate administrative position job description, 2) student achievement, and 3) in cooperation with the Director, Board, and administrator, an established a set of goals and objectives for each calendar year. The Director will report to the Board annually regarding the performance of administrative personnel.
- 6.7.2 *Faculty.*** CTEA believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of CTEA’s primary responsibilities to students, patrons, and staff. The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with the school’s goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods. CTEA know that the most important factor in a student’s education is the quality of the teacher in the classroom; consequently, a significant factor in faculty evaluations will be student achievement.
- 6.7.3 *Paraprofessionals and Classified Employees.*** Performance evaluation is an important aspect of personnel management because it facilitates growth and school improvement. The primary objective of CTEA performance evaluation process is employee development through methods that identify actions required to promote more effective job performance and maximize employee potential. The performance evaluation process incorporates not only a review of past performance, but also establishes performance goals and expectations for the future.
- 6.7.4 *Consultants, Independent Contractors, and Service Providers.*** Each consultant, independent contractor, and service provider who contracts with the district will be evaluated. The evaluations will be objective and based on established goals and objectives and will be conducted at the end of the contract term for contracts that have terms less than one (1) year and at the end of the fiscal year for contracts that have terms longer than one (1) years. The evaluation will be based on job performance as determined by the Director according to the agreed upon goals and objectives. The evaluation will be the major factor into whether the consultant, independent contractor, or service provider is offered a new contract. A written evaluation report will be utilized.
- 6.7.5 *School Climate Surveys.*** In order to improve the performance of CTEA staff and students, the Director will administer a yearly school climate survey to measure the perceived experiences, attitudes, and opinions of students, staff and parents. These surveys will assess the perceptions of student motivation, the learning environment, instructor teaching methods and effectiveness, parent involvement, the effectiveness of the Director, and the quality of CTEA as a whole. The Board has developed a preliminary list of key themes and questions on which these surveys will be based.

## ***Section 6.8 – Personnel Files.***

- 6.8.1** All employee certifications, transcripts, criminal background checks, contracts, professional development records, evaluations, and other records as required by

law or deemed critical to the functions of CTEA will be kept securely on file in the main office of the school.

### **Section 6.9 - School Climate & Safety.**

**6.9.1 Climate & Safety.** The Board of Directors recognizes that school climate and safety is a critical component in the learning process; it facilitates academic scholarship, personal development, positive interpersonal relationships, psychological wellness, and security. To ensure the safety of our employees and students, CTEA will comply with the following school climate, safety, and risk management policies and procedures. All school climate and safety policies will be reviewed annually and available on the CTEA website, included in the Student/Parent Handbook provided upon enrollment, and noted during student orientation.

**6.9.2 Six Pillars of School Climate.** The Board will develop and maintain policies structured around the following six pillars; these underlying principles collectively represent the fundamental attitudes, values, and beliefs expectedly evidenced by all parents, families, teachers, students, and staff.

**6.9.2..1** Pillar I - The Director will incorporate positive behavioral conduct codes and conflict mediation tools to promote an educational environment designed to keep students in school and learning.

**6.9.2..2** Pillar II - The Director is charged with the obligation to provide a climate that is free from harassment, discrimination, and abuse within academic, emotional, social, and physical domains.

**6.9.2..3** Pillar III - The Director will ensure that the physical plant, buses, equipment, and all supportive resources are accessible to all, meet current standards, are modern, and project a welcoming, clean, and safe appearance.

**6.9.2..4** Pillar IV - The Director is responsible for providing opportunities involving meaningful student participation and peer-facilitated activities.

**6.9.2..5** Pillar V - The Director is accountable for establishing and promoting educational, extracurricular, and vocational partnerships designed to promote the academic achievement, and emotional, social, and physical well-being among its pupils and their families.

**6.9.2..6** Pillar VI - The Director will provide for the continuous professional development, education and training of the faculty and staff to ensure their expertise continually represents contemporary best practices and exemplary knowledge of the education field.

**6.9.3 Drug & Alcohol Free School Zone.** The abuse of alcohol and/or drugs is a serious threat to the school, its employees and students. The Board realizes that administration and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the school has adopted a Drug and Alcohol Free Zone Policy prohibiting

employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location.

**6.9.4 Weapons-Free Schools.** In order to facilitate learning to the greatest extent, the Board of Directors is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the administration to reduce and minimize safety risks through the implementation of its Weapons Policy.

**6.9.5 Violence Prevention.** The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

**6.9.6 Suicide Prevention.** Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. CTEA is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the Board has adopted and authorizes the following procedures through its Suicide Prevention Policy.

**6.9.7 Crisis Management.** The Board of Directors recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the school. While CTEA's main function is to educate, the safety of staff and student body is of paramount concern. In order to help prevent suicide and other severe acts of violence, the Board authorizes the Director to implement the procedures and programs delineated in its Crisis Management Policy.

## **Section 6.10 - Health & Wellness.**

**6.10.1 Health & Wellness.** The Board is committed to providing a school environment that promotes and protects the health and well-being of its students. The Board encourages all members of the school community to create an environment that supports lifelong habits of health and wellness. The Board will review all health and wellness policies annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

**6.10.2 Immunizations.** In accordance with Section 39-4801, Idaho Code: Idaho Department of Health and Welfare Rules, IDAPA §§16.02.15, the Board has

developed its Immunization Policy. The requirements of this policy must be met at the time of registration, before attendance can begin.

**TAB 7: Admission Procedures and Student/Parent Handbook**

**Section 7.1** - Admission Procedures I.C. §§33-5205 (3)(k)

**Section 7.2** - Waiting List I.C. §§33-5205 (3)(k)

**Section 7.3** - Attendance Alternative I.C. §§33-5205 (3)(o)

**Section 7.4** - Public Notification of Enrollment I.C. §§33-5205 (3)(t)

**Section 7.5** - Denial of School Attendance Requirements I.C. §§33-5205 (3)(i), §§33-205, §§33-206

**Section 7.6** - Disciplinary Policy and Procedures I.C. §§33-5205 (3)(m), §§33-210, §§33-205

**Section 7.7** - Tobacco, Alcohol, and Controlled Substances §§33-210(3)

**Section 7.8** - Use of Technology Policy I.C. §§33-132

**Section 7.9** - Access to Student/Parent Handbook

## **Section 7.1 - Admission Procedures.**

- 7.1.1 Admission Procedures.** CTEA will open in August of the 2013 school-year and be physically located within the boundaries delineated by Pocatello School District #25. CTEA will have a primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §§33-5205 (3) (j), however, students from other areas may be enrolled. In the initial year and for every year thereafter, CTEA will follow the model admission procedure identified in IDAPA 08.02.04.203. In accordance with Idaho Code §§33-5205 (3)(k), the Board has adopted the following admission procedures to ensure a fair and equitable selection process for admission and enrollment in subsequent school years.
- 7.1.2 Enrollment Capacity.** An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students per grade in grades K-2 and fourteen (14) per grade for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students per grade and grades five (5) and six (6) will retain a cap of fourteen (14) students per grade; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 7.1.3 Enrollment Deadline.** Each year, the Board will establish an enrollment admissions deadline, which will be the date by which all written requests for admission to attend CTEA for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.
- 7.1.4 Lottery.** If the capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The lottery will identify the list of students accepted into CTEA and establish a final selection list for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be conducted by a disinterested third party in a public forum.
- 7.1.5 Request for Admission.** Request for admission will be taken continuously throughout the school-year. Requests for the fall semester of the next school-year must be received by an established enrollment deadline as indicated above. The application process prior to the enrollment deadline will be as follows:



**7.1.5.1** A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a written or electronic request for such child to attend the school.

**7.1.5.2** A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in the State of Idaho, may make a request in writing for such child to attend CTEA. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings.

**7.1.5.3** The written request for admission will contain the name, grade level, address, e-mail address, telephone number, and last school attended of each prospective student in a family.

**7.1.5.4** If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below will be utilized to determine which prospective students will be admitted to the public charter school. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline will be permitted in the lottery.

**7.1.6 Founders.** A Founder is defined in Section 33- 5202(a)(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of the public charter school, and who is designated as such at the time the Board of Directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder will not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, will not constitute pecuniary benefits.

**7.1.7 Admission Preferences.** In accordance with Idaho Code §§33-5205 (3)(k), CTEA has established the following initial enrollment and subsequent enrollment admission preferences criteria for students residing in the primary attendance area of CTEA, for children of founders and full-time employees, for siblings of students already enrolled in the school, for returning students, and students residing outside of the primary attendance area.

**7.1.7.1 Initial Year of Enrollment.** . If the initial capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

**7.1.7.1.1** founders' children and children of full time employees will have first preference for admission to the school, with a maximum of 10% of the initial capacity consisting of founders' and full time employees' children; the ,

**7.1.7.1.2** siblings of pupils already selected by the lottery,

**7.1.7.1.3** prospective students residing within the primary attendance area, and

**7.1.7.1.4** to all other students residing outside the primary attendance area.

**7.1.7.2 *Second and Subsequent Years of Enrollment.*** If the capacity of CTEA is insufficient to enroll all prospective students in subsequent years of enrollment, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

- 7.1.7.2.1** returning students are automatically enrolled
- 7.1.7.2.2** children of founders and full time employees provided that this admission preference will be limited to not more than ten percent (10%) of the capacity,
- 7.1.7.2.3** siblings of pupils already attending,
- 7.1.7.2.4** students residing within the primary attendance area, and
- 7.1.7.2.5** all other students residing outside of the primary attendance area.

**7.1.8 *Placement.*** Initially, applications will be drawn for placement using the Equitable Selection Process outlined in the Administrative Rules Governing Public Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades.

**7.1.11 *Notification and Acceptance.*** CTEA has established the following procedures for notification and acceptance:

- 7.1.11.1** Students selected for admission to CTEA will be officially notified, within seven (7) days after conducting the selection process. CTEA will send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student. The notification will advise such person that the student has been selected for admission to the school. The offer letter must be signed by such student's parent, or guardian, and returned to CTEA by the date designated in such offer letter by the school.
- 7.1.11.2** Students not eligible for admission to CTEA will be officially notified within seven (7) days after conducting the selection process. CTEA will send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student. The notification will advise such person 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.
- 7.1.11.3** If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from CTEA 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.

**7.1.12 *Equality.*** Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as delineated and required by law. No out-of-state students will be allowed to be enrolled until an Idaho residence has been established and verified.

## ***Section 7.2 – Waiting Lists.***

**7.2.1** Once the enrollment period is complete and a waiting list for each grade level has been established through lottery as described above, the remaining students will be placed on the appropriate waiting list for their grade level in order of lottery selection and offered admission for the upcoming school year as seats become available. Subsequent applications will be added to bottom of the list for the appropriate grade level waiting list on a first come-first served basis and will be taken in numerical order from this list. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There will be no carryover from year to year of the waiting lists maintained to fill vacancies at the school. All waiting lists will be redrawn and renewed annually according to Idaho Code §§33-5205 (3)(k). Parents/guardians wishing to remove their child from the waiting list must make their request directly to CTEA via e-mail, telephone, or in writing.

## ***Section 7.3 - Public School Attendance Alternative.***

**7.3.1** Since CTEA is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

## ***Section 7.4 - Enrollment Opportunities.***

**7.4.1** It is the intent of the Board of Directors to create a diverse and socially balanced educational environment for the students and employees of CTEA. Consequently, the school will recruit and provide the opportunity for students to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Moreover, advertisement for enrollment opportunities at CTEA will include all current requirements as delineated in Idaho Code §§33-5205 (3)(t) and ensure that such announcements are broadcast and/or published by local media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Likewise, taking into consideration the language demographics of the area, all advertisement will be disseminated in English, Spanish, and other languages as deemed appropriate. These efforts may also include, but are not limited to, the school website and social networking sites, advertising at community centers (e.g., library), public forums, the school newsletter, flyers and brochures, local news organizations, and/or notifications sent home with students.

## ***Section 7.5 - Denial of School Attendance Requirements.***

**7.5.1** Idaho Law provides for denial of school attendance in Idaho Code §§33-205; consequently, the Board will have the right to deny enrollment to any student, determine the readmission

of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by the aforementioned Idaho Code.

**Section 7.6 - Discipline Policy and Procedures.** CTEA has established the following discipline policy and procedures as required by Idaho Code §§33-5205 (3)(m) and §§33-205. The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance. CTEA has formally adopted and will review annually its student discipline policies and procedure.

**7.6.1. Discipline Tier I – Contact, Conference, & Guidance.** The first step in the disciplinary process for *all* students may include one or more of the following actions as deemed appropriate by the Director or designee: contact with the student, conference/contact with parents, detention, guidance, restriction of free time, and/or school clean-up.

**7.6.2 Discipline Tier II – Suspension.** Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho Code §§33-205, the following limitations will apply to all suspensions:

**7.6.2.1 In-school Suspension.** In-school suspension is defined as temporary removal from a class or activity.

**7.6.2.1.1** Removal of student from class or classes and temporary placement in a more restrictive in-school location.

**7.6.2.1.2** Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the Director. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.

**7.6.2.1.3** Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents, guardians, or acting custodians in a timely fashion.

**7.6.2.1.4** Students will be given credit for assignments completed during supervised in-school suspension.

**7.6.2.3 Out-of-school Suspension.** Out-of-school suspension is defined as temporary removal from the school premises.

**7.6.2.3.1** No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.

**7.6.2.3.2** School administrators may suspend students for up to five (5) days, and Boards of Directors may suspend students for up to seven (7) calendar days.

**7.6.2.3.3** Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

**7.6.3 Discipline Tier III – Expulsion**

**7.6.3.1** Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

**7.6.3.2** All expulsions are under the jurisdiction of the Board of Directors and will be governed in accordance with the due process procedures. Any decision by the Board of Directors regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

**7.6.4** *Discipline for Students with Disabilities.* According to the Individuals with Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, and Idaho Codes 33-5205 (3)(m) and 33-205, the following requirements for discipline of students with disabilities will be employed:

**7.6.4.1** *Suspension of Students with Disabilities.* Students with disabilities may not be suspended unless the continued presence of the exceptional student in school poses a danger to himself/herself, other persons, or property, or unless there is a serious disruption of the educational process.

**7.6.4.1.1** Examples of such situations are: physical assault, or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

**7.6.4.1.2** Students with disabilities may be suspended so long as:

**7.6.4.1.2.1** Written notice is given to the parent, guardian, or acting custodian and administrator(s) of the exceptional student describing the grounds for the suspension and a brief statement of the facts.

**7.6.4.1.2.2** A Child Study Team meeting (due process hearing) is called to meet within five (5) school days, to review the student's Individual Education Program and to establish a satisfactory plan for readmission or alternative education.

**7.6.4.1.3** *Ten-day Disciplinary Removal*

**7.6.4.1.3.1** CTEA personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities.

**7.6.4.1.3.2** Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

**7.6.4.1.3.3** In determining whether a significant change in placement has occurred, CTEA personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

**7.6.4.1.3.4** Any time a student is suspended for more than ten (10) school days in a school year, the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by the student's IEP team.

#### **7.6.4.1.4 *Forty-five Day Disciplinary Removal***

**7.6.4.1** The Director or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:

**7.6.4.1.4.1.1** The student carries or possesses a weapon to or at school, on school premises, or to a school function. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

**7.6.4.1.4.1.2** The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

**7.6.4.1.4.2** School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself/herself, or to others in the current educational placement.

**7.6.4.1.4.3** School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

**7.6.4.2 *Expulsion of Special Education Students.*** An exceptional pupil may not be expelled unless the student's continued presence in school presents a danger to himself/herself, other persons, or property.

**7.6.4.2.1** Examples of emergency situations are: physical assault or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

**7.6.4.2.2** If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

**7.6.4.2.3** If it is the judgment of the Child Study Team that a situation exists that a school provided or supported educational program is not possible, expulsion may be recommended to the Board of Directors.

**7.6.4.2.4** After being informed of the situation, the Board of Directors will schedule the necessary due process hearing as outlined.

**7.6.4.2.5** Within ten (10) calendar days following written notice of expulsion to the parent or guardian of the exceptional pupil, the Child Study Team will meet to review the exceptional pupil's IEP to include appropriate educational goals that can be carried out in a correctional or rehabilitative setting. The school district's individual education program for the exceptional pupil will be presented to the court for determining an appropriate placement following expulsion.

**7.6.4.3 *Manifest Determination.*** Prior to submitting an expulsion recommendation to the Board of Directors for a student with a disability, the IEP Team will conduct a manifestation determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

**7.6.5 *Procedures for Major Disciplinary Violations.*** In most circumstances, the following shall govern discipline for major disciplinary violations. However, the Director or designee has, within his/her discretion, the authority to vary from this policy if deemed in the best interest of the student and all concerned parties. All suspensions and expulsions will follow the procedures outlined in Idaho Code §33-205.

**7.6.5.1** First Violation. The Director or designee will hold a conference with the student. The student's parent/guardian will be notified in writing of the major disciplinary

violation and a conference with the parent/guardian may be arranged. Discipline may involve up to and including suspension and/or expulsion.

- 7.6.5.2 **Second Violation.** The Director or designee will hold a conference with the student. The Director or designee will notify the student's parent/guardian in writing of the disciplinary violation and will attempt to arrange a conference with the parent/guardian and the student. Discipline may involve up to and including suspension and/or expulsion.
- 7.6.5.3 **Third and Subsequent Violations.** The Director or designee will hold a conference with the student's parent/guardian. Repeated major disciplinary violations may be grounds for consideration of an extended suspension or expulsion.
- 7.6.5.4 **The Board delegates to the Director the responsibility of determining if a student is a habitual truant.** The Superintendent or designee shall notify the prosecuting attorney's office according to Idaho code 33-205 and 33-206.

**7.6.6 Readmission.** Readmission of any student suspended or expelled, or admission of any student who has been denied admission will be governed by Section 33-205, Idaho Code. Students who have been expelled from CTEA will be eligible for readmission after (1) year, 12 calendar months.

**7.6.7 Due Process.** As delineated by federal regulations and Idaho Code §33-205, all students will be accorded rights as guaranteed under the constitution and all disciplinary action will be addressed according to reasonable due process rights of all parties involved. CTEA has adopted a Student Due Process Policy to protect individual rights.

### **Section 7.7 - Tobacco, Alcohol, and Controlled Substances.**

**7.7.1** In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code §§33-210 and maintain a drug free environment. The following procedures are included in the CTEA Tobacco, Alcohol, and Controlled Substance Policy.

**7.7.2 Anonymity.** This policy includes provisions for anonymity in that when a student or staff member voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code §§33-210.

**7.7.3 Discovery and Investigation.** It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his/her possession, a controlled or dangerous substance as defined by law immediately will notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7.7.3.1 Contacting the parents/guardians/acting custodians
- 7.7.3.2 Contacting law enforcement
- 7.7.3.3 Referral to school counselor
- 7.7.3.4 Referral to an outside agency for chemical dependency assessment
- 7.7.3.5 Suspension from school
- 7.7.3.6 Expulsion from school



- 7.7.4 Notifications.** When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.
- 7.7.5 Disciplinary Procedures.** If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code §§33-210 and school policy and procedures.

### ***Section 7.8 - Use of Technology***

- 7.8.1 Use of Technology.** The Board expects that its technology and all related resources such as its network of computers, peripherals, etc. will be used by all users in a judicious, prudent manner observing generally accepted rules of conduct and etiquette. CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software. The Board has adopted and will review annually a Technology Use Policy to govern the use of all school technology; the policy includes, but is not limited to the following regulations.
- 7.8.2 Parent/Guardian Permission.** Students who use CTEA technology must have written permission from their parents/guardians/acting custodians as specified in the Technology Use Agreement.
- 7.8.3 Network Security.** CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software.
- 7.8.4 Internet Safety.** To promote the safety and security of users, and to ensure compliance with the Children’s Internet Protection Act (CIPA), blocking and filtering protection measures, such as Barracuda Web Filtering, will be used to the fullest extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

***Section 7.9 - Access to Student/Parent Handbook***

**7.9.1 Access to Student/Parent Handbook.** The Director of CTEA will assemble a Student/Parent Handbook pursuant to state laws which outlines a Code of Conduct including expectations and consequences for unacceptable behavior. The aforementioned policies will be incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development effort (See Appendix L).

## **TAB 8: Business Plan**

**Section 8.1** - Business Plan 08.02.04.202, 08.03.01.401.10

- 8.1.1** Business Description
- 8.1.1** Marketing Plan
- 8.1.2** Management Plan
- 8.1.3** Resumes of Directors
- 8.1.4** Financial Plan
- 8.1.5** Start-up Budget Assumptions Form
- 8.1.6** Three-Year Operating Budget Form
- 8.1.7** First Year Month-by-Month Cash Flow Form

**Section 8.2** - Proposal for Transportation Services I.C. §§33-5205 (3)(u), §§33-5208 (4)

**Section 8.3** - Plan for School Lunch Program, 08.02.04.202 08.03.01.401.10

## **Section 8.1 - Business Plan**

**8.1.1 Business Description.** See CTEA Articles of Incorporation (Appendix A) and the CTEA Governing Bylaws (Appendix B).

**8.1.2 Marketing Plan.** It is the intent of the Board of Directors to respond to an expressed need by the parents and community members of Fort Hall to incorporate Shoshoni language immersion and culture into the school curriculum. (See Appendix M). Use of the Shoshoni language has declined dramatically and is now considered an endangered indigenous language. There is a sense of urgency about efforts to revitalize the Shoshoni language. Tribal officials and community members fear that if this decline in the use of Shoshoni language is not curbed in this generation, the Shoshoni language will disappear as a viable form of communication. An unfortunate lesson of history informs us that the loss of language is closely followed by the loss of a culture. Consequently, CTEA has developed a marketing plan to inform the community and attract students. The marketing strategy will be a dynamic process and adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of the CTEA facilities (See Appendix N).

**8.1.2.1 Targeting At Risk & ELL Students.** In CTEA's marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all current requirements in Idaho Code 33-5205 (See Appendix).

**8.1.2.2 Marketing Budget.** Since CTEA will not have any significant funding available until the end of September 2012 at the earliest, marketing has relied on as many free forms of public relations opportunities as possible until that time. CTEA has allocated a combination of funds from the J.A. and Kathryn Albertson Foundation Charter School Program to be used in the year prior to opening and state funds available in July 2013 (See Appendix P & Appendix Q). Board members and volunteers will provide other means of accomplishing the various public relations and advertising activities.

**8.1.3 Management Plan.**

**8.1.3.1** See Tab 5 Section 1

**8.1.4 Resumes of Directors**

**8.1.4.1** See Appendix O for Resumes of Directors

**8.1.5 Financial Plan.**

**8.1.5.1 Financial Management.** While the Director of CTEA will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. CTEA will follow the requirements set forth by the State of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

**8.1.5.1.1 Records and Reporting.** The Director will determine how the school will maintain school records and required information consistent with state and federal guidelines. CTEA will follow similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. CTEA will comply with all Internal Revenue Service regulations and reporting requirements.

**8.1.5.2 Budget.** The budget for CTEA will be:

- 8.1.5.2.1** prepared in compliance with Section 33-801, Idaho Code and policy of the Idaho State Board of Education,
- 8.1.5.2.2** prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format,
- 8.1.5.2.3** presented at a public hearing in June of the year the school will open, and
- 8.1.5.2.4** delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided in a timely manner to the ACE, on or before July 15, and posted on the school's website.

**8.1.5.3 Funding & Revenues.** Funding sources for CTEA will be based on and include, but not limited to, the following:

- 8.1.5.3.1** the Support Unit Calculation Template for Charter Schools
- 8.1.5.3.2** Salary Based Apportionment Template for Charter Schools
- 8.1.5.3.3** state allocations for pupil transportation
- 8.1.5.3.4** private grants
- 8.1.5.3.5** business partnerships
- 8.1.5.3.6** loans
- 8.1.5.3.7** donations
- 8.1.5.3.8** As soon as possible, it is the intent of CTEA to applying for all Federal Title funds available for and relevant to its purposes, including Title I and Title II-A. CTEA will develop and implement an approved Consolidated Plan that details these programs. This plan will include, but not be limited to, a parent involvement policy, parent compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students.
- 8.1.5.3.9 Fundraising Committee.** A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. To date, no private funding monies have been included in the budget.
- 8.1.5.3.10 Grant Writing & Fundraising Plan.** CTEA is aware that in order to accomplish our stated vision and mission, a successful and ongoing grant-writing process and strategy is important. Consequently, CTEA has developed an ongoing plan for finding possible funding sources and are tracking opportunities that are likely to recur.

**8.1.5.4 Internet Based Expenditure Website.** In compliance with Idaho Code §§33-357, data concerning all expenditures made by CTEA will be posted on the school's website.

**8.1.6 Start-up Budget Assumptions Form**

**8.1.6.1** See Appendix P for Start-up Budget & Assumptions Form

**8.1.7 Three-Year Operating Budget Form**

**8.1.7.1** See Appendix Q for Three-Year Operating Budget Form

**8.1.8 First Year Month-by-Month Cash Flow Form**

**8.1.8.1** See Appendix R for First Year Month-by-Month Cash Flow Form

**Section 8.2 - Transportation**

**8.2.1** Inasmuch as applicable to CTEA, in accordance with Idaho Code §§33-1501 through 1514, §§ 33-402(g), §§33-1006, §§33-5208, and §§67-2806, transportation will be provided to any student residing more than one and one-half 1(1/2) miles or less than fifteen (15) miles by road from the school's physical location at selected pick-up and drop off locations. Students who reside less than one and one-half (1 1/2) miles by road from CTEA will be provided services according to safety issues.

**8.2.2** Transportation will be provided for any special needs student enrolled at CTEA who may, due to the nature of his/her disabilities and delineated in an IEP, be entitled to specialized transportation as a related service.

**8.2.3** CTEA may contract its transportation services with the Shoshone-Bannock Jr./Sr. High School or outsource to another provider. An estimated first year transportation cost has been included in the budget. If transportation is outsourced, the transportation bidding process will begin no later than January 31, 2013. The bid will be awarded no later than April 30, 2013. No bids or contracts will be let until after the charter is granted (See Appendix S). Board policy requires that all bussing contract include appropriate safety measures.

**8.2.4** If CTEA elects to contract out transportations services, the proposed contract will be compliant with Idaho Department of Education, Division of Student Transportation regulations and with Idaho Code §§33-1510. CTEA will seek the advice of the SDE prior to both parties' signatures on any transportation agreement.

**Section 8.3 - Plan for School Lunch Program**

**8.3.1** CTEA may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix S). CTEA may also explore the possibility of contracting with the Blackfoot or Pocatello school district. Meal preparation will be guided by the USDA Code of Federal Regulation and meet or exceed minimum daily nutritional requirements as determined by the appropriate authorities.

- 8.3.2** Free and reduced lunch forms will be provided to all students by CTEA. Free and reduced price lunches will be available to qualifying students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. CTEA will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.
- 8.3.3** CTEA will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such programs which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

**TAB 9: Virtual Charter School**

**Section 9.1** - Qualification as Virtual Charter School I.C. §§33-5202 (a)(6)

**9.1.1** CTEA does not qualify as a public virtual charter school.



## **TAB 10: Business Arrangements, Termination, and Dissolution**

### **Section 10.1 - Description of Business Arrangements and Partnerships**

- 10.1.1** Partnerships
- 10.1.2** Special Services Contracts
- 10.1.3** Curriculum Contracts
- 10.1.4** Other Contracts

### **Section 10.2 - Additional Information Desired by Petitioners**

- 10.2.1** Compliance
- 10.2.2** Amending the Charter
- 10.2.3** Right to Evaluate
- 10.2.4** Public Access
- 10.2.5** Lease/Purchase Documentation

### **Section 10.3 - Termination Plan I.C. §§33-5205 (3)(v), §§33-5206 (8)**

- 10.3.1** Provisions for Termination
- 10.3.2** Dissolution
- 10.3.3** Responsibility for Dissolution
- 10.3.4** Payments to Creditors
- 10.3.5** Disposal of Assets
- 10.3.6** Transfer of Student Records
- 10.3.7** Transfer of Personnel Records

## ***Section 10.1 - Description of Business Arrangements and Partnerships***

**10.1.1 Partnerships.** CTEA will continue to seek community partnerships to acquire/share resources, network, and improve the educational opportunities at the school. Currently, CTEA has partnered with the Fort Hall Business Council and Wada Farms for financial and material resources and is negotiating partnerships with the Shoshone-Bannock Jr./Sr. High School, the Wellness Center committee, and the Parks committee. The administration and Board of Directors has included the Director of TANF and EET to coordinate educational efforts. CTEA will also seek out partnerships with the INL, Premier Technologies, Nonpareil, and other organizations whose partnerships are deemed beneficial to the school. Partnerships will be sought out through established Tribal contacts with these organizations or solicited by the Board of Directors and/or Director. In addition, CTEA will actively seek and engage in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.

**10.1.2 Special Services Contracts.** Special education and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act services may be contracted to meet the needs of all students; CTEA will enter into all contractual agreements prior to the opening of the school, thus these services will be available to students by the first day of school. CTEA has discussed contractual arrangements for school psychologist; speech therapy, physical therapy, and occupational therapy services with local providers.

**10.1.3 Curriculum Contracts.** As needed, the curriculum for CTEA will be compiled with the assistance of the Board of Directors, Director, curriculum coordinator, faculty members, information technologist, and other qualified professionals. CTEA may contract services as needed; however, no contracts have been discussed and this time and will not be entered until the charter is approved and the timing is appropriate. Currently, CTEA is working with the Shoshone-Bannock Language and Cultural Preservation Department for translations of the kindergarten science and math curricula into Shoshoni, development of the culture curriculum, and the production of the Shoshoni language materials. All curricula will be aligned with the most current educational standards adopted by the State of Idaho.

**10.1.4 Other Contracts.** When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. A list of all contracts identifying the party with whom CTEA has contracted, the length of the contract, and the requirements of the contract will be submitted to the ACE and the State Department of Education upon contractual agreement, as required and in a timely manner, and posted on the school's website.

## ***Section 10.2 - Additional Information Desired by Petitioners***

**10.2.1 Compliance.** CTEA will comply with all Superintendent for Public Instruction, Idaho State Board of Education, State Department of Education, federal, state, and ACE rules, policies,

and regulations as they relate to Charter Schools and public education, unless exempt through charter or other legislation.

**10.2.2 Amending the Charter.** Any revision of the terms of the CTEA Charter will be in compliance with Idaho Code, will require the approval of the Board of Directors and the ACE, and may require another State Department of Education Sufficiency Review.

**10.2.3 Public Access.** CTEA's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of other local public school districts; final determination will be at the discretion of the Board. CTEA will fully comply with all aspects of the Idaho Public Records Law (Idaho Code §§9-337 – §§9-350) and with the Idaho Open Meeting Law (Idaho Code §§67-2340 through §§67-2347), as indicated in the Bylaws.

### **Section 10.3 - Termination Plan**

**10.3.1 Provisions for Termination.** The Board of Directors recognizes its responsibility to maintain communications with the ACE regarding any changes, problems, or difficulties in the operations of CTEA. Moreover, CTEA will resolve any dispute with the ACE regarding the provisions of the charter in accordance with Idaho Code §§33-5209 and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Copies of any formal complaints filed against CTEA, including lawsuits, will be provided to the ACE within (5) business days of receipt by CTEA.

**10.3.2 Dissolution.** In the event of revocation or termination of the CTEA Charter, the school board will make every attempt to fully cooperate with the ACE and State Department of Education through the dissolution process.

**10.3.3 Responsibility for Dissolution.** In cases of some form of termination, non-renewal, or revocation occurs, the Chairperson of Board of Directors will be responsible for the dissolution of the business and affairs of the school.

**10.3.4 Payments to Creditors.** Upon the dissolution of CTEA and pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, CTEA will attempt to pay or adequately provide for the debts and obligations of the corporation. First, all materials and/or equipment purchased with federal funds will be returned to the authorizer. The Board will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution.

**10.3.5 Disposal of Assets.** After all debts and/or obligations are met, the Board of Directors will distribute all of the remaining assets of the corporation to the ACE.

**10.3.6 Transfer of Student Records.** The Chairperson of the Board of Directors will ensure that all student records are transferred to the local school district in which each student resides or to the district where the student will be matriculated. All students and parents will receive written notice of how to request a transfer of student records to a specific district; this process and the notice will be posted on the school's website. Students and parents will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will

accommodate student record requests from other districts, universities, students, and/or parents for up to three (3) years after dissolution. After three (3) years, all remaining student records will be delivered to the student's last known home school district as the final repository.

**10.3.7 *Transfer of Personnel Records.*** The Chairperson of the Board of Directors will ensure that personnel records are maintained by the Secretary of the Board and all employees will receive a written notice describing where the records will be maintained and describing the length of time personnel records will be held. Employees will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will accommodate personnel for up to three (3) years after dissolution.

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